

QUESTIONS PURSUANT TO RULE 11 OF THE RULES OF PROCEDURE

From	Deputy S.T. Hansmann Rouxel
To	President, Committee <i>for</i> Education, Sport & Culture
Subject	The secondary school intake of the first non-selective year group in September 2019.
Date of questions	12 th April, 2019
States' Meeting	24 th April, 2019

Question 1

As the parents of pupils in the September 2019 year 7 intake have now been informed of the secondary that their children will attend, can the President advise whether the number of pupils being admitted into year 7 in 2019 is as expected and if not whether any preparations have been made to accommodate this change?

Question 2

As a result of the ending of selection at 11, onward movement of pupils from year 6 to 7 is based on feeder primary schools. What communication and transition models between the secondary schools and their feeder primary schools have been implemented to take advantage of this change for this first non-selective year group?

Question 3

Some of the benefits of having secondary education on two larger campuses come from economies of scale, such as access to a wider range of subjects, and extra-curricular activities. The States agreed in resolution 11 from Billet II 2018; 'To agree that as soon as practicable all students in secondary and post-16 education must have access to the best facilities the Island can afford.... ' As this first intake enters the all ability system prior to the realisation of these 'best facilities the island can afford', what measures are being taken to ensure that these first year groups can benefit from the two school model including but not limited to access to subjects and expanded offerings?

Question 4

Economies of scale in having two larger Autism and communication bases on each site as well as a larger SENCO team on each site are mentioned as some of the potential benefits the 'two school model'. What work is being done to start to realise these benefits for the 2019 intake, and other year groups prior to the full transition to two campuses?

Question 5

Pupils with Special Educational and Additional needs are especially vulnerable to disruption and change of routine or environment. What work has been done to identify these children and map their transition as smoothly as possible? And are additional resources required for this work?