

Future Guernsey – Priority Policy Area update (June 2019):

Future Guernsey Theme:	Our Community and Our Quality of Life
Future Guernsey Outcomes:	Lifelong learning and Inclusive and Equal Safe and secure place to live
Priority Policy Area:	Improving Educational Outcomes
Political Governance:	Committee <i>for</i> Education, Sport & Culture

Overview	
This policy area includes the following work streams:	
<ul style="list-style-type: none"> • Further and Higher Education - The Guernsey Institute; • Developing educational centres of excellence including further development of the new curriculum, an inspection framework, performance reporting and admissions; and • The Review of the Education (Guernsey) Law, 1970 and associated amendments. 	

Work stream 1 – Further and Higher Education	
Brief overview:	<p>This involves the integration of technical, vocational and professional studies, including apprenticeships, into a single organisation called The Guernsey Institute. The Guernsey Institute will merge the College of Further Education (CFE), the Institute of Health and Social Care Studies (IHSCS) and the GTA University Centre (GTA UC). The long-term aim is to partner with a UK university to seek University College status.</p> <p>The Committee is planning to appoint an Executive Principal by 1st July 2019 in order to lead this transformational change. Initially the three existing organisations will retain their identities, with the GTA fulfilling its legal and statutory obligations as a company. Once the new Education Law is in place greater responsibilities for governance and leadership will be devolved to the board of The Guernsey Institute, which will be established as a body in law. From 1st July 2019, a shadow board will be in place with representation from the three existing entities.</p>
Resourcing:	<p>The Transforming Education Programme (see Priority Policy Area plan for Transforming Education) has been funded from the Transformation & Transition Fund up until the States debate in the summer of 2019, at a total cost of £1.728m.</p> <p>Capital funding relating to The Guernsey Institute will be included within the transformation programme policy letter.</p>
Barriers to progress:	<p>Availability of suitably skilled resources with the relevant experience and capacity to successfully drive the merger of the three different organisations and lead this significant change, whilst continuing to ensure the delivery of education and training courses.</p> <p>Any delays to the progression of the reform of the Education Law.</p>

Next steps:	<ol style="list-style-type: none"> 1. The shadow Board of Governors are recruited and in place by 1st July 2019; 2. The Executive Principal is appointed by 1st July 2019; 3. The three entities work towards integrating into one organisation; and 4. Development of the part of the new Education Law which will set up The Guernsey Institute in law, to be informed partly by the advice and experience of the shadow board.
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Work stream 2 – developing educational centres of excellence

Brief overview:	<p><u>Curriculum and performance reporting</u></p> <p>The Committee has been working with educationalists, including the new Executive Head Teacher (secondary phase), to ensure that the curriculum is further developed to provide students with an offer which is rich in knowledge and skills. The curriculum was written with a view to preparing all children and young people of our islands for the opportunities and challenges of living in the 21st century and recognises that all children and young people should have the same opportunities and entitlement.</p> <p>The Committee is phasing in the use of Attainment 8 as the new key performance measure in key stage 4 and is considering how to establish a local form of Progress 8 to measure progress between key stages 2 and 4. The new performance measures are designed to encourage schools to offer a broad and balanced curriculum with a focus on an academic core at key stage 4; to ensure that every grade improvement of every student is equally recognised; and to allow the progress and attainment of students locally to be compared more easily with those in England.</p> <p>The Committee is working with officers and head teachers to enable the introduction of these additional performance measures, which will be phased in over the next four years.</p> <p><u>Admissions</u></p> <p>From September 2019 the Committee is moving towards a partner system for secondary school admissions, whereby a learner’s secondary school will usually be based on the primary school they attended. This will smooth the transition process between years 6 and 7 and allow each secondary college to work more closely with its partner primary schools.</p> <p><u>Inspections</u></p> <p>From September 2019, schools and colleges in Guernsey and Alderney will be inspected by Ofsted. In the spring of 2019 school leaders and other stakeholders were invited to comment on a first draft of the new schools’ inspection framework, which was written by the Committee in conjunction with Ofsted and features modifications to the framework used by Ofsted in England in order to reflect local needs and priorities and to be consistent with the islands’ unique model of education. For the academic year 2018/19 schools are being inspected by Terry Carr Consultancy using the current inspection framework, an ‘off the shelf’ framework written by Education Scotland that reflects the needs and priorities of education in Scotland.</p>
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	<p><u>One school, two colleges structure</u></p> <p>In the summer of 2019 the Committee will submit a policy letter (and business cases, as appropriate) containing proposals for the capital developments required to give effect to the States' previous decision to organise secondary education in one school operating in two colleges.</p> <p>The four existing secondary schools (three 11 to 16 schools and one 11 to 18 school) will close and be replaced by two 11 to 18 colleges, both of which will have sixth forms that will be part of one organisation (one school). St Anne's School will continue to provide secondary education in Alderney; and Le Murier School and Les Voies School will continue to provide for students with special educational needs in Guernsey.</p>
Resourcing:	<p>Programme management resources which include education specialists to inform policy development has been funded from the Transformation & Transition Fund.</p> <p>Capital funding for the secondary school infrastructure changes, together with any transitional funding necessary, will be included in the policy letter to be submitted in the summer of 2019.</p>
Barriers to progress:	<p>Approval of the capital funding is not given by the States, causing delays to the programme.</p> <p>Sufficient and capable programme resources are not in place to support the management of such a substantial and complex programme.</p> <p>Change is not effectively managed resulting in the intended outcomes not being delivered or delivered in part.</p>
Next steps:	<ol style="list-style-type: none"> 1. The inspections framework is finalised; 2. The transformation programme and capital funding policy letter to be submitted to the States; 3. First Year 7, non-selective intake – September 2019; and 4. Implementation of secondary school infrastructure changes.

Work stream 3 – Education Law Review	
Brief overview:	<p>The Education (Guernsey) Law, 1970, as amended, is wholly outdated and inappropriate for a modern education system; the need for a new Law has been recognised for many years; and in 2018 the States made a Resolution directing that the Law be repealed and replaced. The new Law will be fit for purpose for a modern society and underpin the educational policy changes made by the States since the current Law was established.</p>
Resourcing:	<p>Drafting the new Law requires the commitment of substantial legal resources.</p> <p>The States of Guernsey Policy and Strategy Team and the Transformation and Change Team have provided additional officer support for various policy developments upon which the new Law will be based, including in relation to SEN provision and the governance of schools and colleges.</p>

	In order to expedite this work, the Committee has recruited legal advice to support the development of the policies that will underpin the new Law and to begin drafting the new Law.
Barriers to progress:	Stakeholder engagement identifies issues that take time to resolve causing delays to the progression of the policy letter
Next steps:	<ol style="list-style-type: none"> 1. Complete Law review and determine indicative proposals for change; 2. Public consultation on proposals to reform the Law; and 3. Policy letter to be debated in early 2020.
Needs/requirements that have not been supplied/resolved:	<p>Resources to support all aspects of the Review are not yet fully confirmed e.g. student needs, appeals and complaints, parent and student responsibilities and the public consultation drafting.</p> <p>The need for additional specialist resources to inform the policy proposals and the legislation have been identified, but not yet resourced.</p>