

2018/01/10	<u>ESC's proposals:</u> <u>Three 11-16 Schools, Sixth Form College, Further and Higher Education Institute/University College</u>	<u>Alternative proposals:</u> <u>One 11-18 School on two sites both with sixth forms and current FE and HE provision</u>
SUMMARY	<p>The CfESC's proposals are detailed, costed, evidence-based and ready to go.</p> <p>They provide certainty to parents, students and staff and equality of opportunity for all children and young people.</p> <p>The CfESC is confident they will deliver improved educational outcomes and will also provide flexibility for the future and make efficient and effective use of resources.</p> <p>The recommendations take the best from educational systems elsewhere but set them in a context appropriate to the size and nature of Guernsey.</p>	<p>The Alternative Model lacks detail, provides limited information about costs and does not provide any certainty to parents, students and staff.</p> <p>It provides no information on which two school sites will close and which will need to be extended/doubled in size.</p> <p>It provides no information on when and how the change will happen.</p> <p>It will deliver 2 11-18 schools of a size not favoured by 95% of those who completed the most recent public consultation on school size.</p> <p>The CfESC believes the Alternative Model does not offer equality of opportunity and will not afford equal importance to different pathways (e.g. academic and vocational)</p>
Curriculum Offer	<p>Very similar to two school model at 11-16</p> <p>Much greater choice at Post-16 with a much broader range of options available to all at 16.</p> <p>Modelled on current provision but greater opportunity to grow and expand offer</p>	<p>The full curriculum offer at Post-16 and range of choices unlikely to be available on both sites under the one 11-18 schools/two sites proposals.</p> <p>Very difficult to mix and match qualifications e.g A levels and BTECs or IB cert and BTEC/other vocational qualifications across 2 institutions (especially with separate governing bodies).</p> <p>Small size of sixth form will limit options and prevent expansion of offer (UK government has said no to any new sixth forms in England under 200 students).</p>

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Educational principles and outcomes	<p>Research in our policy letter shows that Sixth Form Colleges achieve the best educational outcomes.</p> <p>A Sixth Form College offering all full-time provision gives learners access to a breadth of curriculum, including academic and vocational courses, currently not available. For example mix and match pathways, e.g. Biology and Health and Social Care. This would promote parity of esteem between different pathways and qualifications.</p> <p>Equality of access to pastoral support/enrichment opportunities.</p> <p>Students have all the choice in one institution.</p> <p>Hub for student support, e.g. careers, HE advice or employment pathways.</p> <p>Potential to enhance viability of smaller subject areas due to critical mass of learners.</p> <p>Helps address current issues of retention on Post-16 courses by being able to offer easy move between levels and qualifications in the same institution.</p>	<p>Unless both academic and vocational provision were included in two sixth forms at each of the 11-18 schools (which was not modelled as part of the feasibility study), there would continue to be a division between academic and vocational pathways for the offer to post-16 learners. This option is will maintain the lack of parity of esteem between academic and vocational qualifications.</p> <p>Unless the full curriculum was offered at both schools, this option does not meet the Committee's principles of equality of opportunity.</p> <p>Those who do not obtain grades to continue to sixth form at their school would have to leave/move at age 16 (selection at 16). Even those that do may have to move site depending on their choice of qualification.</p> <p>What opportunities are there for those who are not ready to move up to Level 3 and would benefit from studying a further Level 2 qualification before moving up to Level 3 – they won't be able to stay on at school.</p> <p>It introduces further divisions at 16-19.</p> <p>Current issues with retention of learners not addressed by this structure. Limited opportunity to offer breadth of provision and to access mix and match courses/qualifications.</p> <p>Limited pathways available to students in the event of one or other of the 11-18 schools being oversubscribed or requires learners to travel between</p>

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		<p>school sites to access their choice of subjects.</p> <p>Question whether small sixth forms are viable if numbers reduce (e.g should fewer students transfer from the grant-aided Colleges or more choose to leave school and go to the CFE, or the student population generally decline).</p>
School Size	<p>Recommending 3 x 11-16 schools in line with the extant States resolution <i>'That 11 to 16 education in the States' sector shall be provided in three schools, ideally of a broadly comparable size but in any event of a size capable of securing equality of opportunity for all students'.</i></p> <p>The schools will be between 5 and 8 forms of entry (600 to 960 capacity).</p> <p>In summary, data on optimal school size is inconclusive when it comes to attainment. Evidence indicates that smaller schools are better for those from deprived backgrounds.</p> <p>It is easy to find high performing examples of schools of all sizes similar to those being proposed by both the CfESC and the Alternative Model, however the unique context of Guernsey must be taken into account (e.g. differing admissions policies in England, ability to go to school down the road if don't gain a place etc)</p>	<p>One 11-18 school on two sites creates schools/sites with a capacity of 1300 to 1450 (9 or 10 forms of entry 11-16 and small sixth forms of c 200-225).</p> <p>Some sites would accommodate pupil numbers in addition ie. Baubigny - where Le Murier accommodates up to 120 (in addition to the 1200 + 225).</p> <p>Similarly LMDC Primary accommodates up to 420 which is in addition to the 1200 + 225 High School provision (see student number comparisons table) .</p> <p>The last full public consultation on schools size (the questionnaire was split into 4 different areas including selection at 11, post-16 options, College funding and school size) indicated a strong preference for form sizes that are in line with the Committee's recommendations for three secondary schools. Less than 5% of those who responded were in favour of year group sizes that are in line with the Alternative Model.</p> <p>No further public or wider professional consultation on school size has been undertaken by those proposing the Alternative Model</p>

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Site suitability	<p>Baubigny and Les Beaucamps are already in operation and require little or no disturbance.</p> <p>No additional impact on traffic at these two sites.</p> <p>Plans for new secondary school are well developed including proposals for improved traffic management – approved by E&I. Plans include much-needed replacement for La Mare de Carteret Primary School (two-form entry school replaced with a two-form entry school so no increase in capacity)</p> <p>Les Varendes refurbishment planned and room sizes are more suitable for Post-16.</p> <p>Minimum disruption for pupils whilst building work is carried out.</p>	<p>Feasibility Reports on all four existing sites completed: <i>"The Baubigny site is the largest of the four high school sites and the school has been built to current education requirements.</i></p> <p><i>From a building perspective it would be an obvious site for further development, where the existing site is within BB103 area requirements.</i></p> <p><i>The current building form and level site provides good opportunities for additional accommodation to be added, however the site does present some challenges and risks."</i></p> <p>These should not be underestimated. To extend in a number of areas, in an operational building, will be extremely difficult and will prolong the build period.</p> <p>Additional land will also be required to fulfil site area requirements as there will be substantial shortfall in a number of areas: parking, hard/soft play. (Building extensions will also encroach on current external areas that will need to be replaced).</p> <p>Traffic issues at Baubigny – The consultants' recommendation so far (note that further work is required) would be to acquire additional private land to move and stagger part of a major junction – no cost allowance included in Alternative Model.</p> <p>Current area of States owned land at Les Beaucamps and Les Varendes too small to meet current Building Bulletin (BB103) standards:</p>

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		<p><i>"The Les Varendes site presents a number of challenges and risks, in particular the limited opportunity for extension options and location on States owned land... The extent of extensions and close proximity to a large percentage of existing classrooms, has the potential to severely impact teaching and learning during implementation of the works. This will extend the period of construction (to avoid examination periods) whilst maintaining a safe learning environment."</i></p> <p>Les Beaucamps - <i>"Some land acquisition is essential for this site to be a suitable as a 9 FE School with 6th Form. A high cost would be associated with levelling and terracing any sloping land for sports facilities."</i></p> <p><i>"Development will require additional adjacent land and will still be unable to comply with Building Bulletin standard."</i></p> <p><i>"The extent of extensions and close proximity to a large percentage of existing classrooms has the potential to severely impact teaching and learning during implementation of the works. This will extend the period of construction (to avoid examination periods) whilst maintaining a safe learning environment."</i></p> <p><i>"The La Mare De Carteret site is the second largest of the four high school sites.</i></p> <p><i>From a building perspective it would be an obvious site for further development, where the existing site including site</i></p>

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		<p><i>acquisitions is within BB103 area requirements for a 9 FE school."</i></p> <p>But what would happen to the primary school? If La Mare de Carteret is chosen as one of the two sites. Would increase pupil numbers on that site to between 1700 and 1850!</p>
Timescale	Ready to go.	<p>Programme unknown. Will take a further one to two years (and significant further cost) to develop the proposals to the same level of detail, and significantly longer if there are any delays associated with private land purchase/s (compulsory land purchase).</p> <p>Educations' proposals have initial detailed plans for the La Mare site, a programme of work/timetable and a fully-fledged transition model. This sort of detail is not likely to be possible under the one school two sites model for some time.</p> <p>In order to work up a full transition a programme of work is needed including an idea of the time to purchase additional land. Until the States have made an in principle decision, those conversations could not fully progress. CfESC has spent several months working up staff and pupil transition plans and curriculum modelling. The States will be asked to make a substantive decision, on the one hand, and it is likely that only an in-principle decision could be made on the other and the latter would lead to further indecision for staff and delay.</p>
Cost of delivery – capital costs and revenue implications	Operating Costs More expensive at 11-16 due to operating across 3 sites but revenue	Operating Costs Finance staff from Policy and Resources carried out financial modelling of the

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	<p>expenditure is lower overall, due to efficiencies and economies of scale at Post-16.</p>	<p>revenue implications for the CfESC's Options 1 and 2. They prepared an initial financial model for the two 11-18 school model (Model 3) which was then further refined to model the one school two sites model.</p> <p>This modelling suggests some small savings at 11-16 of one school on two sites rather than three but that this is surpassed by the cost of providing full-time 16-19 education across three institutions (two school sixth forms and the CFE) as opposed to CfESC's model of one Sixth Form College. This is due to small class sizes of the same subjects on two sites and an increase in staff to deliver the same curriculum offer.</p> <p>Finance staff from P&R carried out the financial modelling for both the CfESC 3 School Model and The Alternative Model. The Alternative Model is £0.4m more expensive overall to run per annum than the 3 school option based on current assumptions, assuming that a 6th form PTR of 10:1 can be achieved in the alternative model (earlier modelling of two separate sixth forms indicated a lower PTR). The 11-16 provision of the Alternative Model presents a £0.4m saving over the 3 School 11-16 provision. The post-16 provision of the Alternative Model is £0.8m more expensive than the 3 school provision primarily due to the 2 small 6th form sites.</p> <p>Both models assume a PTR of 15:1 for the 11-16 provision. The CFE in the CfESC option 2 shows efficiencies of £0.2m going from 3 sites to 1 site. In the Alternative Model this has</p>

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	<p>Capital Costs</p> <p>Capital costs significantly less than delivering a two-school model with CFE provision.</p> <p>Capital costs £110m in total, including La Mare de Carteret Primary and LOC workshops, assuming Les Beaucamps does not need to be extended. £74m of this amount is for La Mare de Carteret High School and the Sixth Form College only i.e. excluding La Mare de Carteret Primary and workshops.</p>	<p>increased to £0.6m. This is driven by further property cost efficiencies plus a reduction in supply and permanent staff. These efficiencies have been agreed with the CFE Principal and deemed achievable once the college is fully operational on one suitable site. No redundancy costs have been built into either of the proposed models.</p> <p>Capital Costs</p> <p>Potential capital costs of all possible one school two site options circulated to States Members (NB CFE, primary school rebuild/refurbishment, project management costs and land acquisitions need to be considered). The summary attached suggests all two 11-18 school options are over £90m excluding La Mare de Carteret Primary/CFE.</p>
PwC report	<p>Opportunities for further savings without detriment to educational offer or outcomes.</p>	<p>Limited opportunities for further savings to be made unless significant changes are made to the College of Further Education.</p> <p>PwC note that CFE costs per pupil 'are significantly higher than the UK average'.</p>
The transition model for pupils	<p>Explained to parents and pupils in our policy letter.</p> <p>They know which school their child will attend from 2019.</p> <p>Meets transition principles to minimise disruption for pupils.</p> <p>Whole year groups of pupils are kept together.</p>	<p>Unknown for parents and pupils (until two sites are identified and agreed).</p> <p>Possible that multiple transitions and decants will be required whilst building work is carried out (two phase transition is proposed but no detail provided).</p> <p>Potential school catchment changes in 2019 and again later when school</p>

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	<p>Single transition.</p> <p>No-one moves schools twice in two years.</p>	<p>buildings are complete. Potential difficulty with keeping siblings together and granting out of catchment requests (when parents know which schools are going to close).</p> <p>Potentially a longer transition with more learners affected. Four schools would need to be retained for longer as building work not yet planned or programmed.</p> <p>All-ability cohorts in four schools presents difficulties in providing access to a broad curriculum – particularly at Key Stage 4 (e.g as now numbers in schools do not allow all to study separate sciences, business studies, some languages etc)</p>
The transition model for staff	<p>Our original proposals have been changed to reflect concerns raised by staff over the transition.</p> <p>Transition has been discussed with Professional Associations and timescale for appointments agreed.</p> <p>All appointments confirmed by end of 2020 ready for September 2021.</p>	<p>All secondary school staff in scope. Job security and professional status is at much greater risk in the one school model.</p> <p>Period of uncertainty is longer which will affect recruitment and retention of high quality staff.</p> <p>How will we be able to recruit staff to schools that we know are going to close?</p>
Governance and Local Management of Schools	<p>Commitment already given to independent governance, once new structure is decided and in place. Nobody should underestimate the amount of work required to transition from current selective education model to an all-ability system whilst also working towards rationalisation from 4 schools to 3. This is why our proposals have a commitment regarding</p>	<p>Governance decision very prescriptive – structure decided by States without reference to those leading these organisations. Especially the GTA University Centre and Institute of Health & Social Care Studies.</p> <p>Proposed single board of governors and single executive leadership team for one 11-18 school but each 'school site' shall have 'a principal and the freedom</p>

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	<p>Governance once the new structure is place.</p> <p>Governance already trialled with pilot at CFE and establishment of shadow governing body in 2013 – several issues that still require further development e.g. process of establishing outcome agreement linked to business planning process – required great deal of work between CfESC, independent financial advisors and CFE to extract appropriate information to inform the outcome agreement through which SoG would hold the governing body accountable.</p> <p>Creation of Advisory Group including representatives of all current post-16 providers to make recommendations on most appropriate governance arrangements and CfESC bring back to States by March 2019.</p> <p>Further devolution of accountability and responsibility will require support from P&R as they are responsible for the finance, HR and other now centralised functions that would need to be devolved.</p> <p>The Committee agrees that the CfESC (supported by the Education Office) must focus on central government functions – for example, education law, strategy and substantial policy, curriculum, funding arrangements and the accountability of performance and standards in schools and colleges’.</p> <p>These functions match the priorities with the Committee’s Policy and Resource Plan.</p>	<p>to develop aspects of their own identity and make their own day-to-day decisions.’ This proposal leaves many unanswered questions about where the authority and accountability would lie – the executive head or the ‘school principal? Is this really one school or two? e.g. who is responsible for the budget? Who recruits the staff? Does one school site get more than another? Are they in competition for pupils and therefore resources?</p> <p>Proposed devolution of governance and leadership from the CfESC does not recognise that the functions they wish to devolve are no longer in the gift of the CfESC – they rest with P&R under the centralisation of various government functions: HR, I.T., Finance.</p> <p>Schools cost less when out of LEA control? Yes they do cost less, but schools have to ‘buy in’ the services that we currently provide schools ‘for free’ (Educational Psychology Service, School Attendance Service, School Improvement, Individual Support for vulnerable learners, Careers). The risk is that if schools decide not to buy in, the vulnerable lose out and services in a small jurisdiction fold as they become not viable/cost effective.</p> <p>It is rarely possible to show a direct and precise relationship between pupil performance and a particular decision on the use of resources.</p> <p>The recruitment, training and support of governors will need resourcing.</p>

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Review of Education Law	<p>Not required to deliver transformation of secondary and post-16 education.</p> <p>Current Law is an enabler and not a blocker; hence reform has not been prioritised in the Policy and Resource Plan as imperative and is subject to allocation of resources</p>	<p>Commitment made to 'repeal and replace' but no allocation of resource to do so.</p> <p>Implementation of Alternative Model does not require new Education Law.</p>
Business continuity		<p>The States has no or very limited redundancy in terms of critical infrastructure assets .The fewer school sites the Island has, the greater the risk from a business continuity perspective, should one site be unavailable.</p> <p>It will certainly be vastly more difficult to accommodate in excess of 1300 pupils in any remaining infrastructure should one site become unusable for any reason.</p>
Flexibility for the future	<p>Under the CfESC proposal there is potential to extend at St Sampson's or Les Beaucamps in the future, if needed (eg if population or fertility rates increase or population policy changes or fewer choose to fee-pay to the grant-aided Colleges).</p> <p>The Projected Sixth Form College numbers are 830-900 so plenty of flexibility for current and future numbers.</p>	<p>How would schools be expanded if population numbers increase?</p> <p>There is a risk to viability of two school sixth forms if school population numbers decrease or if fewer students move back into the States sector at 16 at some point in the future (In England the Government has set the minimum number of students for new sixth forms to 200 based on the relationship between sixth form size and performance with larger sixth forms performing better)? The numbers at each of the two school sixth forms are only projected to be approximately a little over 200 students.</p>
Risk to the education service in the Island.	Provides a coherent plan for education in Guernsey that will be complete for	The transition will not be complete by 2021/2022. The Alternative Model fails

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	<p>fulltime 11-19 by 2021 (or 2022 if the States debate on the proposals is further delayed).</p>	<p>to identify transition programme or project timescales. It only references 2 phases but with no durational dates.</p> <p>The period of uncertainty is longer which will affect recruitment and retention of high quality staff.</p> <p>The greatest impact on educational outcomes is the quality of teaching and learning and the quality of teaching staff. The education service currently has a number of staff on temporary contracts awaiting the outcome of a States' decision on the future education structure.</p> <p>If this uncertainty is not resolved quickly then it is likely to become much more difficult to recruit to vacant positions.</p> <p>Which two schools will close?</p>

THE FUTURE STRUCTURE OF SECONDARY AND POST-16 EDUCATION IN THE BAILIWICK

A comparison of the number of learners on each of the school sites (as at November 2017), compared to the recommendations of the Committee *for* Education, Sport & Culture (CfESC) and the Alternative Model.

The (CfESC) recommends 3 x 11-16 schools, a Sixth Form College and a Further and Higher Education Institute.

Alternative Model proposes one 11-18 school on two sites (for up to 2,280 learners aged 11-16 together with 400-450 students in two sixth forms) and College of Further Education.

Site	Student numbers (as at November 2017)	Alternative Model (2 of these sites for a 11-18 school + CFE)		CfESC recommendations (3 x 11-16 schools, Sixth Form College and Further and Higher Education Institute)
		As a 9 Form entry school	As a 10 Form entry school	
	Number of students			
La Mare de Carteret	417 (Secondary School only)	Up to 1,080 + 225 in sixth form* = up to 1,305 (+350 ¹ -420 in Primary School = 1,655-1,725 in two schools**)	Up to 1,200 + 225 in sixth form* = up to 1,425 (+350-420 in Primary School = 1,775-1,845 in two schools**)	Up to 960 (+350-420 in Primary School = 1,310-1,380 in two schools)
Les Beaucamps	476	Up to 1,080 + 225 in sixth form = up to 1,305	Up to 1,200 + 225 in sixth form = 1,425	600 ²
Baubigny Schools (St Sampsons and Le Murier)	677 + Le Murier (85 students) = 762	Up to 1,080 + 225 in sixth form = up to 1,305 + Le Murier (85-100 students) = 1,390-1,405	Up to 1,200 + 225 in sixth form = up to 1,425 + Le Murier (85-100 students) = 1,510 - 1,525	720 + Le Murier (85-100 students) = 805-820
Les Varendes (Grammar School and Sixth Form Centre)	11-16 – 409 Sixth Form Centre – 439 = 848	Up to 1,080 + 225 in sixth form = up to 1,305	Up to 1,200 + 225 in sixth form = up to 1,425	Sixth Form College serving 850-900 full-time students aged 16+
Les Ozouets Campus	One of three campuses currently used by CFE	Purpose-built CFE? (site to be confirmed)	Purpose-built CFE? (site to be confirmed)	Purpose-built Further and Higher Education Institute (part-time, work-related learning)

* The Alternative Model assumes that the sixth forms of the two 11-18 schools would be of equal size. This is unlikely to be the case, unless admissions are managed accordingly and students move school at 16 to balance numbers

** As the Alternative Model does not name its two preferable sites for future development, it does not indicate whether the La Mare de Carteret Primary School would be rebuilt, which is recommended by the CfESC. If a two-form entry Primary School was also rebuilt under the Alternative Model, a 10 Form entry plus sixth form, together with a primary school would see the La Mare de Carteret site cater for up to 1,805 learners in total aged between 4 and 18 years.

¹ Under current policy for 'social priority' primary schools class sizes are limited to 25 so maximum pupil numbers would be 350. Should the designation of the primary school change or class size policy change the capacity of the school would be 420.

² Les Beaucamps High was originally designed for 5.5 forms of entry or up to 660 pupils (600 based on 5 form entry and 660 based on some years of 5 form entry and some years of 6 form entry). Since the school was planned, the curriculum has changed and this has resulted in a difference in the need for specialist teaching areas in Science, Art and Design Technology and so the current design would accommodate a predominantly 5 form entry school.