

THE FUTURE STRUCTURE OF SECONDARY AND POST-16 EDUCATION

FREQUENTLY ASKED QUESTIONS

November 2017

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1. Why do you want to change our current education system

There are a number of reasons why we want to transform secondary and post-16 education but our number one reason is to **improve educational outcomes** for all our children and young people.

We want to provide joyous and purposeful educational experiences. We are changing the current education system in order to improve the **knowledge, skills and abilities** that our children and young people need to thrive in work, family and the community.

We believe in the following principles:

- **Equality of opportunity for all to achieve their potential**
- **A safe and inclusive community**
- **Lifelong Learning**
- **Sustainable Public Finances**

These principles have already been agreed by the States as part of a 20 year vision for the Bailiwick and that won't change.

We feel strongly that every young person has **equality of opportunity** to access a broad, rich, engaging, challenging curriculum and that everybody gets the chance to reach their full potential.

We also feel strongly about value for money and working smarter, not harder. And that won't change either.

We know that, no matter what age we are, **change isn't easy**. We are directed by the States to move from 4 to 3 Secondary schools and for an all-ability system to replace selection at 11. We have tried to develop our proposals with sensitivity and care and have given our attention to making sure that the best interests of our children and young people are at the heart of our plans. You are right to feel that this will be a big change, and we strongly believe that it will **positively** transform the way we educate our children and young people.

2. What has changed since you published your original proposals in July

We have taken the opportunity to listen closely to all feedback on our initial proposals and have made a number of changes, largely to staff transition, since we published our proposals in July.

In summary there will be three 11-16 schools at St Sampson's, La Mare de Carteret (new school) and Les Beaucamps which children will move to for their secondary education based on which primary school they attend.

We are no longer proposing to merge the staff of the Grammar School and La Mare de Carteret from 2019. Both schools will operate with their own separate staffing until the new school opens on the La Mare de Carteret site in September 2021.

Pupil transition to our new secondary schools will be the same as we proposed in July. Details can be found in section 6 of our Policy Letter.

We have changed some of the language we use when describing our new post-16 structure to make it easier for you to understand.

We will open a Sixth Form College (previously called a Post-16 College) on the former Grammar

School site for all full-time post-16 courses including A Levels, International Baccalaureate and applied, technical and vocational qualifications such as BTECs. This Sixth Form College will be fully inclusive and will deliver courses from Entry Level to Level 3 (this is all levels up to A Level equivalent).

We will open a Further and Higher Education Institute (previously called a Training College) on Les Ozouets site for all work-related, part-time courses including apprenticeships, further education and degree-level studies, adult and community learning and all other courses in response to employer needs for those aged 16 to 99+.

The main distinction between the two post-16 institutions is that the Further and Higher Education Institute will provide learning opportunities for those who have already chosen a course that is delivered in a work-place environment, or they have started work and seek additional skills to support their career pathway

This Further and Higher Education Institute will work in partnership with the GTA University Centre and Institute of Health & Social Care Studies with the aim of eventually creating a Guernsey University College.

Although the structure is the same as we proposed in July we will be bringing forward the establishment of these two new post-16 institutions to September 2021 (previously this was not until September 2024). All staff would be appointed to designate roles during 2020 ready for September 2021.

The Sixth Form College would operate from Les Varendes from Sep 2021 but initially it would include the two remaining selective intake year groups at the Grammar School (Years 10 and 11) who would complete their GCSEs at Les Varendes with the majority of the students continuing with their studies on the same site until completing Year 13. In Year 12 they would have access to the broad range of Level 3 courses being offered by the Sixth Form College (see question 18 for further information).

The Higher and Further Education Institute for part-time learners would also operate from September 2021 but initially across Les Coutanchez and Les Ozouets campuses until the new workshops are built at Les Ozouets. All staff for the Further and Higher Education Institute would be appointed on a designate basis during 2020 ready for Sep 2021.

3. When will I know which secondary school my child will go to?

We will be asking the States to debate our proposals at their meeting beginning on 13th December.

There will be no change to the current selective system and admission to secondary education for those children currently in Year 6. These children are the last cohort to go through the current selective system. If their parents have entered them, they will sit the 11+ tests as planned early next year and transfer to secondary school based on their 11 plus scores and school preferences.

If States Members support our proposals without amendment then from September 2019 children will transfer as follows:

Primary School	Secondary School
Castel	Les Beaucamps High
St Martin's	Les Beaucamps High
Forest	Les Beaucamps High
Notre Dame du Rosaire	Les Beaucamps High OR New secondary school (current La Mare de Carteret site)
La Houquette	New secondary school (current La Mare de Carteret site)
La Mare de Carteret	New secondary school (current La Mare de Carteret site)
Vauvert	New secondary school (current La Mare de Carteret site)
Hautes Capelles	New secondary school (current La Mare de Carteret site) OR St Sampson's High
St Mary and St Michael	New secondary school (current La Mare de Carteret site) OR St Sampson's High
Vale	St Sampson's High
Amherst	St Sampson's High

If your child is currently attending a primary school which is not their catchment primary school then we will endeavour to ensure they move with the rest of their year group to their secondary school. Brothers and sisters will stay together (except where an older sibling is in a selective intake at the Grammar School)

4. Are you still planning to split children from Hautes Capelles and the Catholic Primary Schools between two secondary schools?

We have modelled various scenarios for Hautes Capelles and the Catholic Primary Schools to see if it would be possible for all children to transfer to the same secondary school.

One of the difficulties we have is that it is impossible to know which children are likely to transfer from their States school to attend the Grant-Aided Colleges as fee payers for their secondary education and so how many places at each secondary school we will require each year.

Whilst it is possible to build some flexibility into the system we would require at least 20 forms of entry across our 3 schools to be able to ensure that all children from these primary schools could move to the same secondary school together. Even with 20 forms of entry the numbers would still be tight with a possibility of over-subscription at some schools in some years and the requirement to then move small numbers of pupils to another school for Year 7.

To ensure that we invest taxpayers' money as wisely as possible we are proposing to provide 19 forms of entry which means that pupils from Hautes Capelles, Notre Dame and St Mary & St Michael will need to be split between two secondary schools.

Children would still transfer along with a large proportion of their class mates and their secondary school would be allocated based on where they live.

This is a continuation of the current situation (or could be seen as an improvement as children are currently split three or four ways because of the selection process to the Grammar School and Colleges).

All places will be confirmed during the first half of Year 6.

19 forms of entry will provide sufficient secondary school places for now and into the future as

long as the numbers of families choosing to fee-pay for places at the three Grant-Aided Colleges does not drop significantly from current levels. If this does happen we may need to provide a small extension at Les Beaucamps to increase its capacity.

5. What are you proposing for secondary education?

We will have three 11-16 secondary schools. The current St Sampson's High, the current Les Beaucamps High and a new school built next to the existing La Mare de Carteret High School.

These schools will have between 5 and 8 forms of entry in each year and will have a minimum of 600 and a maximum of 1,000 pupils in line with independent research on optimal secondary school size. We have planned our capacity based on average class sizes of 24. It is important to remember that secondary schools split students into a range of group sizes for different subjects at different times.

The three schools will have an all-ability intake and will provide equality of access to a broad curriculum. Pupils will be grouped by ability in some subjects where it best meets their needs. Under our proposals pupils will not need to move between schools to access this broad curriculum (this may not be the case under some of the alternative proposals being suggested).

Pupils with special educational needs will be supported in these three schools, or where it is in their best interests and where it best meets their needs they will attend Le Murier or Les Voies. Both these special schools will work closely with our mainstream schools.

6. What are you proposing for post-16 education?

We will establish a Sixth Form College on the Les Varendes site for all **full-time** post-16 courses and qualifications including A levels, International Baccalaureate, BTEC and other vocational, applied and technical courses currently offered through the College of Further Education.

This Sixth Form College would be **inclusive and open to all**. Parents and students would not need to choose which post-16 establishment to attend as they do now as all full-time courses would be offered at our Sixth Form College.

The Sixth Form College would deliver courses from Entry Level to Level 3 and so provide pathways for students with special educational needs and those who may need to retake GCSEs or other Level 2 qualifications. Students will be able to mix and match courses and levels to best suit their aptitude, needs and interests – all offered at the same institution.

Students would also be able to move up and progress through the levels if they needed to. Students following this pathway would be able to stay at the Sixth Form College beyond the age of 19 if they wished and if it was beneficial to them.

Students will also be able to continue with the current 3 A level route, the International Baccalaureate Diploma or BTECs and other Level 3 applied, technical and vocational qualifications as they do now. Courses would be taught by specialist staff, as now. The only difference will be that all students will be part of the same College and all will have access to the full range of enrichment opportunities, extra-curricular activities and pastoral care.

We will also establish a Further and Higher Education Institute on the Les Ozouets site – we previously referred to this as a Training College.

The main distinction between the two post-16 institutions is that the Further and Higher Education Institute will provide learning opportunities for those who have already chosen a course that is delivered in a work-place environment, or they have started work and seek additional skills to support their career pathway. It will provide all **part-time**, work-related training, which includes the Apprenticeship Scheme, further and higher education and other part-time courses.

The Further and Higher Education Institute will have a different ethos and culture than the Sixth Form College: it will be responsive to industry/employer needs and to the strategic skills agenda for the Island.

7. I've heard some people suggesting a Tertiary College – what is a Tertiary College and what would it offer?

A Tertiary College would be responsible for delivering all Sixth Form Centre provision and all College of Further Education courses, together with those currently provided by the GTA University Centre and Institute of Health and Social Care Studies within one institution. This institution would have several thousand student enrolments presenting some real challenges for its single management team and is a massive change from the current educational structure in Guernsey.

A Tertiary College would need to provide all full-time courses and qualifications at all levels for 16 year olds moving up from school plus apprenticeships, part-time courses for business people, responsive skills training on behalf of employers, other work-based training, further education, higher education, adult and community learning.

8. Why are you not recommending a Tertiary College?

The arguments for the establishment of a Tertiary College mirror many of those for the creation of a Sixth Form College offering all full-time academic, applied general and technical qualifications at all levels alongside a Further and Higher Education Institute for part-time, work-related learning. Both would provide equality of opportunity and equality of access to full-time study for all 16 year olds. Both would be able to provide part-time work-related learning.

There is nothing to stop the island moving towards a Tertiary College structure in the long term. However, the Committee feels that it would be better to take small steps in this direction rather than making such a massive change at this time. It also does not think that it would be possible to build a Tertiary College on a single site as no current site is big enough.

The Committee feels that the management of the new Sixth Form College would be able to fully focus on ensuring that the full-time education provision for 16 to 19 year olds, plus their access to a full enrichment package, extra-curricular opportunities and pastoral support is as good as it can be. These courses would be free at the point of delivery and the Sixth Form College would operate more like a school with a structured day, generally open term-time only.

There would be a very different ethos and culture in the Further and Higher Education Institute which would need to be more responsive to employer needs, have more of a commercial focus and deliver the requirements of the skills strategy. The management of the Further and Higher Education Institute would need to focus on providing or commissioning courses and bespoke training. In many cases they would be charging a fee to attend these courses and so the focus

would be on income generation as well as being responsive to employer needs. The Institute would operate year-round and would not be restricted to school opening hours or term dates.

The Committee feels that to put these two very different provisions under one management team would not provide the necessary strategic focus to ensure both deliver the expected outcomes for all learners.

Research evidence indicates that students in Sixth Form Colleges do better at A Level than those in both school sixth forms and FE colleges.

Keeping them as separate establishments at this time would also allow further time to develop closer partnership working with the GTA University Centre and Institute of Health & Social Care Studies to help avoid duplication and make best use of expertise and resources.

9. Will students older than age 19 be allowed to attend the Sixth Form College?

The Sixth Form College will predominantly be for students between the ages of 16 to 19 but it may be that some students take longer to complete their studies and so will be able to stay on until they do so. This will be especially true for those who might start with a Level 2 or Level 1 course and then gain the confidence and skills to move up to the next level.

At the moment only very small numbers of adult learners (less than 10) choose to study full-time Level 3 courses at the College of Further Education and many do not complete their courses for a variety of reasons. Under our new structure adult learners wishing to study full-time Level 3 courses will be considered on an individual basis. They may be able to study at the Sixth Form College or the Further and Higher Education Institute, or through an evening class or be supported to learn online.

10. Are your proposals an experiment or do similar structures operate successfully elsewhere?

What we are proposing is tried and tested in other jurisdictions and is not an experiment.

As stated in response to Question 1, the Committee's proposals comply with a number of key principles; the most important being **improving educational outcomes**.

All-ability 11-16 schools successfully operate in a range of other jurisdictions, including the UK and some of the highest performing education systems in the world e.g. Finland.

Sixth Form Colleges similar to the one we are proposing also operate successfully. Examples include [Lowestoft Sixth Form College](#), [Reigate College](#) and [Blackpool Sixth](#).

In addition, our Sixth Form College will also offer the International Baccalaureate (IB). Sixth Form Colleges of a similar size in the UK would not usually be able to offer this additional option to students for funding reasons, however the Committee believes that the IB should remain an option for our students to access.

Our Further and Higher Education Institute also mirrors similar provision in other areas. Its focus on part-time work-related learning in response to specific employer and community needs will include elements of similar training institutions and organisations such as www.in-comm.co.uk and www.procat.ac.uk although training would be on a scale specifically tailored to Guernsey's

economic and employment/skills requirements.

11. What will my child's education in your new all-ability schools look like?

It is important to remember that education in our primary schools is already all-ability.

We have recently launched our new Bailiwick of Guernsey Curriculum - The Big Picture - which has been written to flow from age 5 to 19 and so provide simple transition from primary to secondary education.

The Big Picture aims to retain the best of current practice whilst seeking to place greater emphasis on important elements required to secure well-rounded learners e.g.

- Learning outside the classroom
- Promoting positive mental health and well-being
- Development of a Growth Mindset
- Financial literacy
- Targeted teaching of the elements of learning

You can find out further information about the Big Picture online at www.gov.gg/curriculum

Within our new curriculum, all children and young people should have the same opportunities and entitlement.

Our 11-16 schools will each offer access to a broad curriculum and range of public examinations and qualifications to best suit individual students' aptitude, interests and needs.

Pupils will not have to move schools to access this broad curriculum.

Section 3 of our Policy Letter sets out in detail the educational objectives and outcomes our new system will achieve.

12. How will it be better than what they have now?

At the moment children have access to different courses and options, especially in Key Stage 4, depending on which school they attend. In reality, some of our existing schools are too small to be able to offer access to the broad curriculum and subject options which students in other, larger schools can choose.

Under our proposals to move to three schools we will be able to provide access to this broader curriculum regardless of which school the student attends. This will include providing three separate sciences at GCSE plus options to study more than one language or a wider range of more work-based options such as Health & Social Care and Business Studies. Students will not have to move between schools to access this broader curriculum.

Children will move with their friends and class mates from primary into secondary education. Transition will be improved through the partnering of primary schools with secondary schools. Children and parents will know at a much earlier age which secondary school they will transfer to. The new curriculum runs across primary into secondary so continuing the learning and better facilitating shared and joint planning across phases with closer partnerships between teachers and schools.

At post-16 level students will not have to choose which institution they want to attend if they

want to continue in full-time education. They will go to the Sixth Form College where they will have a much broader choice of options including A levels, IB and applied, technical and vocational qualifications such as BTECs. They will be able to mix and match these qualifications if they want to. If they are not ready for Level 3 studies they will be able to continue with a range of level 2 courses and have the opportunity to re-sit key English and maths qualifications if they need to.

The Sixth Form College will be fully inclusive and so students with special educational needs will also be able to attend.

All students will be able to access a full timetable of enrichment activities such as The Duke of Edinburgh's Award, additional computer skills, project work, mentoring, coaching etc plus a range of extra-curricular activities such as sports, arts and hobby clubs.

Students will be supported with careers advice and guidance with help provided in applying to university or gaining interview skills ready for employment.

The Further and Higher Education Institute will provide opportunities for the whole community to continue lifelong learning with a focus on work-related training in response to the needs of our local employers. It will also provide the opportunity to grow our on-island higher education (degree level) offer.

13. When will your new proposals come into force and which pupils will be affected?

We believe it's important that the States makes a final decision on the future structure of secondary and post-16 education by the end of this year. We will be working hard to make sure that happens so that parents, staff and pupils have certainty over the schools they will attend in the future.

If the majority of States members support the Committee's proposals then the first change will come for those children currently in Year 5 who will transfer to secondary education in September 2019 based on which school their primary school partners with.

Details of partner schools are provided in question 3.

We will confirm as early as possible when these children are in Year 6 exactly where each child will go.

There will be no change for those children currently In Year 6 who will sit the 11+ (if their parents wish them to) as planned early next year. Our existing Admissions Policy will apply (see www.gov.gg/schooladmissions for further details).

The first students who will be able to access opportunities provided by the new Sixth Form College and the Further and Higher Education Institute will be those starting their post-16 education in September 2021 (those currently in Year 8)

14. Will brothers and sisters still be able to attend the same school?

Wherever possible, and where there is space, we try to keep siblings together. Obviously, at the moment younger siblings of those selected to the Grammar School through the 11 plus do not necessarily attend the same school.

Under our proposals it is possible that younger siblings of those selected to the Grammar School site prior to September 2019 may not be able to attend the same school because admissions would be based on partner primary school.

15. I have heard that some of our schools will be closing? Which ones?

A number of Deputies have suggested different options for the future of secondary and post-16 education which would mean the closure of one or more of our current secondary schools. These alternative options have led to confusion and concern among parents, teachers and students.

The Committee for Education, Sport & Culture wish to make it clear that it is proposing to:

- Build a new secondary school at La Mare de Carteret
- Retain the existing St Sampson's High School which will remain co-located with Le Murier special needs school
- Retain the existing Les Beaucamps High School
- Convert the existing Grammar School buildings at Les Varendes for use as a Sixth Form College for all full-time 16-19 year old learners
- Develop new technical workshops on Les Ozouets site for use by the new Further and Higher Education Institute

Plans for other options, including the idea of having two 11-18 schools with between 1300 and 1450 pupils (including small sixth forms) instead of the three we are recommending, do not deliver against the principles set by the States within the Policy and Resource Plan and so will be opposed by the Committee.

We will publish further information in response to any plans for a two school model on our website www.gov.gg/educationfuture once these plans are released by those Deputies recommending this.

16. What are your plans for our children with special educational needs?

The States of Guernsey has supported the move to an all-ability system of secondary education and this must include **all** our children and young people.

We have been working closely with a range of stakeholders, including the Guernsey Disability Alliance, Wigwam and other organisations and individuals on what inclusion and equality means for Bailiwick schools and services.

The majority of children with special educational needs will be supported within our mainstream schools. In a small number of cases, and following a process of formal assessment, children may be placed at one of our special schools or receive additional support from our specialist bases or education support services. Between 2 and 3% of all learners will be placed in specialist provision to best support their needs and requirements.

The Committee expects there to be greater flexibility of school placement for those with special educational needs with further regard paid to the wishes of parents/carers in where they feel their child would best be placed. This could be through providing direct support in mainstream school. Every child's placement would be considered on an individual basis through professional discussion in consultation with parents/carers. The Committee does not wish to pursue tokenistic inclusion or purely locational inclusion if it is not in the best interests of the child or young person.

<p>We will also establish individual bases to support young people with autism and communication difficulties in each of our secondary schools rather than a separate all-age base at La Mare de Carteret.</p> <p>The Committee is committed to an inclusive system of education, ensuring that all children and young people have equality of opportunity to achieve their potential. All the proposals outlined in our policy letter support the aims of the Disability and Inclusion Strategy and comply with the UN convention on the Rights of Persons with Disabilities.</p>
<p>17. What are your plans for children in Alderney?</p>
<p>The Committee has confirmed that it remains committed to providing an all-age (4 to 16) school in Alderney and will continue to explore with the community ways of ensuring that young people are able to access as broad a range of opportunities as possible so that they are able to reach their potential.</p> <p>Students from Alderney will be able to transfer to the Sixth Form College at 16 to continue their full-time studies if they wish. Alderney young people may also be able to access apprenticeships and other part-time work-related learning at the Further and Higher Education Institute.</p>
<p>18. What will happen to the children still in their selective intake at the Grammar School?</p>
<p>The last selective intake into the Grammar School will start their secondary education in September 2018.</p> <p>They will complete both Key Stage 3 and Key Stage 4 (GCSEs) together at Les Varendes site with the majority expected to stay on and complete their post-16 studies (A Levels, IB or BTEC/applied, technical or vocational qualifications) there too.</p> <p>In September 2021 the Sixth Form College will be established on Les Varendes site and will operate as a 14-19 establishment until July 2023. At the same time this last selective intake will be starting their 2-year GCSE courses. For years 10 and 11 they will be taught by the teaching staff of the Sixth Form College, if necessary supplemented by staff from the new secondary school to ensure continuity for these learners.</p> <p>The Sixth Form College will have up to 900 full-time learners so these 150-160 14 to 16 year olds will be part of a vibrant 14-19 learning environment as they complete their Key Stage 4 studies. They will transition once between the Grammar School and the Sixth Form College, but their transition will take place at 14 rather than 16 and they will remain on Les Varendes site.</p>
<p>19. What does this mean for the rebuild of the La Mare de Carteret High School?</p>
<p>A new 8-form entry secondary school will be built on La Mare de Carteret playing fields. It will open in September 2021.</p> <p>To minimise costs, we are proposing not to build the community facility or pre-school included in the original plans. We will also phase the build to complete the new secondary school and sports facilities by September 2021 with the external areas and primary school to follow.</p> <p>On the advice of educational specialists, rather than build a separate combined primary and</p>

secondary communication and autism base on La Mare de Carteret site, secondary age children and young people with autism or communication difficulties will be supported by integrated bases within each of the secondary schools. This also supports greater inclusion. The primary base will continue at Amherst.

20. What about the rebuild of La Mare de Carteret Primary School

To help with the overall affordability of the plans we have had to delay the rebuilding of La Mare de Carteret Primary School until after the new secondary school and sports facilities are completed.

Although this delay is disappointing it does allow us to take the opportunity to build the new primary school on a slightly different part of the site which will provide better access and be less disruptive to neighbours.

We will be asking the States to acknowledge that the Primary School needs rebuilding but that it should be funded from the next phase of what is known as the capital prioritisation process (2021 onwards)

21. What school uniform will my child wear?

Decisions about things such as school uniforms and school names will be made by the schools in conjunction with parents and students.

22. My child will be the last to sit the 11+ tests in January. How can I make a decision about which school I would like them to attend?

The Committee understands that parents of children currently in Year 6 have concerns about what choice to make with regards to their preference for a secondary school place to start in September 2018.

No matter which secondary school your child goes to we would like to reassure you that our teachers and support staff work hard to make sure they have the best education possible.

Parents will have already completed the necessary 11+ entry form stating their preference for a school place but this preferred school may be changed up until 9th February 2018, which will be after the States debate.

23. I am worried about behaviour in these larger schools. How can you reassure me?

There is no evidence to suggest that moving from four to three schools will lead to an increase in disruptive behaviour.

Our three schools may be bigger but they will still maintain similar pupil to staff ratios, similar class sizes and the same levels of pastoral care and support.

Our schools now and in the future are expected to take a strong stance against poor behaviour and address the reasons for it.

Each school is required to have a whole-school Behaviour Management Policy. This policy must be regularly reviewed. The Behaviour Policy sets out what is expected of pupils within school and the systems in place to manage poor behaviour. All members of the school community from the Headteacher and staff to the pupils themselves have a responsibility for socially acceptable

<p>behaviour.</p> <p>Issues that might contribute to poor behaviour, such as low pupil self-esteem, difficulties at home, poor relationships and conflict, are also addressed within the programmes of study used in schools for Citizenship and Personal, Social and Health Education.</p> <p>Behaviour management and setting high expectations of behaviour should be through a partnership between schools, parents/carers and the wider community.</p> <p>The Committee will review the latest research and evidence regarding behaviour interventions aimed at reducing a variety of behaviours.</p> <p>All of these elements will form part of a refreshed overarching framework which will help guide schools in the development of and expectations for their own School Behaviour Policy.</p>
<p>24. My child needs extra help with their learning, will they still get it under your new system?</p>
<p>Yes. As now, schools will provide additional help and support where needed.</p>
<p>25. My child is ‘gifted and talented’, won’t they be held back by other children who are not as quick to learn?</p>
<p>All our children and young people have their own unique gifts and talents. It is the job of every education system to nurture and feed these unique talents.</p> <p>A considerable amount of work has already been done to provide the opportunity for young people to be stretched and challenged in their learning, regardless of which school they currently attend or what their unique ‘gifts and talents’ are. This includes but is not limited to: differentiation within lessons (differentiation means tailoring teaching and learning to meet individual needs), extra work at different levels, extended qualifications or courses, additional breadth of curriculum, challenging extra-curricular opportunities, help preparing applications for top universities including Oxbridge, personal support and mentoring, peer mentoring etc.</p> <p>These opportunities will be built on with the establishment of an all-ability system in three larger 11 to 16 schools and the creation of a new Sixth Form College for all full-time post-16 learners. We have high expectations for all our children and young people and all individual learners have attainment and progress targets set which stretch and challenge their performance. Within our new all-ability system there is greater flexibility to group learners, including by ability, to aid personalised learning.</p>
<p>26. Will my child still be able to access 14-16 ‘link’ courses at the College of Further Education?</p>
<p>The provision of vocational and applied options will continue to be part of the Key Stage 4 offer for 14 to 16 year olds. Our larger secondary schools will mean that most of these options will be able to be provided within school unless specific technical facilities such as the workshops being provided on Les Ozouets campus are required.</p>
<p>27. What is the new school going to be called?</p>
<p>We will be talking to school staff, students and the wider community about what the new</p>

secondary school should be called.

28. How are students going to be transported to their new schools?

All students are able to access scheduled service buses and school buses for free. Our schools also have facilities for cycle parking, motorcycle parking and safe walking routes.

Once the States have made a decision we will review existing scheduled and school bus routes in conjunction with Traffic and Transport Services to ensure we can provide sufficient capacity to meet demand. We have allowed funding for some additional buses should they be required during transition.

29. I am concerned about the disruption and uncertainty the new proposals will cause for children currently in preschool or primary education.

The Committee understands that parents will be concerned about the possible impact the changes we are proposing may have on your children.

The needs of our children and young people are at the very heart of our proposals and we will do everything possible to ensure that disruption is kept to a minimum.

As highlighted in the response to question 1, the transformation of secondary and post-16 education is necessary if we want to continue to improve educational outcomes.

We believe it is important that parents, staff and our children and young people have certainty about the future; which schools they will be attending, what their education will look like and which pathways and qualifications will be open to them. That's why we will be fighting hard to ensure the States makes a firm decision before the end of this year and sticks to it so that we can continue to carefully plan and implement the changes.

Once a decision has been made we will advise parents as soon as possible of the outcome and the next steps we will be taking to implement that decision.

30. What about the impact on staff?

It is widely recognised that the most important requirement of a successful education system is the quality of its workforce.

Retaining and recruiting high quality staff must remain a priority in any transformation of the structure of education in the Bailiwick.

We have been working closely with staff and their professional associations to ensure that all changes are carefully planned and executed to ensure as least disruption to our children's learning.

Moving from four to three schools and improving our post-16 provision will mean that staff may have to move schools or change jobs. We will have agreed processes in place to manage this redeployment. We do not anticipate any compulsory redundancies as part of this transformation.

We have also listened to staff feedback and changed our transition plans to appoint all staff to our new secondary school, the Sixth Form College and the Further and Higher Education Institute at the same time. This should allow our staff to make informed decisions about their future roles and career pathways. These appointments will be made during 2020 ready for September 2021.

31. Will you have enough space in your schools if the population increases?

We have carefully modelled our current school population and used Policy and Resources data for future population projections.

Our three school model providing 19 forms of entry in each year group will provide sufficient capacity both now and in the future maintaining our current class size policy. We have also allowed for similar levels to choose to transfer to the Grant-Aided Colleges as fee payers within our numbers but will have the flexibility to make changes should our secondary school population go up or go down.

Staffing levels are always reviewed on an annual basis with additional teachers appointed if numbers increase and staff numbers reduced if necessary. Under our three school model we will also have the flexibility to add extensions at Les Beaucamps or St Sampson's High should pupil numbers increase beyond those projected.

32. Why are you proposing to make these changes, why not leave everything as it is?

The States have already made the decision to remove selection at 11, move to an all-ability secondary education system and reduce the number of secondary schools from 4 to 3.

These decisions were made based on improving educational outcomes. Maintaining four small schools would not allow us to provide the breadth of curriculum and equality of opportunity for all to achieve their potential.

Maintaining our existing post-16 structure also continues to restrict the options open to our 16 year olds. Under our proposals, all our young people will have the same start to their post-16 education, moving together into our new Sixth Form College regardless of the mix or level of qualification they choose or their eventual pathway to employment or further study

The Committee believes there is strong evidence to support the transformation of secondary and post-16 education it is proposing but acknowledges that all the changes must be made with the needs of our children and young people at the forefront of our thinking.

It has agreed a number of key principles which will guide the transition to the new structure:

Any transition model must:

- Minimise disruption; and
- Maximise staff retention; in order to
- Preserve educational outcomes.

33. How much is all of this going to cost?

Reducing the number of secondary schools from four to three will lead to operational savings in the long term of around £3.4m per year.

We will need to invest in building a new secondary school on the La Mare de Carteret site plus refurbishing and altering the existing Grammar School building (now more than 30 years old) for use as a Sixth Form College and providing additional specialist workshop facilities on Les Ozouets site.

We will also be able to vacate Les Coutanchez and Delancey buildings for alternative use.

Many of these building projects would be required whatever we do with our education system. Other options being presented have different building costs associated with them.

Within our Policy Letter we are requesting a capital sum of up to £74m to build the new secondary school and sports facilities at La Mare and refurbish the Grammar School buildings so they can be used as a Sixth Form College (including project management costs).

Further capital building costs will be required from 2021 onwards to build the new primary school at La Mare and the workshops at Les Ozouets.

34. Where can I find out more?

Our Policy Letter, all the appendices and all other information is available online at www.gov.gg/educationfuture

If you have any further questions please don't hesitate to contact the Committee *for* Education, Sport & Culture on 733000 or via email at educationfuture@gov.gg