

**THE STATES OF DELIBERATION**  
**of the**  
**ISLAND OF GUERNSEY**

**COMMITTEE *FOR* EDUCATION, SPORT & CULTURE**

TRANSFORMING EDUCATION PROGRAMME &  
 PUTTING INTO EFFECT THE POLICY DECISIONS MADE BY THE STATES IN 2018

The States are asked to decide:-

Whether, after consideration of the Policy Letter entitled Transforming Education Programme & Putting Into Effect the Policy Decisions Made by the States in 2018, dated 5<sup>th</sup> July, 2019, of the Committee *for* Education, Sport & Culture, they are of the opinion:

- 1 To note that the capital costs of the policy of organising secondary education in one 11-18 school operating in two colleges, which was agreed by the States on the 19th of January 2018, will be up to a maximum of £69 million; and to delegate authority to the Policy & Resources Committee to approve expenditure, subject to the submission of appropriate business cases by the Committee *for* Education, Sport & Culture, of up to £69 million, which may be drawn down over a period of five years from 2019, for the capital development of the 11-18 school and colleges on the sites of the current Les Beaucamps High School and St Sampson's High School as part of the Transforming Education Programme.
- 2 To note that the capital costs of the policy of organising further and higher education in purpose-built facilities on a single site, which was agreed by the States on the 19th of January 2018, will be up to a maximum of £47.5 million; and to delegate authority to the Policy & Resources Committee to approve expenditure, subject to the submission of appropriate business cases by the Committee *for* Education, Sport & Culture, of up to £47.5 million, which may be drawn down over a period of three years from 2021, for the capital development of The Guernsey Institute at Les Ozouets as part of the Transforming Education Programme.
- 3 To delegate authority to the Policy & Resources Committee to approve expenditure, subject to the submission of appropriate business cases by the Committee *for* Education, Sport & Culture, of up to £8.6 million on the transition and transformation costs which are necessary between 2019 and 2024 to establish the 11-18 school and colleges and The Guernsey Institute and to put into effect the policies relating to the future model of secondary, further and higher education which were agreed by the States on the 19th of January 2018; and to note that the maximum sum of £8.6 million is expected to be allotted

annually as follows: 2019 £1.0 million, 2020 £2.1 million, 2021 £2.0 million, 2022 £2.5 million and 2023 £1.0 million.

- 4 To note that the capital costs of redeveloping La Mare de Carteret Primary School will be in the range of £13.4 million to £22.4 million; and to delegate authority to the Policy & Resources Committee to approve expenditure, subject to the submission of appropriate business cases by the Committee *for* Education, Sport & Culture, of up to £22.4 million, which may be drawn down over a period of two years from 2022, for the capital redevelopment of La Mare de Carteret Primary School as part of the Transforming Education Programme; and to note that the business cases associated with this project will include the results of a review of capacity in the primary phase across the Island.
- 5 To delegate authority to the Policy & Resources Committee to approve expenditure, subject to the submission of appropriate business cases by the Committee *for* Education, Sport & Culture, of up to £5.8 million on the Digital Roadmap, which is intended significantly to improve digital services across the education estate as part of the Transforming Education Programme.
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  - a) To note that the Committee *for* Education, Sport & Culture consider that there is merit in rationalising the number of campuses from which the College of Further Education is operating by relocating provision from the Delancey Campus to the Les Ozouets Campus; and to agree that the Committee will work for the Committee *for* Health & Social Care and the States' Trading Supervisory Board to establish as expeditiously as possible the feasibility of using the Delancey Campus for a range of health, care and community services provided under the auspices of the Committee *for* Health & Social Care.
  - b) To delegate authority to the Policy & Resources Committee to approve expenditure, subject to the submission of appropriate business cases by the Committee *for* Education, Sport & Culture, of up to £4 million for additional capital developments at each of the 11-18 colleges to accommodate services to children and their families which would benefit from working in closer partnership with the school and colleges.
  - c) To agree that the Committee *for* Education, Sport & Culture, the Committee *for* Health & Social Care and the States' Trading Supervisory Board shall jointly investigate the merits and feasibility of the site at Les Varendes which currently accommodates the Grammar School & Sixth Form Centre, or other sites in the ownership of the States which the Board wishes to include in such investigations, accommodating in the future a range of health, care and community services, commissions and other bodies which provide services on behalf of the States; and to direct the Committee *for* Education, Sport & Culture and the Committee *for* Health & Social Care to return to the States with their

conclusions and any propositions they consider necessary well in advance of the time when secondary education will cease to be provided at Les Varendes.

The above Propositions have been submitted to Her Majesty's Procureur for advice on any legal or constitutional implications in accordance with Rule 4(1) of the Rules of Procedure of the States of Deliberation and their Committees.

**THE STATES OF DELIBERATION**  
**of the**  
**ISLAND OF GUERNSEY**

COMMITTEE *FOR* EDUCATION, SPORT & CULTURE

TRANSFORMING EDUCATION PROGRAMME &  
PUTTING INTO EFFECT THE POLICY DECISIONS MADE BY THE STATES IN 2018

The Presiding Officer  
States of Guernsey  
Royal Court House  
St Peter Port

5<sup>th</sup> July, 2019

Dear Sir

**1        Introduction**

- 1.1        In March 2016<sup>1</sup> the previous States directed that from 2019 academic selection at 11 administered through the 11-plus should be replaced by admission to secondary schools based on feeder primary schools.
- 1.2        In December 2016<sup>2</sup>, following that year's general election, the then Committee *for* Education, Sport & Culture asked the present States to rescind their predecessors' decision to remove selection at 11. The States rejected this request, thus reaffirming the decision to end the practice of separating children at Year 7 into secondary schools which represent different academic streams.
- 1.3        In January 2018<sup>3</sup> the States reconsidered the future structure of secondary, further and higher education and by 27 votes to 11 (with two members absent) the States resolved<sup>4</sup>, *inter alia*:

“... that the proposals set out in the report entitled “The Alternative Model - A Proposal for Opportunity & Excellence”, which was published

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<sup>1</sup> Billet d'État, VII, Resolutions, (March 2016)

<sup>2</sup> Billet d'État, XXIX, Resolutions, (December 2016)

<sup>3</sup> Billet d'État, II, (January 2018)

<sup>4</sup> Earlier in the same meeting the States had voted by 26 votes to 13 (with one member absent) in favour of the amendment necessary to change the substantive propositions into those set out in the “Alternative Model”

by Deputies M J Fallaize, R H Graham, M H Dorey and R H Tooley in December 2017, are preferable to the proposals set out in the Policy Letter submitted by the Committee *for* Education, Sport & Culture and provide a stronger basis upon which to reform secondary and Post-16 education in the Bailiwick, and therefore to agree that from the earliest date practicable secondary and Post-16 education shall be organised as follows:

“An 11 to 18 School in Guernsey operating as one organisation comprising two constituent colleges or campuses on different sites, both of which shall include sixth forms;

“The College of Further Education operating as one organisation providing vocational, professional and technical education for full-time and part-time students, including apprentices;...and... it shall be an objective of the College to integrate with the Institute of Health and Social Care Studies and the GTA University Centre as soon as practicable; ... and... it shall be an ambition of the College of Further Education to form a partnership with a UK university, ultimately to replace the title College of Further Education with the title University College Guernsey;

“St. Anne’s School in Alderney; and

“le Murier School and les Voies School operating as Special Schools for students with special educational needs; and

“[t]o direct the Committee *for* Education, Sport & Culture to submit to the States all Propositions (and Policy Letters) necessary to enable the organisation of secondary and Post-16 education... as set out above.”

- 1.4 In February 2018, following the resignation of the previous Committee *for* Education, Sport & Culture, the States elected a new Committee (Deputy M J Fallaize as President and Deputies M H Dorey, R H Graham, P J Roffey and R H Tooley as Members) and charged the new Committee with leading the reforms agreed the previous month. Professor R Conder also sits on the Committee as a non-voting member, as did Mr A Warren prior to his appointment as Director of Education in June 2018.
- 1.5 The Committee has submitted Propositions which, *inter alia*, request the approval of the States for the capital developments necessary to put into effect the future structure of secondary, further and higher education which they agreed last year. This Policy Letter sets out the case in support of these capital developments. The release of funding for them would be subject to the approval of business cases by the Policy & Resources Committee acting under the delegated authority of the States. This is the same process which the States

recently approved in relation to the hospital modernisation programme which is being led by the Committee *for* Health & Social Care.

- 1.6 The States have known for many years that significant capital investment is necessary to ensure that every student in secondary or further education is provided with facilities which are fit for purpose. The Committee makes no apologies for having high ambitions for all students in the Bailiwick. Equally the Committee is pleased to report that the capital investment necessary is substantially less than was forecast when the States were advised that the capital costs of the “Alternative Model” were likely to be at least £165 million. The capital developments now being proposed by the Committee to put into effect the “Alternative Model”- essentially substantial extensions of two existing secondary schools and a purpose-built facility for further and higher education - require the investment of between £111 million and £116.5 million. In other words, the capital developments will be approximately £50 million less expensive than the estimated costs presented to the States when they supported the proposals last year.
- 1.7 The Propositions also request the approval of the States in four other matters:
- 1.8 First, the long-overdue redevelopment of La Mare de Carteret Primary School at a cost of between £13.4 million and £22.4 million (depending on whether future policy decisions lead to the school having two or three forms per year group and a purpose-built swimming pool or no pool), which again would be subject to the approval of business cases by the Policy & Resources Committee.
- 1.9 Second, various short-term and long-term initiatives to improve multi-agency working between services in health, care, education and other complementary sectors. These include co-locating health services for young people on the sites of the two new 11-18 colleges and the carrying out of further investigations into the potential for the site which currently houses the Grammar School and Sixth Form Centre, or another more appropriate site if there is one, to be used in the future as a hub for community, health and sport. This hub could include many services provided under the auspices of the Committee *for* Health & Social Care as well as the Guernsey Music Service, the Youth Commission, the Guernsey Sports Commission and the Guernsey Arts Commission.
- 1.10 Third, the investment necessary to address systemic problems which remain in the quality and range of digital services to, and within, schools.
- 1.11 Fourth, the additional expenditure which will be necessary during the transition from the current model of education to the future model, not least to protect the experiences of students at school during the period of transition and to ensure that there is genuine transformation of education rather than simply

restructuring. This Policy Letter sets out the case for those additional Propositions.

- 1.12 This Policy Letter also provides the States with considerable further detail about how the Committee envisages the future model of education working in practice and an update on work being done to put into effect a range of other reforms which the States agreed when they approved the “Alternative Model” last year. These include: repealing and replacing the wholly outdated Education (Guernsey) Law, 1970, as amended; devolving a wide range of governance and leadership responsibilities from the Committee (and by extension from the Office *of the* Committee) to schools and colleges; transitional arrangements for students and staff during the move to one 11 to 18 school operating in two colleges; and improving provision for children with special or additional educational needs.
- 1.13 The Committee has always been clear that the central purpose of the reforms it is leading is to extend opportunity and excellence in education. The Committee would be committed to the future model of education agreed by the States last year even if the annual running costs were going to exceed those of the present model. However, an additional advantage of the future model is that it will be considerably less expensive than if no changes were made and the *status quo* or *status quo ante* were to be retained or revived. Detailed financial modelling carried out by the Committee demonstrates that even on relatively conservative assumptions, and allowing for some gross cost reductions to be reinvested to the benefit of students, the future model will cost between £1.8 million and £2.2 million less per year than if no changes were made. This amounts to around £100 million of revenue savings over the anticipated 50-year lifetime of modern school buildings. This Policy Letter provides further details on how these savings will be achieved.
- 1.14 Although the Propositions to which this Policy Letter is attached principally and inevitably concern capital developments, the Committee recognises that such developments are not an end in themselves but rather are enabling projects within a programme of transforming and improving education in the Bailiwick which the Committee is leading on behalf of the States. This Policy Letter places the capital proposals within this wider strategic context as well as reminding the States of the intended outcomes and benefits of the changes for which they voted last year, progress thus far on the journey of change and improvement and the next steps on the journey, which was always going to last several years.

## **2      Proposition 1: Capital proposals for the 11-18 school & colleges**

### **2.1      Selection of sites for the 11-18 school & colleges**

- 2.1.1      The Committee's capital projects will inevitably start at different times and proceed at varying speeds. The capital projects necessary to deliver the States' agreed policy of one 11-18 school in two colleges will need to commence in advance of those in the primary and further and higher education phases and therefore the capital projects in the secondary phase have already been developed to a greater level of detail.
- 2.1.2      In 2018 the Committee thoroughly examined the relative merits of the four existing secondary school sites for use by the new 11-18 colleges as well as considering other sites not currently used for education. In October the Committee announced its preferred sites: Les Beaucamps and St Sampson's.
- 2.1.3      Les Beaucamps and St Sampson's emerged as the best sites to use after consideration of all relevant factors, including but not limited to: the capacity of each site to meet the additional space requirements for the expected number of students; how well combinations of sites would fit the geographical distribution of the Island's school population; the costs of developing each site; the quality and modernity of the existing buildings and the extent of any repurposing or renovation required at each site; the need for any temporary accommodation during the construction period; the potential level of disruption to students and teachers; traffic and transport issues; the potential for each site to be used for other purposes or to be disposed of once it is no longer being used as a secondary school; the proximity of the sites to other sites providing public services to large numbers of people; and the anticipated political and public response to using or not using each of the sites.
- 2.1.4      The Committee is proposing that the La Mare de Carteret site is not used for one of the colleges. The poor physical condition of the existing school - which is now being used many years after it was originally intended - would require the construction of a new school in its entirety rather than additional development required at the Les Beaucamps and St Sampson's sites. Using La Mare de Carteret as one of the two sites would add significantly to the capital costs. For example, using the La Mare de Carteret site together with the St Sampson's site would cost around £30 million more than the sites selected by the Committee. Any combination of two sites involving La Mare de Carteret would provide a relatively poor match to the geographical distribution of students across the Island. It would mean more students remaining in less than satisfactory school facilities for longer than necessary, which clearly should be avoided. Unless, during the period of construction, students at the La Mare de Carteret site were to be moved into other schools and possibly into temporary accommodation at those other schools before being moved back to their



original site - which would be highly undesirable - using La Mare de Carteret would require development on a lower-lying part of the site which in turn would require a new flood defence system, adding significant cost for no educational advantage. Incidentally, the proposed redevelopment of La Mare de Carteret Primary School requires no expenditure on flood defences because it will be carried out in a part of the site already sufficiently protected. It is also a relevant consideration that successive States have on three occasions debated proposals to redevelop a secondary school at La Mare de Carteret and rejected all of them.

2.1.5 The Committee has also rejected using the site at Les Varendes for one of the colleges. Professional property advice is that the current school buildings would require extensive refurbishment to bring them up to the standards of the secondary schools built more recently. Doing so would cost approximately £20 million and almost certainly require most, if not all, students to move to a different site while the works were carried out. This means that using Les Varendes as a site for one of the colleges would be more expensive and cause more disruption to a greater number of students and teachers than using the sites selected by the Committee. Some of the children who would have needed to move out of Les Varendes have a selective place at the Grammar School and they would have needed to move into a high school, thus arguably breaching the consistent commitment made by the States that they would continue to receive a 'Grammar School education' throughout their time in compulsory secondary education. Les Varendes is very close to Les Ozouets, the site proposed by the Committee for the construction of new purpose-built facilities for higher and further education, and substantially increasing the number of students on both sites would put considerable pressure on the transport infrastructure around them. There is greater potential to put Les Varendes to purposeful alternative use in the future or to dispose of it to the advantage of States' finances than in the case of Les Beaucamps in particular.

2.1.6 St Sampson's and Les Beaucamps are the Island's two most recently built and modern school buildings. The Committee believes there is considerable merit and efficiency in continuing to use accommodation that is currently fit for purpose and is likely to remain so for a substantial period of time. Some rooms in the existing buildings will be repurposed, but there is no need for significant refurbishment. The repurposing of some rooms will maximise the use of space, ensuring that the appropriate space requirements for each subject area can be met consistently across the secondary estate and allowing each subject area to remain contiguous. During the construction period there will be no requirement for additional temporary accommodation beyond that used in secondary schools currently because the existing buildings will remain useable in term time without unreasonable disruption to students and staff. The combination of the St Sampson's and Les Beaucamps sites is well suited to the geographical distribution of the school population. It is also the least expensive

combination in terms of capital costs and is no more expensive than other potential combinations in terms of revenue costs.

- 2.1.7 St Sampson's High School and Le Murier School were deliberately co-located when the Baubigny site was developed a little over ten years ago. The objective of co-location was to encourage the schools to operate in closer partnership to the benefit of students at both. In particular, some students at the special school would be able to access lessons and facilities within the high school and some students at the high school would receive additional support from specialist staff within the special school. A further benefit was providing students with more opportunities to mix socially.
- 2.1.8 Although some students have benefited from co-location, the concept has not been developed as fully as was originally hoped. The Committee is supportive of the concept and potential of co-location and regards it as further justification for the selection of St Sampson's as one of the two sites. The Executive Headteacher of the 11-18 school, who was appointed in June last year, and the Designate Principals of the two colleges, who were appointed in March this year, are committed to working closely with Le Murier in the future.
- 2.1.9 After taking professional advice on educational and construction matters and visiting the sites, the Committee spent many weeks debating the sites' relative merits. Deputy Dorey concluded that the best combination of sites would be St Sampson's and Les Varendes. He preferred Les Varendes to Les Beaucamps because it is larger, closer to the largest urban centre in the Island, can provide sports fields on site (albeit not in the ownership of the States) and has a Sixth Form Centre built in 2005. The other five members of the Committee concluded that the best combination of sites would be the St Sampson's and Les Beaucamps sites, for the reasons set out above. Deputy Dorey understands the legitimate reasons why the Committee selected Les Beaucamps as well as St Sampson's and he will join the other members of the Committee in voting for each of the Propositions when they are laid before the States, including Proposition 1 which relates to the development of the St Sampson's and Les Beaucamps sites for use by the 11-18 school and its constituent colleges.
- 2.1.10 The Committee and the Policy & Resources Committee jointly commissioned external advisors independent of the States - Peter Marsh Consulting Ltd. (PMc) - to review the space standards to be adopted in the new colleges. This work - and the joint commissioning of it - was considered necessary to establish a baseline of the internal and external space required at each site which could be agreed by both Committees, not least in an effort to avoid any repeat of the numerous previous occasions on which the Committees' predecessors have been in dispute during States' debates on proposed secondary school building projects.

- 2.1.11 PMc endorsed the selection of the St Sampson's and Les Beaucamps sites as the two best sites for the new colleges. They advised:

"Both of the proposed selected sites for the operation of the new school at St Sampson's and Les Beaucamps have, in our view, sufficient space within their grounds to meet the future new build space requirements of the new school system. They are also far more suitable for adaptation and development to meet the future brief of the States of Guernsey than either the Grammar School and Sixth Form Centre or the La Mare School sites. "<sup>5</sup>

- 2.1.12 The St Sampson's site occupies a total of 89,000m<sup>2</sup>. This is sufficient for the requirements of the redevelopment. The total Baubigny site occupies 105,000m<sup>2</sup> including Le Murier.
- 2.1.13 The Les Beaucamps site occupies a total of 40,610m<sup>2</sup>. This is also sufficient for the requirements of the redevelopment. Obviously it is smaller than the other site but it is large enough to ensure that students who are at the college on that site will experience no material disadvantages educationally or in other ways.
- 2.1.14 Considerable time was spent developing a number of potential curriculum models for the new school, including drawing on curriculum models in the current schools and teachers' advice on what is working well, in order to establish the likely room requirements for subject areas on both sites. PMc then carried out its review of space standards and recommended that the total build space required for each college is 13,857m<sup>2</sup> at the St Sampson's site and 13,498m<sup>2</sup> at the Les Beaucamps site. This would result in an extension of 3,417m<sup>2</sup> at the St Sampson's site and 3,617m<sup>2</sup> at the Les Beaucamps site. The Committee and the Policy & Resources Committee agreed these space standards as the baseline from which all further work would be developed.
- 2.1.15 It is important to emphasise the process adopted by the Committee in determining the space requirements for the school. The Committee's starting point has always been the need to extend opportunity and excellence and to secure better outcomes for more students. This informed the development of the curriculum model. Only after that were the final space requirements determined for both sites. The Committee has been able to reach an agreed position with the Policy & Resources Committee about the baseline space requirements because they are able to support the States' ambitions for education without being unaffordable.
- 2.1.16 There is an agreement in place for the States to purchase Delisles Methodist Church, the hall opposite the church and the surrounding land owned by the

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<sup>5</sup> 11-18 Education Space Planning Report, States of Guernsey, Peter Marsh Consulting Ltd (30<sup>th</sup> November, 2018)

church. The completion of this transaction is imminent. It increases the total space at Les Beaucamps by 2,786m<sup>2</sup>. The additional external land is likely to provide more parking. It will also ease traffic flow because it means it will be possible to use it as another drop off point without the need to access the existing school car park. The additional internal space - the Church and the hall opposite - has numerous potential uses for the school.

- 2.1.17 Deputy Dorey is a member of the Methodist Church and he received no Committee papers on this matter and recused himself from Committee meetings on every occasion on which the purchase of the land was discussed until after agreement had been reached between the church and the States.

## **2.2 Capital costs of the 11-18 school & colleges**

- 2.2.1 When the States debated the future structure of secondary education in January 2018, the then Committee advised the States that the capital costs of what was then known as the “two-school model” could not be any less than £90 million and may be as much as £135 million. Studies commissioned by the then Committee suggested that, of the four existing secondary school sites, only the St Sampson’s and La Mare de Carteret sites could accommodate the “two-school model”. The then Committee advised that developing this combination of sites would incur capital costs of around £110 million. The States were advised that the cost of developing the St Sampson’s and Les Beaucamps sites would be around £100 million.
- 2.2.2 The work carried out since the debate of January 2018 has established that the capital developments necessary on the St Sampson’s and Les Beaucamps sites will actually cost between £63.6 million and £69 million. This cost is presented as a range because it includes a small number of items which are highly desirable but not fundamental to the transformation of education and these will need to be the subject of further analysis and discussion before full business cases are submitted to request access to funds. Proposition 1 invites the States to delegate authority to the Policy & Resources Committee to provide funds up to the maximum sum of £69 million.
- 2.2.3 In paragraph 2.1.14 it was noted that, following an external independent review, the Committee and the Policy & Resources Committee agreed baseline space requirements for the St Sampson’s and Les Beaucamps sites. They further agreed that the construction costs associated with these baseline space requirements were £37.8 million. The following paragraphs explain the journey from £37.8 million to £63.6 to £69 million.
- 2.2.4 The baseline figure takes no account of the need to repurpose some existing facilities at both sites. As explained previously, this is necessary to convert some general teaching classrooms into specialist rooms and to allow subjects to be

taught in contiguous rooms wherever possible, e. g. all science laboratories will remain located together. Repurposing adds £8.1 million to the capital costs, bringing the running total to £45.9 million.

2.2.5 At both colleges there will be a base for students who have difficulties with communication, language and social interaction, including autism. There are currently similar facilities at St Sampson's High School and at La Mare de Carteret High School. The previous plans for restructuring secondary education had only one CAS base, at the proposed new La Mare de Carteret High School. It is only by rationalising the number of secondary school sites to two that it becomes viable to provide a base on each school site for all children who require such support. This means that no child who requires this additional support will need to move to a different secondary school to their peers or travel further to school. Considerably more space has been allocated to this provision and it will be subdivided to make the space more flexible. Specialist staff are involved in the design and resourcing of the bases and broader stakeholder engagement will follow in due course. The bases add £1.1 million to the capital costs, bringing the running total to £47 million.

2.2.6 The baseline costs were calculated on the assumption that the proportion of students educated in the three grant-aided colleges would be more or less unchanged. At the time it was considered likely that an element of uncertainty over the future of States' secondary education coupled with the removal of academic selection would offset the loss of special placeholders. It now turns out that this assumption was unreliable. The proportion of students moving to the grant-aided colleges in Year 7 in September 2019 is down by 5.2%. This has reversed a trend going back a decade of the grant-aided colleges attracting a steadily increasing percentage of students. This means that the size of the Year 7 cohort entering States' secondary schools in September 2019 is a little larger than originally anticipated.

2.2.7 Data from the single year of 2019 is a limited basis on which to make plans. However, the Committee has to make an assumption about the 'buy-out' rate to the grant-aided colleges in future years and this year's data is likely to be more reliable than data from previous years when the Island had a different system of education (i.e. academic selection at 11). Therefore the Committee is now assuming that the data for September 2019, while inevitably imperfect, is the more reliable predictor for future years. This requires an increase in the floor area of the extensions at both of the States' colleges which was not included in the baseline costs figure. This increases the capital costs by £3.4 million, bringing the running total to £50.4 million. This adds the equivalent of four further classrooms at each college - eight in total. Specialist areas which cannot easily be relocated into alternative rooms have been prioritised, including an additional science laboratory, an additional information,

communication and technology (ICT) room and an additional food technology room at each college.

- 2.2.8 The purchase of the church land adjacent to the site at Les Beaucamps must also be added to the baseline costs. This contributes £1 million, bringing the running total to £51.4 million.
- 2.2.9 At the St Sampson's site the most practical way to create additional space which is required for the teaching of drama near to the existing drama studio is to convert a partially external space into a presentation suite/drama studio which was not included in the baseline costs and this adds £750,000, bringing the running total to £52.2 million.
- 2.2.10 The initial outline space suggested as a result of PMc's review provided for only the minimum required additional classroom and circulation space. There are also works necessary to ensure that the sites are able to function satisfactorily with an increased number of students and staff and provide students with the best possible experiences of school life which the Island can afford. These include extending and resurfacing multi-use games areas to ensure the best possible sports provision, providing additional footpaths to improve safety and promote active travel, and providing additional parking. These works add £8.5 million to the capital costs, bringing the running total to £60.7 million. This sum represents the maximum capital cost of the works necessary at the two colleges to realise the ambitions and benefits of the transformation of education.
- 2.2.11 In addition there are essential costs associated with managing capital projects of this scale, for example in relation to building design, tendering, planning applications, quality assurance and most of all ensuring the projects are delivered on time, within budget and to the quality specified in the brief. These should be included as capital items. They add a further £3.9 million to the capital costs, bringing the running total to £64.6 million.
- 2.2.12 On the other hand, it has been possible to reduce by £970,000 the fees payable to the design team and the contingency sum for design work, bringing the running total to £63.6 million.
- 2.2.13 Finally, as referred to earlier in this section, there are a small number of items of expenditure which are highly desirable but not fundamental to the transformation of education. These proposed items would promote positive health and well-being by enhancing the current facilities. They include the refurbishment of walls, floors, ceilings, lighting, classrooms and plant equipment in the existing building at St Sampson's High School, which is now more than ten years old. It would be cost effective to carry out these works while contractors are on site and doing so would ensure that the existing buildings are of similar quality and lifespan to the new extensions and also place

all parts of the college on a similar future maintenance programme. As stated previously, these items will be the subject of further analysis and discussion before full business cases are submitted to request access to funds to carry out the capital projects for the 11-18 school. Completing all of these works would add £5.4 million to the capital costs, bringing the running total to £69 million.

- 2.2.14 The Committee is entering into an agreement with Guernsey Electricity to install solar panels on the roofs of the extensions at both colleges. The capital costs will be met by Guernsey Electricity and they will receive any subsequent revenue streams. This initiative is therefore cost neutral to the Transforming Education Programme and supports the energy policies in the States' Policy and Resource Plan.
- 2.2.15 The development programme for the 11-18 schools will start in spring 2020 with preparations taking place onsite ready for contractors to use the summer holidays to put in place barriers and access routes to allow full separation between the existing school and the building works on each of the two sites. Construction work will be completed during the summer of 2022 in preparation for the new academic year.
- 2.2.16 The outline plan for the extension to the Les Beaucamps site is shown in Appendix 1 and to the St Sampson's site in Appendix 2.

### **3 Proposition 2: Capital proposals for further and higher education (The Guernsey Institute)**

#### **3.1 Selection of site for The Guernsey Institute**

- 3.1.1 The Committee and the Policy & Resources Committee jointly commissioned PMc to review the condition and functionality of the existing College of Further Education facilities at Les Ozouets, Les Coutanchez and Delancey, and to determine space requirements and the best location for The Guernsey Institute. The Guernsey Institute is the new single provider of further and higher education which from the 1<sup>st</sup> of July has brought together the College of Further Education, the Institute of Health & Social Care Studies and the GTA University Centre under a single governance structure.
- 3.1.2 PMc rated the current facilities in four categories: excellent, good, fair or poor. Other than the Princess Royal Centre for the Performing Arts at Les Ozouets, which was opened in 2007, none of the College of Further Education facilities was rated as excellent. At Les Ozouets, only 2% of the building was rated as good. At Delancey, none of the buildings was rated as good. At Les Coutanchez, the workshops and huts were rated as fair or poor in their entirety. Full details of the condition assessment can be found in Appendix 3.

- 3.1.3 The inadequate state of the accommodation for the College of Further Education has long had an impact on the quality and range of courses that can be offered. PMc stated that the facilities “are some of the least fit for purpose, most dispersed and uninspiring further education spaces that we have seen in the sector”. They remarked that the quality of almost all the specialist teaching spaces “falls far short of those on the two new school sites and accordingly they communicate an impression that technical and vocational education is second class. In our view, this, together with the extent of fabric issues - single glazed windows on many facades, leaking roofs, and tired and outdated flooring, furniture and equipment - make the case for investment in new and replacement facilities indisputable”.
- 3.1.4 The imperative to provide purpose-built accommodation to support high-quality provision at the College of Further Education, the pressure on space at the Princess Elizabeth Hospital, where the Institute of Health & Social Care Studies is currently located, and the significant educational opportunities and practical efficiencies which flow from co-locating the College of Further Education, the Institute of Health & Social Care Studies and the GTA create a clear and pressing case for housing The Guernsey Institute in a brand new facility on a single site. As previously stated, this was recognised in the Resolutions made by the States when they approved the “Alternative Model” last year.
- 3.1.5 The standard of facilities currently used by the Institute of Health and Social Care Studies and the GTA is clearly far superior to almost all of the facilities used by the College of Further Education, but they are small with no space to be extended and therefore their locations cannot house The Guernsey Institute.
- 3.1.6 Before recommending the best location for The Guernsey Institute, PMc examined the three existing College of Further Education sites and other sites in the education estate, namely La Mare de Carteret and Les Varendes.
- 3.1.7 The Delancey site does not have sufficient space for the whole of The Guernsey Institute without taking over a significant amount of Delancey Park. This is considered not to be feasible, but if it was feasible it would be undesirable because of the loss of valued public amenity. The Les Coutanchez site is too small and redeveloping it would involve extensive temporary relocation of much of what is currently provided from there. Seven site options were scored objectively against a range of educational, financial and other criteria and La Mare de Carteret and Les Varendes scored worse than all the other options except that of doing nothing.



3.1.8 PMc recommended that The Guernsey Institute should be developed at Les Ozouets.<sup>6</sup> The Committee considers that Les Ozouets is clearly the best location for The Guernsey Institute. The site is comfortably large enough to accommodate the whole redevelopment and is able to do so while education continues in the existing buildings there until the new accommodation is available. It will also ensure that the whole of The Guernsey Institute is on a single site, since the Performing Arts Centre is already in place and plainly is not going to be abandoned so soon after being opened. Les Ozouets provides sufficient capacity for future expansion if required. It is in a central location and the staggered arrival and departure times of students will ensure a smooth flow of people and traffic.

### **3.2 Capital costs of The Guernsey Institute**

3.2.1 When the States debated the future structure of further education in January 2018, the then Committee advised the States that the capital costs of redeveloping the College of Further Education in its present form would be up to £67 million. This figure related to space required only by the College of Further Education and excluded the inevitable additional costs associated with allocating space on the same site for the Institute of Health and Social Care Studies and the GTA, as proposed in the “Alternative Model” agreed by the States. An earlier report produced by the former Education Department in 2004 identified capital costs for further education in the region of £72 million (which is around £105 million at today’s prices).

3.2.2 The work carried out since the debate of January 2018 has established that the capital developments necessary at Les Ozouets to provide purpose-built facilities for The Guernsey Institute - incorporating the College of Further Education, the Institute of Health and Social Care Studies and the GTA - will actually cost up to £47.5 million, including project management costs and contingency. Proposition 2 invites the States to delegate authority to the Policy & Resources Committee to provide funds up to the maximum sum of £47.5 million.

3.2.3 In paragraph 3.1.1 it was noted that the Committee and the Policy & Resources Committee jointly commissioned an external independent review - carried out by PMc - which included an assessment of the space requirements for The Guernsey Institute.

3.2.4 PMc used both a top-down and bottom-up approach based on advice in the ‘Guidance for Further Education Colleges on the Management of Floor Space’<sup>7</sup>.

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<sup>6</sup> The Guernsey Institute Estates Strategy, Peter Marsh Consulting, (April 2019)

<sup>7</sup> Guidance for Further Education Colleges on the Management of Floor Space, May 2007, Learning and Skills Council

This took into account the number of workspaces required, target utilisation rates and an assumed curriculum model.

- 3.2.5 It is worth noting that current utilisation rates at the College of Further Education are below those typical of the sector - in a few areas they are as low as 8%. This is largely due to the wholly inadequate nature of the facilities and courses being delivered in spaces for which they were not designed. It is also a result of the relatively small size of the College of Further Education in comparison with their equivalents elsewhere coupled with the need to maintain considerable breadth of courses to meet the demands of local industry and students. The College of Further Education has a full-time cohort of approximately 400 students. In England the largest institutions are Tertiary and Further Education Colleges catering for 6,749 learners on average.<sup>8</sup> Utilisation rates in Guernsey will inevitably remain below the rates in very much larger institutions, but in the purpose-built facilities proposed they will be significantly higher than at present.
- 3.2.6 When the Les Coutanchez site is vacated, the Careers Service and Student Finance teams, which are currently based there, will need to be relocated. Their work aligns closely to The Guernsey Institute and it is intended to relocate them to Les Ozouets as part of the single campus project.
- 3.2.7 The Guernsey Music Service is currently located at Les Ozouets. In the future it is intended that it will be based either there or at Les Varendes. It is prudent to include its space requirements in the recommended capital costs for The Guernsey Institute and the calculations include the space that would be required.
- 3.2.8 In total, the maximum floor space required by The Guernsey Institute is 10,418m<sup>2</sup>. The project will inevitably incur costs in relation to decanting existing spaces, demolition and external works. PMc suggested a project budget which was then reviewed by Gardiner & Theobald, the company specialising in property and construction with which the Office of the Committee for Education, Sport & Culture has a well-established working relationship.
- 3.2.9 The site selection scoring and preferred option for the construction of The Guernsey Institute are shown in Appendix 4.

#### **4 Proposition 3: Transition and transformation costs**

- 4.1 Some additional costs will be incurred during the period of transition from four separate mainstream secondary schools to one school in two colleges.

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<sup>8</sup>Further Education in England: Learners and Institutions 2017, Centre for vocational education research

This is partly because the Committee and school leaders are determined to deliver the changes without detriment to students who are at school during the period of transition.

- 4.2 The transition plan for students, which is set out in section 13.2 of this Policy Letter, includes some years in which the secondary schools at La Mare de Carteret and Les Varendes remain open but with fewer year groups than at present. In particular, they will both run for one year with no Year 7 students and the latter will run for another year with only Year 11 and Year 13 students. In order to maintain curriculum breadth, pastoral support and the required number of teachers at both sites, it is necessary to provide some additional teaching staff. This will be of critical importance to students. Such additional teachers are by far the biggest single contributor to the transition budget.
- 4.3 The construction projects form one element of the Transforming Education Programme. Costs during the transition period which are not directly related to the construction projects include officers' time working on the States' Resolution to repeal and replace the Education (Guernsey) Law, 1970; staff engagement to plan and prepare for the cultural changes which are necessary to realise the full benefits of these reforms; and running the transformation programme.
- 4.4 There are also substantial costs during the transition period of funding professional development and training, especially in relation to information technology and digital developments.
- 4.5 The total of the additional funds now being requested by the Committee for the period of transition - set out in Proposition 3 - is £8.6 million. This comprises the following annually: £1.0 million in 2019; £2.1 million in 2020; £2.0 million in 2021; £2.5 million in 2022 and £1.0 million in 2023.

## **5 Proposition 4: Redevelopment of La Mare de Carteret Primary School**

### **5.1 The case for redeveloping La Mare de Carteret Primary School**

- 5.1.1 The Committee is proposing the redevelopment of La Mare de Carteret Primary School in this Policy Letter essentially for three reasons. First, the condition of the school is very poor having significantly exceeded its original intended lifespan. Second, the Committee can see no circumstances in which it or the States could reasonably discontinue primary education at La Mare de Carteret - and if primary education is to continue on that site the need for a new school building is irrefutable. Third, it makes sense for all major capital projects in the education sector over the next few years to be incorporated within the Transforming Education Programme and this Policy Letter is presented on that basis.

5.1.2 In the summer of 2018 the Committee spent around £200,000 improving the condition of La Mare de Carteret Primary School. This provided a limited but much-needed facelift only. The serious problems remain and they compromise the experience of students. For example, some classrooms are unreasonably cold for children and staff in winter and unbearably hot in summer. Repeated attempts to alleviate the problem have made only marginal difference. La Mare de Carteret Primary educates some of the most disadvantaged children in Guernsey and the Committee cannot accept adding further disadvantage by continuing to provide them with wholly inadequate school buildings.

5.1.3 This is the third successive Committee with responsibility for education which has concluded that primary education should continue at La Mare de Carteret and therefore that a replacement school should be built there. This is the fourth time in recent years that the States have been invited to approve such a development.

5.1.4 Before committing to these proposals, the Committee satisfied itself that they do not compromise, and are not in conflict with, extant Resolutions of the States about the future of primary education made in 2013, viz.

“To agree to move towards a policy of two- and three-form entry States’ primary schools as far as possible in order to improve educational outcomes, increase efficiency and ensure greater consistency in performance...[and]

“To agree that over the next 5-10 years [i.e. by 2023] efficient and effective primary provision in the area served by Forest Primary School and La Houquette Primary School shall be revisited by a future Education [Committee].”<sup>9</sup>

5.1.5 The work required by these States’ Resolutions remains necessary. Indeed there is every possibility that in the next States’ term the Committee then in office will see merit in broadening the review envisaged in the second of the Resolutions above so that it incorporates all primary provision across the Island. This is because demand for primary school places is not well matched geographically to the supply of places. There is significant pressure on numbers in schools serving St Peter Port and its immediate surrounds. Some of the Committee’s social priority schools have been operating close to, or even above, their designated maximum class sizes while other schools serving more advantaged catchment areas have had smaller class sizes. Population projections indicate that there may well be potential in the future to remove one form of entry from the Island’s primary school capacity.

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<sup>9</sup> Billet d’État XX, 2013

- 5.1.6 None of this is going to obviate the pressing need to redevelop La Mare de Carteret Primary School. For various reasons - including the geographical distribution of students across the Island, the varying flexibility for extending or redeveloping at each of the primary school sites and social policy considerations - it is inconceivable that any reduction in primary school capacity is going to be achieved by closing La Mare de Carteret Primary School.
- 5.1.7 The Committee did examine the impact of closure. La Mare de Carteret Primary School is currently two-form entry (i.e. two classes enter in Reception each year) and its neighbouring schools are Hautes Capelles Primary, Castel Primary and La Houquette Primary. As at the time of writing there are 76 more pupils at La Mare de Carteret than the total number of surplus places at Hautes Capelles, Castel and La Houquette combined.
- 5.1.8 Hautes Capelles is a three-form entry school and has insufficient surplus places each year to accommodate substantial numbers of additional pupils. Taking pupils from La Mare de Carteret would mean redrawing catchment areas to move some pupils from Hautes Capelles to Vale or Amherst, both of which are already three-form entry with limited surplus places each year serving parts of the Island where further housing development is more likely.
- 5.1.9 Castel is a two-form entry school and consistently has very few surplus places each year. It would be possible to build extensions to make it a three-form entry school. This would provide places for only half the number of children at La Mare de Carteret. La Mare de Carteret is a significantly more convenient site on which to carry out substantial building work because the removal of the High School allows significant separation between the existing primary school and its purpose-built successor.
- 5.1.10 La Houquette is a two-form entry school. Numbers vary significantly each year. In one year group class sizes reach the top limit of the Committee's policy on class size; in other year groups, class sizes fall well below the class size limit. There would not be sufficient space at La Houquette to accommodate the pupils from La Mare de Carteret who could not be accommodated in extensions at Castel. La Houquette could be extended but it is of an identical design to La Mare de Carteret and is also past its intended life span. While the building problems there are not yet as severe as at La Mare de Carteret, there is damp and temperature is difficult to control. Unfortunately the existing buildings at La Houquette are only going to deteriorate further in the medium term and before too long this will need to be addressed by a future Committee, requiring additional expenditure.
- 5.1.11 There are significant social advantages in maintaining a primary school at La Mare de Carteret. It is in an area of relatively high population density and is a

short walking distance from an area of social housing which is predominantly occupied by families with young children. This makes it an excellent location for a primary school. Engagement with parents/carers is especially important in the primary phase but is more challenging for schools serving a high proportion of disadvantaged families. The school has very successfully strengthened engagement with parents/carers and raised expectations and outcomes. The proximity of many families to the school has been an important factor in enabling these improvements.

- 5.1.12 In summary, there continues to be a need for a primary school at La Mare de Carteret; the condition of the current school is wholly inadequate and this has been known for years; the redevelopment of the school should proceed as expeditiously as possible; and it may be that the review of primary school provision required by the States' Resolution of 2013 leads to the need for the redeveloped school to have three rather than two forms of entry. The Committee has framed the relevant Proposition (number 4) accordingly, with flexibility to accommodate a three form entry school and a swimming pool if required.

## **5.2 Details and costs of redeveloping La Mare de Carteret Primary School**

- 5.2.1 Previous plans for the redevelopment of La Mare de Carteret Primary School took the form of a courtyard design. The Committee is now proposing a linear design, which will be less expensive than the previous proposal with no detriment to education.
- 5.2.2 A two-form entry primary school typically has capacity for 420 pupils. A three-form entry primary school typically has capacity for 630 pupils. However, as a social priority school, La Mare de Carteret has smaller maximum class sizes. If it is redeveloped as a two-form entry school it could be expected to accommodate a maximum of 350 pupils. If it is redeveloped as a three-form entry school it could be expected to accommodate a maximum of 525 pupils.
- 5.2.3 The flexibility of the site means that the new school building can be constructed with minimal disruption to the existing school, which will continue to operate throughout the project. No additional flood defences will be required. There are two feasible options for construction which will be considered by the Committee in due course. One option would allow construction to commence before the closure of La Mare de Carteret High School on that site in July 2022. The other option would require construction to await the closure of the High School. Other considerations include the phasing of all the large scale construction projects in this Transforming Education Programme, the provision for traffic on and around the site and minimising disruption to students.

- 5.2.4 La Mare de Carteret Primary School incorporates ‘the Pod’, which caters for children under the age of nine who find mainstream school challenging due to emotional or mental health difficulties. The provision at ‘the Pod’ complements what is provided by Les Voies School for pupils aged nine and over. The Committee wishes to maintain ‘the Pod’ in the rebuilt school because it has proven to be a valuable facility for vulnerable children. This is reflected in the costs of the project set out in the Policy Letter and in Proposition 4.
- 5.2.5 A new purpose-built school will be less expensive to operate as a result of avoiding maintenance and minor capital costs associated with the ageing and inadequate existing school building. Maintaining the current building would inevitably require continuous and increasingly frequent essential maintenance work. As previously stated, in 2018 the Committee carried out essential maintenance work at a cost of £200,000. Since the building continues to deteriorate, each facelift is likely to be less successful than the last and the level of disadvantage experienced by the children still being educated there will increase.
- 5.2.6 All States’ primary schools in Guernsey have a swimming pool on site with the exception of Notre Dame du Rosaire Primary School. There is also currently no swimming pool at St Anne’s School in Alderney. Several of the pools will require substantial maintenance in the next few years. There are unfortunately examples of pools - or the buildings which house them - being in a very poor state of repair. The Committee therefore proposes that the wider review of primary school provision should incorporate a review of all the options for swimming pools, including the costs of each option, to allow an objective, fair and affordable policy to be applied across the whole primary phase in Guernsey and Alderney. The Committee remains committed to ensuring that all primary-age pupils have the opportunity to learn to swim as part of their core education.
- 5.2.7 The existing pool at La Mare de Carteret is outside and cannot be used for a significant proportion of the year. There is therefore a need for a full re-examination of policies on swimming pools in primary schools. Given this, the Committee has included the cost of a purpose-built primary-age swimming pool in its proposals for redeveloping La Mare de Carteret, but a pool will be constructed only if doing so is consistent with the policy on primary school swimming pools which will emerge from the review. This adds £4.7 million to the maximum cost of the project. A substantial part of that sum arises from the need to provide a building to house the pool.
- 5.2.8 Rebuilding La Mare de Carteret Primary School with two forms of entry, including removal of the existing building on completion, would cost between £13.3 million and £18 million depending on whether a swimming pool is included. Rebuilding La Mare de Carteret Primary School with three forms of entry, including removal of the existing building on completion, would cost

between £17.7 million and £22.4 million depending on whether a swimming pool is included.

- 5.2.9 Possible locations for the construction of the new La Mare de Carteret Primary School are shown in Appendix 5.

## **6 Proposition 5: Transforming Digital Services across Education**

### **6.1 Introduction to the Digital Roadmap**

- 6.1.1 Since 1998 there have been a number of initiatives through which significant investment has been made in information technology (IT) in schools - with mixed success. There are examples across schools of effective use being made of IT to support teaching and learning. Too often, however, teachers have been insufficiently supported in using IT effectively. The unreliability of the technology - for example, Wi-Fi blackspots and poor connectivity - remains a common complaint among teachers and students. Additionally, much of the equipment provided to schools is reaching, or in some cases has gone past, the end of its useful life.

- 6.1.2 The previous Committee commissioned Aspire2Be, an IT consultancy firm who are specialists in the use of learning technology, to advise on how digital technology in schools could be improved and used to maximum effect in the future. Aspire2Be presented their report, which is known as the Digital Roadmap, towards the end of 2018. The Committee brought this report into the ambit of its Transformation Programme and directed officers to make preparations to put into effect the recommendations of the report. Further and higher education were omitted from the original report, but the Committee has included The Guernsey Institute in its plans for improving digital services.

- 6.1.3 The Digital Roadmap is aligned with the Future Digital Services programme which was approved by the States recently. Officers leading these separate but related initiatives have worked together closely. Future Digital Services will upgrade broadband connectivity and Wi-Fi in schools as well as replacing equipment from 2025.

### **6.2 Benefits of the Digital Roadmap and its implementation**

- 6.2.1 The Committee's ambition is to provide every teacher with IT which is of high quality and reliable and which they are well trained to use wisely, and to make every student digitally competent. This will help them to succeed as their education progresses or they enter employment. Narrowing the advantage held by students with access to equipment and connectivity of a high standard at home is consistent with the Committee's commitment to excellence for all and equality of opportunity.



6.2.2 Realising the full benefits of digital technology in schools takes time and careful planning. It requires significant investment in training teachers and other school staff to use the technology. It is essential that teachers are well equipped to identify opportunities to use IT to improve learning and also to recognise that IT should not be used for the sake of it. Increasing the number or quality of devices alone will not achieve the intended outcomes. This is set out in the Propositions attached to this Policy Letter.

6.2.3 The research evidence is mixed on the impact of technology on students' outcomes. Longitudinal studies have proved difficult because technology changes so rapidly. What is clear is that technology used well can have a positive impact on learning<sup>10</sup> whereas technology used badly not only fails to improve learning but can be detrimental to it. This is why it is so essential to invest in teachers' professional development in IT as well as in digital infrastructure, equipment, etc.

6.2.4 The Digital Roadmap report recommends phased implementation of improvements. It states:

"A device refresh has minimal negative impact on teaching and learning. To combat this, a phased roll out is recommended to ensure schools and support teams are not overburdened by impending digital change ...delivering digital change before a school is ready to transition to an entirely different way of working is potentially catastrophic to teaching and learning practice. Consistency is key and although many schools have pockets of excellence, it is on a granular level where change is most required. The Digital Roadmap for Education takes great care to take a proactive and supportive approach, built upon a co-constructed vision for teaching and learning with technology."

6.2.5 The Digital Roadmap provides tools which schools can use to evaluate how well they are using technology. These evaluations will form the basis of an implementation plan for each school which will allow them to progress at a rate appropriate for them independently of what is being done in other schools. Professional development will be co-ordinated centrally. There will be opportunities for schools to pilot innovations in the use of technology and for good practice to be shared across all schools.

### **6.3 Costs of the Digital Roadmap**

6.3.1 The costs of the Digital Roadmap can be broken down into two categories: capital costs and professional development and training costs.

6.3.2 Although there is some provision in the Future Digital Services budget for the

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<sup>10</sup> Using Digital Technology To Improve Learning, Education Endowment Foundation, March 2019

replacement of equipment on a like for like basis, this would be inadequate to realise the objectives of the Digital Roadmap. Without additional investment, the opportunity will be lost to make a step change in how schools use IT to the benefit of their students. The Digital Roadmap requires capital investment of up to £5.8 million and this is set out in Proposition 5.

- 6.3.3 The costs of professional development and training in relation to the Digital Roadmap have been included in the budget for the period of transition which is set out in the Propositions attached to this Policy Letter.

**7 Proposition 6: Co-locating and improving services overseen by the Committee for Education, Sport & Culture and the Committee for Health & Social Care and other Services and Commissions**

**7.1 Introduction to proposals to co-locate and improve CfESC/CfHSC services**

- 7.1.1 The Committee and the Committee *for* Health & Social Care are developing proposals to strengthen joint working between services for which they have oversight. On behalf of both Committees, the Committee is seeking the support of the States to progress short-term (Proposition 6a) and long-term (Propositions 6b and 6c) plans which, if put into effect, will be of significant benefit to young people and their families. Some of these plans strengthen the new model of education and they assist the Committee *for* Health & Social Care to deliver on the commitments set out in the Partnership of Purpose, its strategic plan for the future of health and care.

- 7.1.2 The Partnership of Purpose<sup>11</sup> envisages the development of radically different models of care with the aim of improving health and well-being in the Bailiwick. This is especially important to meet the needs of the increasing number of people who are living longer but often with multiple health conditions. Collective action is required across a range of organisations and sectors. Services previously too far apart must become more joined up.

- 7.1.3 In the years ahead, community-based care is likely to become the central focus of the planning and delivery of social services. There is significant value - to individuals, families and the public purse - in as many services as possible working as a single team around a person or family in need of support. This can increase the effectiveness of services as well as encouraging individuals to take greater care of their own well-being. This is assisted if associated services are co-located with each other.

**7.2 Joint working in the short term**

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<sup>11</sup> Billet d'État XXIV, December 2017

- 7.2.1 The two Committees consider that there may be mutual benefits, which could potentially be realised quite swiftly, of rearranging the use of various properties within their estates.
- 7.2.2 It has long been an ambition of the College of Further Education (now operating within The Guernsey Institute) to rationalise its number of campuses. In the medium term this should be achieved by the development of the purpose-built facilities at Les Ozouets referenced above. In the short term it may be possible to relocate provision from the Delancey Campus to the Les Ozouets Campus and this would also create space at the former for a range of health and community services. This may provide an improvement in the standard of facilities available to some further education courses and allow the Committee *for* Health & Social Care to vacate various wholly inadequate premises around the Island.
- 7.2.3 The Committee is therefore inviting the States, in Proposition 6a, to agree that the two Committees and the States' Trading Supervisory Board (because of its responsibilities in relation to property) should explore these opportunities further and establish their feasibility as expeditiously as possible.

### **7.3 Co-location of services at the 11-18 school & colleges**

- 7.3.1 Bringing together education and health and care services at the new 11-18 colleges would make it far easier for students and their families to access key professional support and advice. Less time would be lost to education in attending appointments during school time and there would be opportunities for much closer multi-agency working.
- 7.3.2 The proposed developments of the 11-18 sites allow space for a range of professionals to work in this purpose-built environment. Initial work carried out by the Office *of the* Committee *for* Education, Sport & Culture and the Office *of the* Committee *for* Health & Social Care has provided an indicative space requirement used to generate outline costs which are included in the sum identified in Proposition 6b.
- 7.3.3 Within that budget, space could be provided at each 11-18 college for clinical rooms, potentially for use by school nurses, school dentists, physiotherapists, etc.; rooms for use predominantly by Children & Adolescent Mental Health Services (CAMHS), social workers, educational psychologists, etc.; additional rooms flexible enough to be used for various purposes, such as meetings with parents/carers; and an area for hot-desking to serve health and care professionals who require such spaces but not all the time. Each of these areas could have a separate entrance. A further secure room on one site could be used by the multi-agency support hub (MASH).
- 7.3.4 The utilisation rates of all spaces would be high. Even when not in use by health

and care professionals, the spaces would be of benefit to school staff as they would provide an appropriate environment to meet with students with particular needs or with parents/carers.

- 7.3.5 Further work will be undertaken to define the services that might be involved and the exact space requirements for each of them and a business case submitted before any capital funds are made available.

#### **7.4 Potential for a community hub for complementary services**

- 7.4.1 The Committee *for* Education, Sport & Culture and the Committee *for* Health & Social Care believe there would be considerable merit in developing a community hub, ideally at a large site centrally located, to bring together in a single location a wide range of complementary services in the fields of health, care, well-being, youth work, sports, the arts, etc.
- 7.4.2 This would include some statutory services together with spaces for organisations in the charitable and private sectors, support groups, social networks and other community uses. A community hub would bring together primary and community health and care services with other types of community support. For example, this may include the Guernsey Music Service and some commissioned services provided by the likes of the Youth, Sports and Arts Commissions. A community hub may also house services providing housing advice, adult education, healthy lifestyle and weight management courses, a community gym, art therapy and other complementary services. Social prescribing would be a key feature used to connect people with local community resources.
- 7.4.3 A community hub would provide a single gateway into complementary services, which would reduce the number of different contacts for a person who uses such services and encourage collaborative working between them. There would be more opportunities positively to influence and support people with the most vulnerability living in our community.
- 7.4.4 The site of the current Grammar School and Sixth Form Centre at Les Varendes is considered by both Committees to be a likely optimal site for a community hub due to its size, central location, existing provision for parking and close proximity to other facilities.
- 7.4.5 In Proposition 6c the Committee is requesting the approval of the States for it to work with the Committee *for* Health & Social Care and the States' Trading Supervisory Board to investigate further the feasibility of a community hub at Les Varendes (or any other sites identified as viable) with a view to the two Principal Committees jointly reporting back to the States in good time ahead of secondary education ceasing at Les Varendes.

**8      Annual cost savings of the new model of secondary and further and higher education**

- 8.1      The Committee has spent considerable time establishing the revenue costs of the new model of secondary, further and higher education agreed by the States last year. It is able to advise with a high degree of reliability that the new model will be substantially less costly than if no changes were made to the existing model. The baseline savings are estimated to be between £3 million and £3.4 million annually. The Committee will reinvest some of these savings in improvements to the quality and range of education and ensuring that wider opportunities through enrichment activities are available to all students. This is integral to the new model and essential to deliver the benefits envisaged by the proposers of the “Alternative Model” and the States when they agreed to it. The net revenue savings are estimated to be between £1.8 million and £2.2 million annually. The Committee is advised that the central assumption of savings is £2 million annually. That is to say, the new model of education will be between £1.8 million and £2.2 million less expensive annually than if no changes were made to the current system. These figures have been calculated using detailed but conservative assumptions and in practice further savings may be achievable when the new model is fully in operation.
- 8.2      In the 11-18 school, the move to two sites from four will produce revenue savings through, for example, the reduction in duplication of resources, utility costs, maintenance and cleaning. The provision of a sixth form across two sites requires a reduction in the assumed average class size and inevitably some additional staffing costs, but these are outweighed by efficiencies elsewhere in the model.
- 8.3      Financial modelling for The Guernsey Institute is based on the curriculum model developed for the PMc report referenced earlier and an analysis of non-teaching costs. Savings are available through the reduction in duplication of provision across the three current institutions and the three sites currently occupied by the College of Further Education and through the reduced premises costs associated with moving from five sites to one.

9 Timeline of key events associated with the Transforming Education Programme

**Table 1: Key progress made January 2018 - June 2019**

Date	Key progress made
January 2018	States debate the future structure of secondary, further and higher education and support what was then known as the “Alternative Model”
February 2018	The States elect members of the Committee <i>for</i> Education, Sport & Culture
March 2018	Analysis of 11-18 sites begins and continues until September  Consideration begins of various transition models for students and continues until September
April 2018	
May 2018	The Shadow Youth Committee <i>for</i> Education Sport & Culture established and has met termly thereafter
June 2018	Executive Headteacher of the new 11-18 school is appointed
July 2018	Director of Transformation appointed
September 2018	Executive Headteacher took up post
October 2018	Future sites of the two colleges announced  Transition model for students announced  First meeting with NCTLG (Negotiating Committee for Teachers and Lecturers in Guernsey) with regular updates provided thereafter
November 2018	Transformation team in place Digital Roadmap completed Parent/Public Forums took place

December 2018	<p>Staff engagement sessions took place in each existing secondary school with support from the Professional Associations/Union Representatives</p> <p>Findings of initial space consultation shared with Policy &amp; Resources, initial space requirements agreed</p>
January 2019	<p>Studies begin into detailed financial modelling of the transformation of secondary, further and higher education and continues until June 2019</p>
February 2019	<p>Teaching and support staff consultation survey about future model of education</p> <p>Supporting Education Transformation for Staff group formed with representatives from staff and unions with twice monthly meetings thereafter</p> <p>Student transport survey carried out at Les Beaucamps High School and St Sampson's High School</p>
March 2019	<p>Designate Principals of the new 11-18 colleges appointed</p> <p>Staff consultation on buildings and facilities starts with subject leaders of specialist areas (Physical Education (PE)/ Design and Technology (D&amp;T)/Creative and Performing Arts)</p> <p>Sustainable access strategy completed<sup>12</sup></p>
April 2019	<p>Public consultation on names of future 11-18 school and colleges Preferred site and space requirements for The Guernsey Institute identified</p> <p>11-18 curriculum model options shared with heads of department for feedback</p> <p>Announcement of the appointment of the new permanent Director of Education</p>

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<sup>12</sup> Sustainable Access Strategy, St Sampson's and Les Beaucamps High School, WSP Global, (March 2019)

May 2019	<p>Detailed consultation with focus groups starts with cross-school representation to look at specific aspects of the operation of the new school</p> <p>Two public drop-in sessions held to enable people to ask questions about the new model of secondary and Post-16 education</p> <p>Expressions of interest opened for the Board of The Guernsey Institute</p> <p>Head of Curriculum &amp; Standards and Head of Inclusion &amp; Services for Children and Schools announced</p> <p>Student Survey Part 1 about the future model of secondary education</p>
June 2019	<p>Indicative site plans for specialist areas shared with subject leads</p> <p>Financial model supporting the Business Case is approved</p>
July 2019	<p>Publication of Policy Letter</p> <p>Members of the new single shadow board of The Guernsey Institute announced and Governor training provided</p> <p>Names of the new school and colleges to be announced</p> <p>New uniform to be announced</p> <p>Further public engagement sessions with the opportunity to view indicative site plans</p>

## 10 **Summary of benefits and key features of secondary education in the one 11-18 school / two colleges model**

### 10.1 Students will benefit from:

- A high-quality learning environment with modern, purpose-built facilities;
- High specification facilities for physical education, including indoor swimming pools and brand new, extended multi-use games areas with 3G synthetic turf surfaces;



- A broader range of combinations of subject choices and therefore greater likelihood of being able to study their first choice combination of subjects at Key Stage 4 (GCSEs);
- Retaining Guernsey's smaller average class size;
- Smaller tutor groups than current average (14-15 students in each), creating opportunities to strengthen pastoral support;
- The opportunity for a greater number of students to continue into the sixth form on the same site, allowing for a smoother transition process;
- Being in an 11-18 school, including the contributions made by sixth form students to running clubs and interventions;
- The ability of the school to recruit from a wider pool of teachers and a reduction in the need for teachers to teach outside their specialisms or preferred subjects;
- The proposed enrichment/electives programme, which provides all students with access to a broad range of enrichment opportunities regardless of individual circumstances;
- Grouping of students with similar attainment where it is beneficial;
- The opportunity to follow the International Baccalaureate Careers-related Programme Post-16: a new programme mixing academic and vocational qualifications between the school and The Guernsey Institute;
- Better support for individual needs with significantly more space allocated to supporting students with additional needs and communication and autism bases at both colleges;
- New performance measures which, unlike the present measures, incentivise improving results for every student across a broader range of subject areas; and
- The introduction of feeder primary schools to replace catchment areas, allowing for transfer to secondary school with friends and strengthening relationships between the secondary colleges and their feeder primary schools.

- Improved ICT facilities providing the opportunity to develop more advanced digital skills

#### 10.2 Teachers will benefit from:

- A high-quality working environment with modern, purpose-built facilities;
- Staff bases/work areas for subject areas;
- Improved workloads achieved through a reduction in standard teaching hours;
- Larger subject teams to share planning and best practice and considered approaches to feedback, reporting and assessment;
- Longer one hour lessons following the advice of the profession;
- Contributions to extra-curricular and enrichment opportunities becoming a recognised part of teaching allocation;
- The opportunity to teach the full age range from 11 to 18;
- Reduced requirement to teach outside specialisms or preferred subjects;
- Retaining Guernsey's smaller average class size;
- New leadership and progression opportunities;
- Significant investment in technology through the implementation of the Digital Roadmap to support their work; and
- Improved professional development opportunities.

#### 10.3 Parents and carers will benefit from

- Improved transport links and bus system provided to both colleges;
- An extended school day at least three days a week, potentially providing working parents and carers with greater flexibility;
- More frequent and flexible communication from tutors and other staff;

- The knowledge that their children are at colleges able to provide first class facilities, a broader range of subject choices, excellent pastoral support, a full enrichment programme, relatively small average class size, better support for children with additional needs, more subject specialist teaching and performance measures which place equal focus on every student.

10.4 The wider community will benefit from:

- A highly-skilled workforce;
- Improved facilities on the new sites, including better sports facilities, available for community use;
- The current Grammar School and Sixth Form Centre building being released for other community purposes;
- Budget savings in secondary education annually while providing a better model of education for more students.

## **11 Secondary education: current outcomes and future benchmarking and reporting arrangements**

11.1 Since 2012 there has been a general improvement in GCSE results in the Bailiwick according to the existing headline measure of five A\*-C grades including English and maths. At the last comparable point in 2016, the Bailiwick's public examination results sat marginally above the average in England. Reforms to GCSEs in England have removed the five A\*-C measure and therefore it is no longer possible to make direct comparisons between the Bailiwick and England. However, it is known that the Bailiwick's performance is less favourable when compared to "statistical neighbours" in England, i.e. parts of the country with similar economic and social conditions and demographics.

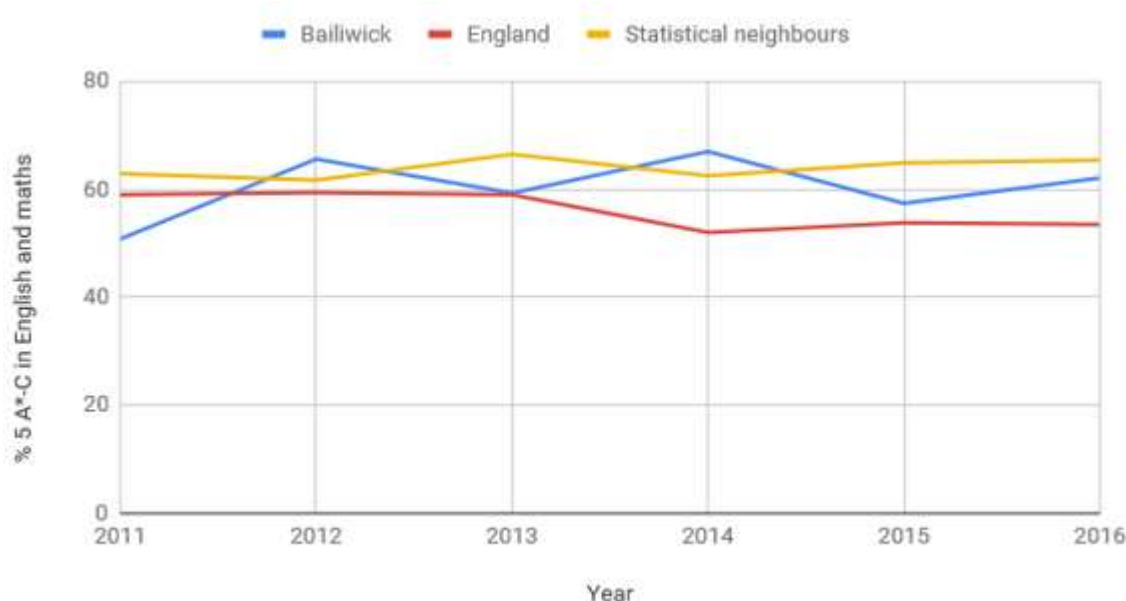
11.2 In 2014, the then Education Department started tracking data against statistical neighbours. This was in recognition of the sense that Guernsey should be performing at or above the level of more affluent areas of England rather than the average of the whole country, which of course includes areas with much more extensive social deprivation and other challenges. The following statistical neighbours were identified: Bracknell Forest, Kingston upon Thames, Rutland, West Berkshire, Windsor & Maidenhead, and York. They were identified based on a number of criteria, including having a similar proportion of students in receipt of free school meals as the proportion in receipt of uniform allowance in Guernsey.

- 11.3 The average results for these areas and the equivalent figure for the Bailiwick, including the grant-aided colleges, are shown below. Results in the Bailiwick have fluctuated relative to statistical neighbours in England but on average were 3.6% lower over the period 2011-2016.

**Table 2: Comparison of the percentage of students achieving five A\*-C GCSE grades or equivalent, including English and maths, in the Bailiwick of Guernsey, England and statistical neighbours in England**

% 5 A*-C including English and maths	2011	2012	2013	2014	2015	2016
Bailiwick	50.8	65.6	59.3	67	57.4	62.1
England	59	59.4	59	52	53.8	53.5
Statistical neighbours	62.9	61.7	66.5	62.5	64.9	65.4

**Graph 3: Comparison of the percentage of students achieving five A\*-C GCSE grades or equivalent, including English and maths, in the Bailiwick of Guernsey, England and statistical neighbours in England**



- 11.4 From 2017 onwards, England introduced new performance measures as a result of concerns about the unintended consequences of the measure of five A\*-C grades including English and maths. These concerns included the narrowing of the curriculum for some students to focus on only five subjects, a disproportionate focus on English and maths at the expense of other subjects and a disproportionate focus of resources on students near the C/D borderline to the detriment of students above or below this borderline.

- 11.5 The Bailiwick has continued to use the old outdated English performance measure and to count qualifications which are now obsolete in the performance measures in England. This makes it impossible to draw direct comparisons and this in turn creates additional challenges when trying to assess the performance of the education system in the Bailiwick as a whole. Of course it remains possible to compare performance within the Bailiwick on a year-by-year basis.
- 11.6 The Committee has introduced a timetable of reforms which will gradually move the Bailiwick towards new performance measures. This will allow for more rigorous tracking and benchmarking of student attainment, as detailed in Appendix 6 of this Policy Letter.
- 11.7 The Committee is also exploring the introduction of measures which would recognise and track success across a range of wider outcomes and also increase the emphasis on student progress as well as attainment. This would provide greater insight into the performance of the education system against multiple criteria and allow for better prioritisation of resources where they are needed. For example, benchmarking checkpoints before a student reaches Year 11 would enable students who are underachieving to be recognised earlier, thus providing greater levels of intervention and the opportunity to reduce inequality and raise standards overall.
- 11.8 These new measures will provide curriculum incentives to support progress for every student across a broader range of subjects and once again allow comparisons to be drawn with England. The Committee recognises the importance of public scrutiny of standards, including by parents/carers, and is committed to ensuring that it remains possible to benchmark objectively the performance of the education system as a whole. The Committee has no wish to follow England slavishly and will not do anything which it considers contrary to the best interests of students in the Bailiwick. For example, the Committee will not report the proportion of students entering or achieving the English Baccalaureate<sup>13</sup>. These measures have also been announced with plenty of time for schools to prepare, and will be phased in gradually between now and 2022-23.
- 11.9 While there is much to celebrate about educational performance in the Bailiwick, there is room for improvement. The Committee recognises that most teachers share this view and that they are working very hard every day striving to raise the aspirations and outcomes of their students in a wide variety of fields. Rather than holding up average examination results in England as a benchmark, the Committee is ambitious in wanting the Bailiwick's education system to be comparable with that offered in the highest performing state schools. This is how it defines excellence in terms of academic outcomes.

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<sup>13</sup> [DFE Guidance English Baccalaureate \(EBacc\)](#), (January 2019)

- 11.10 The Committee appreciates that there is a view that comparisons with England are flawed, but this view tends to be held by those who consider education in England to be under-performing. There is something in this: there is no reason why the Bailiwick should not aspire to reach standards in jurisdictions which consistently rank higher in international comparisons. However, there is something contradictory in believing that education in England is under-performing and then settling for current standards in the Bailiwick when they are only marginally above the English average and generally a little below statistically comparable areas of England.
- 11.11 In October 2013, the Department for Education in England announced the introduction of two new accountability and reporting measures for GCSE outcomes, Attainment 8 and Progress 8, which were implemented in 2016. These replaced the former key measure, which was the percentage of students gaining five GCSEs at grades A\*-C, including English and maths.
- 11.12 The old measure of five GCSEs incentivised schools to focus resources on those students likely to fall close to the C/D grade borderline in an effort to turn D grades into C grades to fall the 'right side' of the performance measure line. The new English measures of Attainment 8 and Progress 8 remove this distortion because the outcomes of all students contribute equally to a school's overall performance measure. In addition, the measure for each individual student is spread across eight subjects rather than five, providing a more comprehensive assessment of that student's achievements and progress and encouraging focus on a broader range of subjects. These new measures are far more aligned to the Committee's underlying vision of "opportunity and excellence for all".
- 11.13 The Committee is therefore working to introduce comparable measures in the Bailiwick. This will remove the potential distortion of resources between students, encourage broader curriculum focus, allow renewed accurate benchmarking against England and ensure that the reporting measures used at GCSE accurately reflect the Committee's vision and priorities. These reporting measures will be introduced over a period of four years. They will initially be reported alongside the existing measure of five GCSEs at grade A\*-C in order that comparisons can still be made with previous years. The nature of the new measures, and in particular their dependency on students' option choices in Year 9, mean that they will allow only limited benchmarking with other jurisdictions initially, but they will become increasingly accurate as the range and combinations of GCSEs offered in schools locally gradually come to match more closely the requirements of the two new measures.
- 11.14 The Committee intends to continue with existing reporting arrangements in its primary schools, where parents/carers will continue to receive information about their child's progress against National Curriculum levels. However, the

current reporting arrangements in primary schools, which exclude SATs (standard attainment tests) do not allow the Progress 8 measure to be used to assess student progress between the end of Year 6 and the end of Year 11. This is far from ideal. The Committee has no wish to see SATs introduced, or rather reintroduced, in the Bailiwick, but it is considering the introduction of 'low stakes' objective assessments to ensure that student progress over the whole course of their secondary education, as well as attainment, can be measured with greater clarity.

- 11.15 International Baccalaureate (IB) Certificates will be reported with A Level results for the first time in August 2019. The Post-16 outcomes measures will otherwise remain unchanged, as the existing measures still allow accurate benchmarking with England.
- 11.16 As part of the continued development of the Bailiwick Curriculum, the Committee is keen to establish a range of key performance indicators which would reflect student engagement and achievement across the range of education provision. As well as providing more comprehensive feedback on the performance of students and the system as a whole, this would encourage the achievements of all students to be valued and not just academic achievements.

## **12 Inequality in the current model of secondary education**

- 12.1 In the States' sector, the secondary phase of education currently operates in four mainstream schools and two special schools. The size of the four mainstream schools varies greatly from 5,687m<sup>2</sup> to 11,133m<sup>2</sup> and from 444 students to 816 students (as at the June 2019 census, shown in Appendix 7). The difference in size means that the staffing complement in the schools also varies significantly and this in turn affects a school's offer to its students, both in curricular and extra-curricular terms. As a result, opportunities for students differ depending on which school they attend.
- 12.2 For example, the study of modern foreign languages varies from school to school. Some students are able to take two GCSEs in modern foreign languages from a choice of three while others can take only one. Some students are able to take triple science, some combined science (having the opportunity to study biology, chemistry and physics and achieve two GCSEs) whilst others are able to select only one or two of the sciences. The GCSE and equivalent options available differ from school to school. ICT is compulsory in some schools but not in others. Different subjects are allocated quite different amounts of time per week.
- 12.3 Inequality of opportunity is thus built into our current model. Students have markedly different opportunities depending on where in the Island they live. In the opinion of the Committee this is unacceptable and unjust.

- 12.4 The relatively small size of the existing secondary schools places tremendous pressure on staff resources. This further limits opportunity because it can be impossible to offer more with the small staff body available in a school. In some cases, specialist subjects have been temporarily removed for certain year groups because there are no specialist staff available to teach them. It can be challenging to find staff willing to take on temporary contracts in the Bailiwick to cover absences such as parental leave, and headteachers are forced to choose between compromising quality of provision or breadth of curriculum offer.
- 12.5 The subject offer at Key Stage 4 differs across schools and even where the same subjects are offered the qualifications may differ with some schools offering GCSEs while others offer alternative qualifications.
- 12.6 The move to one school, comprising two colleges of more or less equal size and a larger numbers of students, will allow better and more equal opportunities for students irrespective of their background and where in the Island they live. This new model will have greater resilience when staff are absent or leave due to the increased number of specialist teachers available in each subject at each college. It will allow a broader and more robust curriculum model as a result of the higher number of teaching staff at each college.
- 12.7 Providing extra-curricular opportunities currently depends on the goodwill of teaching and non-teaching staff, many of whom show exceptional commitment to improving opportunities for students. The new model, with its two larger colleges operating as a single school, will be able to make extra-curricular opportunities an integral part of school life, substantially removing the reliance on voluntary contributions of goodwill from staff. The opportunities available to students will be enhanced by the model for enrichment/electives set out in section 15.4 of this Policy Letter. This will include broader access to physical activities, assisting both mental and physical good health. Crucially, this will also contribute to equality of opportunity regardless of family support, home circumstances or reliance on school transport. Currently, students who are reliant on school buses or whose parents/carers cannot provide the necessary support are often unable to access after-school activities.
- 12.8 The standard of accommodation and facilities also varies greatly from school to school and this has a corresponding impact on equality of opportunity. An example of this is the provision of Multi-Use Games Areas (MUGAs) which allow all-weather access to games facilities. Students at La Mare de Carteret High School with only grass playing fields are disadvantaged. Students at Les Beaucamps and St Sampson's High Schools have access to indoor swimming pools whereas students at the Grammar School and Sixth Form Centre and La Mare de Carteret High School do not. The new model of secondary education



will remove almost all of these inequalities, providing all students with facilities of high quality which support an individual's development in the widest sense, including their health and well-being. Where there are some limited differences between the sites for the two new colleges, opportunities for all students to access high-quality facilities will be planned into the curriculum. For example, students on the Les Beaucamps site will have the opportunity to use the climbing wall at the St Sampson's site, while students at the St Sampson's site will have the opportunity to use additional facilities which will be provided at the Les Beaucamps site as a result of the purchase of the church and church hall. Students from both sites will go offsite to access the best facilities Guernsey has to offer in each sport; for example, the athletics amenities at Foote's Lane.

- 12.9 The 11-18 school will be overseen by a single leadership team with oversight of both colleges, providing a robust basis for monitoring equity across the whole school. Senior leaders will be able to scrutinise standards to ensure quality of provision is equivalent at both sites. The single sixth form across the two colleges will guarantee that the new model provides at least equivalent breadth at A Level and IB as that provided by the existing structure. Considerable attention has been given to staffing provision and other relevant factors to ensure that this is the case.
- 12.10 The Committee appointed an Executive Headteacher for the new 11-18 school who started on the 1<sup>st</sup> September, 2018. The Executive Headteacher has had significant input into the structures and systems being set up for the two colleges. She has also been able to work closely with the Headteachers of the existing four schools, all of whom are involved in planning for the new school. This enables the most successful and effective aspects of each of the existing schools to be built into the plans for the new school and allows the best practices to be shared widely. For example, it is the intention of the school leadership team to adopt the successful vertical tutor group system in place at La Mare de Carteret High School; and the effective personal enrichment programme run in the Sixth Form Centre has provided inspiration for the enrichment/electives system which will run across the school in both colleges.
- 12.11 The use of modern existing facilities together with purpose-built extensions will ensure that all students are able to learn in an appropriate, well-resourced environment, eliminating the discrepancies with which teachers in two of our current schools struggle daily. These facilities and resources will be designed to deliver modern and fit for purpose learning environments which meet the demands of the full 11-18 curriculum range, including GCSE, A Level and IB courses and the delivery of an electives/enrichment programme of the highest quality. All students will have access to the same quality of environment in which to learn and develop, which is not the case at present.
- 12.12 The combination of reducing the number of secondary schools and moving to a

feeder school model of secondary admissions will allow for easier and more effective transition at the age of 11. For many students transition at 16 will also be simplified by having sixth forms in both colleges. There is clear evidence that transition between schools, particularly at the age of 11, produces a pause in academic progress and further improving existing transition arrangements will be a significant advantage. The “Key Stage 3: the wasted years?”<sup>14</sup> report produced by the Office for Standards in Education (Ofsted) in 2015 found that “too many secondary schools did not work effectively with partner primary schools to understand pupils’ prior learning and ensure that they built on this during Key Stage 3.” The feeder system will provide well developed links between the primary and secondary phases, planning clear curriculum progression to build on prior learning and understanding individual needs. School leaders are exploring the option of creating transition roles within the 11-18 school and allocating a substantial proportion of the post-holders’ timetables to work more closely with primary schools, including with students with additional transition needs, than is currently possible.

- 12.13 The quality of teaching is the single factor which has the greatest impact on student outcomes<sup>15</sup>. Recruiting and retaining high-quality teachers is therefore critical to achieving excellence for all. While sixth form provision is currently restricted to just one of the four secondary schools, the new model provides opportunities for a greater proportion of teachers to teach across the full age range from 11 to 18, a key factor in teacher motivation and job satisfaction for a significant proportion of staff. This will broaden the pool of teachers who are interested in working in Guernsey. A commitment to continued professional development (CPD) for all staff in the new school will also support recruitment and retention and further boost the quality of teaching. The new school leadership team’s current preferred curriculum model, over which there must be further discussion and negotiation with teachers and their professional bodies, would reduce the average number of hours per week a teacher spends teaching, allowing more time for planning, preparation and feedback for teaching groups.

### **13 Transition model for secondary school students**

- 13.1 In October 2018 the Committee published the transition arrangements for students during the move from four secondary schools to one school in two colleges.
- 13.2 In September 2021, all Year 7 students will start secondary school on the sites where they will remain until they leave secondary education (i.e. at the college

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<sup>14</sup> Key Stage 3: the wasted years?, Ofsted 2015

<sup>15</sup> Improving the impact of teachers on pupil achievement in the UK, The Sutton Trust, (September 2011)

at the Les Beaucamps site or the college at the St Sampson's site). All students who will move sites will do so in September 2022, allowing significant preparation time for the transition and the opportunity for key staff to move with their students.

**Table 4: Feeder schools and transition arrangements to new sites**

**Students currently in primary school**

Current year (2018/19)	Primary school	Secondary school site in Year 7	Secondary transition
<b>Years 4 and below</b>	Amherst - Hautes Capelles - Notre Dame - St Mary & St Michael - Vale	▶ St Sampson's	▶ No move
	Castel - Forest - La Houquette - La Mare de Carteret - St Martin's - Vauvert	▶ Les Beaucamps	▶ No move
<b>Years 5 and 6</b>	Hautes Capelles - St Mary & St Michael - Vale	▶ St Sampson's	▶ No move
	Amherst - Notre Dame	▶ Les Varendes	▶ <b>St Sampson's (September 2022)</b>
	Castel - Forest - St Martin's	▶ Les Beaucamps	▶ No move
	La Houquette - La Mare de Carteret - Vauvert	▶ La Mare de Carteret	▶ <b>Les Beaucamps (September 2022)</b>

- 13.3 The Committee is conscious that moving from four schools to one school in two colleges involves more than just moving students and staff to new buildings. The new model requires significant changes to the delivery of education and cultural changes will be necessary in order to realise all the benefits of the new model. In order for change to be successfully managed and implemented, careful planning and preparation is essential and is already well under way at Committee and school leader level. The Principals who will lead each of the colleges have already been appointed in a designate capacity and they will take up their new roles in September 2020. A key part of their role, in the lead up to September 2022 when the new colleges could be said to be fully operational, will be to plan and implement a programme of activities to begin the process of integrating the two existing schools that will combine to form the college on their site. Before September 2022 the schools, their students and their staff will already be significantly advanced on the journey towards becoming a single school across two colleges.
- 13.4 Prior to September 2019, the secondary school a student attended had been determined by a combination of the 11 Plus selective process and a catchment area system for the three high schools. In March 2016 the previous States resolved to move to a non-selective secondary system and this was confirmed

by the present States in further States' Resolutions in November 2016. In 2018 the Committee decided that, while maintaining a catchment area system for determining admissions to primary schools, it would move to a feeder-based system for determining admissions to secondary schools. This means that all students attending a particular primary school will now be able to move to the same secondary school regardless of their address, where currently the catchment system means they can be split between the three high schools.

- 13.5 For most students and parents/carers, the change to feeder schools will have no impact as they will be living in what was previously the catchment area of a child's secondary school. However, some families will have moved address during their child's time at primary school and may now live outside of their former secondary school catchment area. Previously, they would have been offered a place at the secondary school serving their catchment area. Under the new arrangements they will be offered a place at the secondary school linked to their primary school through the feeder school system.
- 13.6 The new system means that students affected by any such house move above will no longer be separated from their school friends. Instead they will be able to continue their education with their friends, removing a potential barrier to effective learning for some students.
- 13.7 Under the previous catchment area system, parents/carers could request an 'out of catchment' place at a secondary school other than the one allocated. Some parents/carers would request this so that their child could continue to be educated with their friends from primary school. Under the new feeder school system, parents/carers will still be able to make such a request if they would prefer their child to attend the other college, for example to reduce travel time. The Committee has amended the criteria for granting such requests to include unreasonable transport arrangements as a reason for agreeing to a parental request.
- 13.8 The two Catholic primary schools, Notre Dame du Rosaire and St Mary & St Michael, have not historically had catchment areas. Instead they have been able to admit students from across the Island. From September 2021 students at both Catholic primary schools will attend the college at the St Sampson's site, with those at St Mary & St Michael attending from September 2019. Parents/carers whose child attends one of these schools and who live in the south of the Island will be able to make a request as described in the preceding paragraph if they would prefer for their child to attend the college at the Les Beaucamps site.
- 13.9 The Committee is intending to broaden the reach of free school transport to and from the two new colleges. This is designed to increase the proportion of families whose child/ren are able to move with their peers to the college linked

to their primary school and to prevent difficulties with travel from being a barrier to them doing so. Details of the intended changes can be found in section 16.

- 13.10 There were three main factors which influenced the decision concerning which primary schools would feed each college. The model adopted ensures that the number of students at each college will remain very similar. For the years for which data is available the discrepancy between the total number of Year 7 - 11 students at each college is expected to vary between only eight and fifteen students in total. There may be further variation depending on the out of catchment requests received in any given year.
- 13.11 The average number of Year 7 - 11 students at each college for the years for which population projections are available range between a peak of 1,140 in 2025/26, dropping to 1,046 in 2030/31 and to 965 in 2049/50. Student numbers and population projections have been a source of much dispute in previous debates about secondary education and therefore the Office *of the* Committee for Education, Sport & Culture has worked closely with officers from the data analysis section of the Office *of the* Policy & Resources Committee and the population projections used by the Committee have been endorsed by them. School populations for the Year 7 cohorts in 2025/26 onwards are based on the population data provided by Data Analysis Officers.
- 13.12 Another consideration was to ensure a broad and as far as possible similar social profile at each college in order to maintain comparability between the two colleges and to seek to avoid any public perception of one college being advantaged over the other.
- 13.13 A further factor was the wish to minimise average travel distances for students. This reduces environmental impact and traffic congestion, encourages travel other than by private car (contributing to the priority outcome of 'Healthy and Active' in the Children and Young People's Plan) and reduces the cost of providing transport to and from school which is free at the point of use.
- 13.14 The transition arrangements for students have been carefully worked out to minimise potential disruption to learning and emotional health and well-being. Taking into account all of the students who will spend part or all of their time in secondary school during the transition period 2019-2023, 88% will not have to move school site during their 11-16 secondary education. No student will be required to move site during A Level or IB studies.
- 13.15 In September 2021 all Year 7 students will move directly from primary school to either the college at the St Sampson's site or the college at the Les Beaucamps site (based on which feeder primary school they attended). At this point construction work at the two colleges will not have been completed. However,

both sites have sufficient capacity in their current buildings to admit the additional students they will receive. This was re-tested and confirmed in the report by PMc mentioned earlier in this Policy Letter<sup>16</sup>.

- 13.16 There are two groups of students in particular for whom the transition arrangements were considered in significant detail and at great length prior to confirmation of the transition model. This included consultation with relevant staff in schools as detailed below.
- 13.17 The first group is the students who entered La Mare de Carteret High School in September 2018. Considerable thought was given to their move to the Les Beaucamps site. The decision was taken to move them at the end of Year 10 and this decision was supported by both the Executive Headteacher of the new 11-18 school and the Headteacher of La Mare de Carteret High School, who was subsequently appointed Designate Principal of the new college at the Les Beaucamps site. The disruption to their education and well-being would be considerably greater if they were to remain at the La Mare de Carteret site as a single year group from September 2022 or if the number of students on the La Mare de Carteret site was reduced to fewer than four year groups. Planning for staffing during the transition period will take into account the need to ensure continuity during their Key Stage 4 studies. Staff across all four schools are already working to align the curriculum partly to aid transition.
- 13.18 The second group is the students who started at the Grammar School in September 2018. The previous Committee gave a commitment to their parents/carers that they would continue to be educated as a 'selective' group through to the end of their GCSEs. The Committee has maintained that commitment and concluded that the only logical way of doing so is for this group to remain at Les Varendes until the end of Year 11. As the Sixth Form Centre is on the same site and will remain so when these students are in Year 11, they are in a different position to those at La Mare de Carteret in that they will not be isolated as a single year group on that site. The Year 13 students (the second year of sixth form) will remain at Les Varendes through to June 2023. The number of students on the Les Varendes site during its last academic year of operation in 2022/23 will be approximately equivalent to four year groups in the existing Grammar School. The total number of students expected to be on the Les Varendes site each year until it closes in July 2023 is shown in Appendix 14. Some staff will be based on site full time during that year and others, in specialist subjects, may work between Les Varendes and another site in order to ensure that curriculum breadth is maintained for all students.
- 13.19 The same consideration will be given to staffing for both the Year 11 and Year

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<sup>16</sup> 11-18 Education Space Planning Report, States of Guernsey, Peter Marsh Consulting Ltd (30th November, 2018)

13 groups at the Les Varendes site as is the case for the aforementioned La Mare de Carteret year group. This is likely to require a small amount of additional teaching time for the academic year 2022/23. This has been modelled into the transitional costs set out in section 4.

#### **14 Transition model for secondary school staff**

- 14.1 As stated earlier in this Policy Letter, the Executive Headteacher of the new 11-18 school is already in post and designate appointments have been made to the post of Principal at each college. The latter will take up their substantive positions in September 2020.
- 14.2 A firm commitment has been made to teachers that there will be a teaching post available in the new school for all current secondary school teachers who wish to have one. Outline information on how staff might be organised in the new model has been shared with teachers across the secondary schools and professional association representatives.
- 14.3 Over the coming months and years of the transition, posts in the new school will be filled starting with leadership positions. The Office *of the* Committee for Education, Sport & Culture has started discussions with the professional associations in relation to how consultation and negotiation will form the basis of an agreed transition/assimilation process, which will include transition arrangements and protections. Teachers' personal preferences will clearly be part of this process as will ensuring continuity for students, particularly where external examinations are a consideration, and ensuring a balance of specialist teachers across the two colleges where necessary.
- 14.4 Support staff in schools will be similarly supported through the transition period following a process agreed with their union representatives.

#### **15 Further detail on the future 11-18 school**

##### **15.1 Future organisational structure of the 11-18 school & colleges**

- 15.1.1 Improvements are planned to the structure of the school day to ensure that each curriculum area can be delivered as thoroughly as possible and to encourage students to get the most out of every day at school. This has been subject to some consultation with teachers already and there will be further consultation in due course.
- 15.1.2 At Key Stage 3 and 4 students in each college will be organised into two equivalent bands of between approximately 100 and 120 students in each year group, each divided into three houses (six houses in total at each college). These will be used to organise certain aspects of the school day, as well as forming the

basis for a wide range of competitions and events. For most subjects, each band will be divided into between four and six groups, which can be set where the school considers it beneficial to do so. This will vary by subject and by year group and may change each year depending on the needs of each cohort.

- 15.1.3 A survey of teachers across the four existing schools, with around a 60% response rate, indicated that teachers feel strongly across almost all subject areas that the current curriculum time allocated to deliver their subjects to maximum advantage is not sufficient. As referred to previously in this Policy Letter, curriculum models differ across each of the schools.
- 15.1.4 Teachers were also in favour of increasing the length of lessons from the current 50 minute model, particularly to allow sufficient time for practical work. This feedback was taken into account in order to create draft curriculum models, which were then shared with heads of department for further feedback. A preferred new curriculum model is shared in this Policy Letter as an indication of a viable organisational model for the new school. This model attempts to optimise use of time across a wide range of important priorities, is supported by the new school's leadership team and was preferred by the current heads of department overall.
- 15.1.5 It is impossible to allocate what each subject specialist considers to be the optimal time for their subject without significantly increasing the length of the school day. However, school leaders are carefully considering how to provide optimal balance, factoring in the needs of each curriculum area, the breadth of the curriculum, the importance of sufficient time for recreation and the desire to broaden the opportunities available to all students. Discussion with key staff is ongoing about how the new model can be refined to maximise benefits to students.
- 15.1.6 For example, ICT leads are contributing to the future structure of provision in their subject area, particularly in Key Stage 4 where currently it is compulsory in some schools and not others. They are exploring whether it is possible to ensure the aims for students' digital literacy skills can be achieved within Key Stage 3 and then through other subjects in Key Stage 4 with additional support for groups of students as required, for example through the electives programme, which is discussed in more detail in section 15.4. This would allow the range of subject options to be as broad as possible.
- 15.1.7 Leads in technology, art, music and drama will be consulted further about a possible Year 9 specialisms model, like that currently operating at La Mare de Carteret High School. This would require a trade-off between the number of different subjects each student could take and the amount of time allocated to each of them. The aim is to balance these priorities to provide the best possible



curriculum model within the arts and the professional opinions of those teachers within this area will be vital in determining the final model.

- 15.1.8 PE leads will be involved further in developing the structure for the provision of physical activity within the electives programme. This may involve a greater degree of choice over some aspects of physical activity as students get older with a focus on health and well-being whilst ensuring students have the opportunity to take part in sport at the highest levels possible, including competitive sport.
- 15.1.9 Initial designs for the two colleges have been produced, based on the work done by PMc and the outline space requirements agreed with the Policy & Resources Committee. These initial designs have been shared with staff and have been adjusted several times in light of feedback. Staff, particularly teachers of subjects requiring specialist rooms, have been and will continue to be involved in developing the final specifications. There will be opportunities for the public to view these plans between the publication of this Policy Letter and the States' debate on it.
- 15.1.10 Science teams have been consulted at length about the requirements of the science areas and several changes to the original draft plans have been made in light of their suggestions. Additional science preparation room space has been prioritised over office space and the proposed science office has been moved to be closer to the preparation room.
- 15.1.11 Music teams have debated the best arrangement of their areas, linked to the curriculum they plan to deliver, in order to confirm which rooms they plan to use and where soundproofing is required. Additional music practice rooms have been allocated on each site based on feedback from staff and the Guernsey Music Service. Subject leads in food and art have been involved in designing the precise layout of the rooms for their subject areas to maximise the benefits to students.
- 15.1.12 Based on feedback from staff (comprising the initial staff survey, feedback from heads of department and conversations with teachers and school leaders), the Executive Headteacher and Designate School Principals have suggested the following working model for the structure of the school day. This model may be adjusted further based on ongoing consultation with staff and negotiation with union representatives during the transition period. Proposed changes to the structure of the school day would assist both staff and students, including a reduction in the workload for staff.

## **15.2 Possible changes to the structure of the school day**

15.2.1 As described in section 15.1 above, the following changes are suggested, noting that any impact on existing terms and conditions for staff would have to be negotiated.

- An extension of the school day to 4.05pm three days per week with optional activities on one or both the remaining two days. This would:
  - Ensure all students take part in a range of high quality enrichment activities and additional option subjects without restrictions resulting from transport requirements;
  - Recognise the high-quality provision already in place as part of a teacher's allocated contact time, reducing teacher workload and making the distribution of contact time fairer for staff;
  - Accommodate activities currently provided at lunch times
  - Use teaching staff effectively to maximise impact on students
- An increase in lesson length, in line with feedback from staff. This would:
  - Improve learning, particularly in subjects with significant set up time, such as PE or art;
  - Reduce lost learning time by decreasing the number of transitions necessary in an extended school day
- An extension of tutor time and moving it from first thing (in three of the four schools currently) to a period in its own right to be staggered with lunch. This would:
  - Increase the time allocated in order to provide a new daily personal development period including sufficient time for a targeted personal, social, health and citizenship education (PSHCE) and careers programme, delivered by specialists;
  - Enable lunch to be staggered, with half the school having lunch at any one time and with supervision from staff who know students well;

- Recognise tutor/personal development and lunchtime supervision as part of a teacher's allocated contact time, reducing teacher workload;
- Allow time for independent study or completion of homework during tutor/personal development with support from staff, reducing the time students need to spend on this at home;
- A reduction of the time allocated to lunch break. This would:
  - Optimise the balance between social time and maximising students' focus whilst reducing the risk of challenging behaviour - schools currently report managing the latter part of the lunch break as a key challenge with an increased risk of poor behaviour;
  - Allow staggering of lunch breaks so that all students have lunch within a reasonable timeframe without significant additional cost in providing lunch facilities;
  - Allow enrichment opportunities to be delivered within the school day through the electives programmes without extending the school day longer than is necessary.

15.2.2 A summary of the timings which this model would require is detailed below in table 5 along with the current timetables at each of the schools. Based on feedback to date, new timetable Option 1 in Table 5 below is the current draft model. This model will continue to be evaluated in light of feedback from staff, students and other stakeholders, including consultation and negotiation with Union representatives. An alternative option (Option 2) which has thus far received less favourable feedback from staff is also shown. Teacher contact time would be similar under all possible models. The differences between the models largely concern the proportion of time spent teaching, in tutor time/personal development lessons and supervising lunch. In the models where the proposed lunch break is shorter than the current lunch break, staff would have less contact time (spend a smaller proportion of the time teaching) over the course of the week. Feedback collated from staff to date has generally been positive, Questions and concerns have been, and will continue to be, explored in focus groups, in regular meetings with union and staff representatives and through the frequently asked questions (FAQ) section on the school's Education Futures staff information portal.

**Table 5: Possible new secondary school timetable, options based on initial staff consultation**

	<b>Current</b> (LBH, SSH, LMDC) 20 minute Tutor 50 minute lessons 60 minute lunch	<b>Current</b> (GS&SFC) 30 minute Tutor 50 minute lessons 65 minute lunch	<b>New Option 1</b> 40 minute Tutor/Personal Development 60 minute periods 40 minute lunch	<b>New Option 2</b> 55 minute Tutor/Personal Development 55 minute periods 55 minute lunch
Tutor time	8.30 - 8.50	N/A	N/A	N/A
Period 1	8.50 - 9.40	8.30 - 9.20	8.30 - 9.30	8.30 - 9.25
Period 2	9.40 - 10.30	9.20 - 10.10	9.30 - 10.30	9.25 - 10.20
Tutor Time	N/A	10.10 - 10.40	N/A	N/A
Break	10.30 - 10.45	10.40 - 11.05	10.30 - 10.45 (or on rotation)	10.20 -10.35 (or on rotation)
Period 3	10.45 - 11.35	11.05 - 11.55	10.45 - 11.45	10.35 - 11.30
Period 4	11.35 - 12.25	11.55 - 12.45	11.45 - 12.45	11.30 - 12.25
Lunch	12.25 - 1.25	12.45 - 1.50	12.45 - 1.25 /1.25 - 2.05 (rotation)	12.25 - 1.20 /1.20 - 2.15 (rotation)
Tutor/ Personal Developmen t	N/A	N/A	12.45 - 1.25 /1.25 - 2.05 (rotation)	12.25 - 1.20 /1.20 - 2.15 (rotation)
Period 5	1.25 - 2.15	1.50 - 2.40	2.05 - 3.05	2.15 - 3.10
Period 6	2.15 - 3.05	2.40 - 3.30	N/A	N/A
Electives (three days)	3.05 - 4.05 (optional)	3.30 - 4.30 (optional)	3.05 - 4.05 (extended day)	3.10 - 4.05 (extended day)

### **15.3 Details of the draft curriculum model based on current working assumptions**

- 15.3.1 Students at the new secondary school will study a broad and balanced curriculum at Key Stage 3 and will have the opportunity to select from a wide range of options at Key Stage 4 in addition to studying for qualifications in the core subjects of English, maths and science. The larger cohorts in each college will mean more options are taught simultaneously and the colleges will be able to meet the first choice subject preferences of a greater proportion of students. The school will work closely with The Guernsey Institute to continue to offer vocational and technical qualifications to Key Stage 4 students through a programme of Link courses. Students will also benefit from the electives programme which will provide opportunities for further academic study or participation in a variety of other activities such as sport or music. Further details of the proposed electives programme can be found in Section 15.4 of this Policy Letter.
- 15.3.2 Examples of how this broad and flexible proposed curriculum structure might benefit students with differing needs, interests, aptitudes and aspirations are shown in Appendix 8.
- 15.3.3 The current draft curriculum models based on consultation to date are described below. These are likely to evolve after further consultation. An analysis of how this would compare to the existing curriculum allocation for each subject is shown in Appendix 9.

**Table 6: Key Stage 3 draft future curriculum model, based on current working assumptions**

<b>Subject</b>	<b>Periods Per week (60 mins)</b>	<b>Comments</b>
English	4	The preferred new model gives four 60 minute periods (240 minutes) representing an increase on the current allocation in three schools compared to the current curriculum and a slight decrease on the current allocation in one school.
Maths	4	The preferred new model gives four 60 minute periods (240 minutes) representing an increase on the current allocation in three schools compared to the current curriculum and a slight decrease on the current allocation in one school.
Science	3 (4 in Year 9)	The vast majority of students will study two or three science GCSEs and so teaching of GCSE content would begin in Year 9 to ensure all curriculum material can be covered adequately without the need to reduce the number of options students take in Key Stage 4.
Languages	2	In each band, it is expected that in most year groups four out of five classes would study French with a small number of students doing additional English instead. Additional languages (for example, Spanish, German and Mandarin) will be available as part of the electives programme.
History	2	The preferred model represents a 25% increase in curriculum time overall.
Geography	2	The preferred model represents a 25% increase in curriculum time overall.
Religious Studies	1	This would also encompass elements of citizenship, philosophy and ethics with an increase of 20% in curriculum time overall.

Art	1	In order to meet required student-teacher ratios for technology, each band would be divided into six groups for art and technology. Technology would be delivered in a rotation comprising food, graphics and resistant materials. When allocated to art/technology, three of the groups in a band will have art, one food, one graphics and one resistant materials. Alternatively, double periods in alternate weeks are possible.
Technology	1	
Music	1	Music and drama would be blocked against each other within a band with the number of groups depending on the size of the year group. This means there could be up to three Key Stage 3 music or three Key Stage 3 drama groups running simultaneously with class sizes between 20 and 24 and groupings could be flexible where it is beneficial. Music and drama curriculum allocation will see an increase in curriculum time for all schools.
Drama	1	
ICT	1	All students would have one 60 minute period of ICT each week.
Physical Education (PE)	2 (1 in Year 9)	All students would have two core PE lessons in Years 7 and 8. In Year 9, they would have one core PE lesson and take part in at least one PE elective, allowing a greater degree of choice and specialisation. There would be the opportunity to extend one PE lesson per week for each year group to up to one hour 40 minutes (the equivalent of a double period currently) to allow for a broader range of sports and physical activities to take place each week.
Electives	3	All students would select from a broad range of options in consultation with parents/carers and staff. This time would be used for academic interventions for some students as necessary. Electives would take place for all on Mondays, Tuesdays and Thursday, with optional activities provided for students on Wednesdays and/or Fridays.

Total	28	PSHCE, careers and other content that does not fit clearly into the outline above would be delivered during personal development time, which would be extended relative to the current model. Subject specialists, including external agencies, would deliver sessions to year groups as appropriate.
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15.3.4 Current working curriculum model: Key Stage 4 (Year 10 and 11). A wide range of Key Stage 4 programmes would allow students across the attainment range to follow a programme tailored to their interests, aptitude and ambitions.

**Table 7: Key Stage 4 draft curriculum model, based on current working assumptions**

Subject	Lessons per week	Comments
English	4	It is expected that the majority of students would study both English and English literature GCSEs.
Maths	4 (3 for those doing triple science)	The majority of students would have four maths lessons per week with those doing triple science having an additional science lesson in place of a maths lesson.
Science	4 (5 for triple science)	It is expected that the majority of students would study combined science (worth two GCSEs) with students who have a particular aptitude for the sciences studying triple science (biology, chemistry and physics as separate qualifications). These students would have an additional science lesson in place of one of their maths lessons.
Optional subjects	3 per option	The majority of students would select four options from a broad range. It would be possible for some students to take additional options as electives. Bespoke programmes would be put in place as necessary with students taking three or fewer options with additional support during the other periods where it is beneficial.



Physical Education	1	All students would have one core PE lesson and may take part in an additional physical activity of their choice as part of the electives provision.
Electives	3	Students would select three electives, which may be sports clubs, music groups, additional subjects or a range of other enrichment opportunities.

- 15.3.5 The sixth form will offer A Levels (on both sites) and the IB Programmes (on one site). At each site the sixth form would be in line with or slightly larger than the average size of sixth forms in England. Current modelling indicates numbers on each sixth form site of between 220 and 260. On average, sixth forms in academies have around 220 students and sixth forms in Local Education Authority schools have around 205 students. There are 225 students or fewer in around one-quarter of the sixth forms in the 100 leading comprehensives in the UK (measured by attainment).
- 15.3.6 The Committee intends to provide at least the same number of options as are currently available at Key Stage 5, including A Levels, the IBDP and IB certificates, and will also introduce the IB Career-related Programme (IBCP) in conjunction with The Guernsey Institute. This programme will allow students to combine a vocational/technical qualification studied at The Guernsey Institute with relevant IB courses studied in the sixth form. This will increase the range of possibilities open to students at 16 and to allow them, if they wish, to avoid having to make a binary choice about which route to follow.
- 15.3.7 Currently, some subjects in the Sixth Form Centre have multiple classes in each year group. In the future model, for most of these subjects, it will be possible to split this provision at no additional cost: for example, in subjects where there are currently four classes in a year group, it is expected that in most years two classes would run on each site. In some subjects, there is currently only one class. Additional staffing has been allocated to allow duplication of some groups in order that they can run on both sites with reduced class sizes. Option blocks will be constructed to maximise the number of students whose first choice combination of subjects can be met, and therefore vary year on year. Additional groups will be added in order to maximise the number of possible combinations.
- 15.3.8 Modelling carried out prior to the publication of the “Alternative Model” published in December 2017 indicated 95% of students would be able to take their first preference subjects, which is as good as the offer in the current Sixth Form Centre. Under this modelling, approximately 10% of the students going on to A Level or IBDP study would be required to move site in order to accommodate their first choice options. Current modelling indicates that this is possible within the proposed budget. Moves between the sites will be

supported in order to accommodate subject choices for the small number of students choosing the few subjects which are offered on one site. Appropriate transition arrangements will be put in place.

15.3.9 In the future model, A Level programmes will have five hours per week of curriculum time and IB subjects three to four hours per week, with some variation for those taking the standard or higher levels. This represents an increase in allocation of curriculum time, with 20% additional curriculum time for Year 13 A Level students compared to the current model, and 20% additional curriculum time for Year 12 and 13 IB students. This will benefit all students regardless of the subjects they choose.

15.3.10 The Committee is also exploring ways to use technology effectively to maximise the opportunities available to students. For example, immersive classroom technology may mean lessons can be run across sites, between the two colleges, The Guernsey Institute, and potentially St Anne's School in Alderney. This could enable a wider range of possible combinations of courses without adding to the cost of staffing. This could allow increased flexibility as teachers could potentially teach students across multiple sites simultaneously. Teachers would conduct regular visits to each site in order to ensure they are able to interact with all students face to face and opportunities would be taken to bring the groups together. This would reduce the need for travel which otherwise could preclude some students from taking mixed programmes. There is also the potential to collaborate with other institutions in order to broaden further the opportunities available to students.

#### **15.4 The enrichment entitlement and the proposed electives programme in the 11-18 school**

15.4.1 The Committee intends to provide an enrichment entitlement for all students: a guarantee that the education they will be offered in Guernsey will extend beyond the core curriculum, will be tailored to their individual needs, interests, aptitudes and aspirations and will provide them with a broad range of formative experiences, regardless of individual circumstances. This is one of the key elements of the Transformation Programme for the 11-18 school. At its heart is the theme of "opportunity and excellence for all".

15.4.2 The enrichment entitlement will guarantee a set of key experiences to every student. It is intended that this will include visiting museums, attending musical and dramatic performances and taking part in residential opportunities, including off-island. It will also include opportunities to take part in projects benefitting Guernsey's community and environment.

15.4.3 This approach recognises that students do not all have the same opportunities to access these experiences outside of school and that providing genuine

equality of opportunity requires schools to redress the current imbalance. The enrichment entitlement will support the aims of the Bailiwick curriculum and the Committee's goal to provide equality of opportunity. This is supported by the Sutton Trust's research into raising the education achievement of disadvantaged students<sup>17</sup>.

- 15.4.4 The enrichment entitlement will build on existing opportunities across the schools. This is not limited to the new secondary school; it will involve close collaboration between staff from all phases and build on the curriculum where possible. There will be opportunities for students, staff and the wider school community to help determine the structure of the programme.
- 15.4.5 Within the new secondary school, a key element of this enrichment entitlement is a programme of high quality opportunities run at the end of the school day ("the electives programme") which will ensure that wider opportunities become an integral part of the school week, in addition to the visits, projects and experiences which will form the rest of the entitlement.
- 15.4.6 Opportunities within the electives programme will be wide-ranging and will build on and extend the current extra-curricular offer across school life. There will be greater consistency in what is offered, ensuring the best possible opportunities are open to every student. This will include outdoor education (including the Duke of Edinburgh Award and international expeditions) as well as a volunteering programme within the local community. There will also be opportunities for older students to run or support activities for younger students, building their mentoring, coaching and leadership skills and strengthening links across the school and wider community.
- 15.4.7 The Committee is proposing to extend the school day for students on three afternoons a week, in order to introduce this bespoke electives programme. In the current proposed model, students will finish at 4.05pm on Monday, Tuesday and Thursday, and the existing high school finish time of 3.05pm will be retained on Wednesdays and Fridays. No students would finish at the current Grammar School and Sixth Form Centre finish time of 3.30pm. In the proposed model, Wednesdays would be allocated to staff training, and Fridays would provide an optional earlier finish, though some activities will be available on both of these days for students who would like to take part in them. Students would therefore select between three and five electives each year, allowing them to try out a broad range of new skills or develop some in depth.
- 15.4.8 The school expects to run an annual "electives fair" to provide information about different options. Students would then select their choices for the

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<sup>17</sup> Class Differences: Ethnicity and disadvantage. Sutton Trust Research Brief 14 Kirby, P. and Cullinane, C. (2016)

following year with support from their parents/carers and tutor. Examples of possible combinations are shown for sample students in Appendix 8. Some electives may run termly, including plays and some season-specific sports, whilst others may run for a whole year, such as orchestras or languages. The provision of these opportunities during the school day means no students are restricted from accessing them due to transport or financial issues.

- 15.4.9 The electives programme will allow targeted support for the highest attaining students and those with high potential in any area. This will allow them to increase either the breadth or depth of their studies, for example through opportunities to learn additional languages or develop a particular interest. Electives will also provide the flexibility for delivery of additional qualifications in Key Stages 4 and 5, allowing some students the option to take extra subjects. This will help to ensure students have excellent opportunities to be stretched and challenged in areas they are passionate about.
- 15.4.10 In some cases, the electives programme may allow support to be targeted for students with additional needs without any requirement to withdraw them from parts of the core curriculum. Such withdrawal can present further challenges to students and cause frustration, as they may miss parts of a topic and can then struggle to catch up. Providing some additional learning support as part of the electives programme instead could improve outcomes for these students.
- 15.4.11 There may be the opportunity to offer some 'Link' programmes run at The Guernsey Institute as part of the electives programme, in addition to the courses provided as part of the Key Stage 4 options process. This could open these opportunities to a wider range of students. There will also be the potential for shared electives and other enrichment activities for students across the Post-16 phase at both colleges and The Guernsey Institute. Students at The Guernsey Institute will be welcome to take part in any electives offered to sixth form students. The Committee remains committed to requiring the 11-18 school and The Guernsey Institute to strengthen collaboration in the extra-curricular opportunities available to their students.
- 15.4.12 It is hoped that the provision of the electives programme will be strongly supported by the wider community, third sector and voluntary organisations. Initial conversations with organisations such as the Youth Commission have indicated that there is scope for expansion in the delivery of the programmes they are able to offer. The electives programme could provide the Guernsey Sports Commission with the opportunity to broaden their offer to students. The school is keen to explore potential partnerships with other organisations and to encourage partnerships with those already providing activities outside school or interested in doing so. The electives programme provides an unrivalled opportunity to invest in young people and bring together the community.

- 15.4.13 In a recent survey of students, 48% of respondents felt that being unable to get home except on a school bus restricted either themselves or their friends from taking part in more extra-curricular activities, while 65% felt that a lack of suitable clubs and opportunities was a barrier. 75% cited lack of time as a barrier. Students had wide ranging suggestions for clubs they would like to take part in if they were available in school, ranging from new sports like trampolining, street dance or archery, to opportunities to learn new skills, such as additional languages, coding, debating or hair and beauty, and clubs which benefit the community or environment, beach cleans or working with animals for example.
- 15.4.14 School leaders are in the process of reviewing homework policies to ensure that any homework set has the greatest possible impact on learning. The future model will provide opportunities within the personal development programme for students to complete homework/independent study during the school day, when support is available from staff.
- 15.4.15 The concept of enrichment has been presented to the teachers' professional associations and unions and detailed consultation and negotiation will need to take place with them as the enrichment model is developed. Initial feedback from staff has been largely positive. In recent surveys, 87% of teachers and 61% of support and established staff said they would be prepared to offer one or more electives. Staff have suggested a wide range of activities they would ideally offer to students. Some of these would continue existing provision but broaden these opportunities to a wider range of students; others would be new additions, provided only through this suggested new programme. The majority of staff have been very enthusiastic about the opportunities this would present to improve education for young people and to ensure a fairer distribution of workload amongst staff.
- 15.4.16 The electives programme recognises the importance of these wider opportunities to students. Within the school day, they will be given the same focus and importance as all other lessons. This means that for teachers, instead of being an optional extra on top of a full and busy teaching allocation, they will be included as part of a teacher's allocation. A teacher deciding to offer two sessions a week through the electives programme will therefore teach two fewer lessons. This provides recognition to the many staff who currently show great commitment to offer opportunities to students. It also opens the possibility of offering an activity to more staff, who may currently be prevented from becoming involved by workload.

## **15.5 Role of libraries**

- 15.5.1 Libraries and librarians will play an essential role in the new school. Both colleges will have well-stocked libraries with facilities for students to work or research with the support of fully-trained librarians. Librarians will play a key role in supporting learning across the school. This will involve support and training for teachers, working directly with teachers and classes, and directly with groups of students.
- 15.5.2 As well as supporting students who choose to work independently in the library, the school is keen to explore the role that librarians may be able to play in the electives programme. There is scope for librarians to lead reading groups with identified groups of students or support students with research projects such as the Extended Project Qualification currently run in the Sixth Form Centre.
- 15.5.3 The Office *of the* Committee for Education, Sport & Culture, and the Schools' Library Service have begun discussions about the way library services are provided in schools and there may be opportunities to improve materially the services to which schools and students have access.

## **15.6 Facilities for physical education**

- 15.6.1 Facilities for sports and physical education will be improved at both colleges. They will each have two multi-use games areas on site with significantly improved surfaces.
- 15.6.2 One of these at each college will be laid to a 3G surface made of synthetic grass, which will be capable of taking boot studs and be substantially larger than the more basic pitches on both sites currently. This will allow a greater range of sports to be played more comfortably and safely and to a higher level than is currently possible and in almost all weather conditions as frequently as necessary. These surfaces will be of a standard sufficient to host, for example, all school rugby, all school football, all levels of junior and senior league and Island representative football, school cricket with the use of an additional playing strip and various others sports.
- 15.6.3 The other multi-use games area at each college will be a smaller but still substantial court laid to a new surface to provide for a broad range of sports, including netball and tennis. At both colleges this new surface will replace tarmac and at the college at the St Sampson's site it will replace an area which has been unusable for several years.
- 15.6.4 Six fixed table tennis tables will be added at each college and covered with a hard canopy to allow use in wet weather. This may also provide additional recreational space during lunch and break times.

- 15.6.5 Both college sites have existing high-quality sports halls, gymnasiums and, unlike the other two sites from which secondary education is currently provided, modern indoor swimming pools. At St Sampson's there is a climbing wall. The indoor or covered space available at both colleges will be capable of accommodating up to half a year group doing PE, even in wet weather.
- 15.6.6 All the new facilities will meet the highest standards set out by Sport England and National Governing Bodies of Sport. PE leads in the four existing schools have contributed to the plans.
- 15.6.7 The college on the St Sampson's site will continue to have a grass playing area large enough to accommodate the existing 9-a-side and 11-a-side football pitches. Students on both sites will still go off site occasionally to broaden the range of sports available to them. For example, to access specialist athletics facilities at Foote's Lane; and for students on the Les Beaucamps site to have the opportunity to use the climbing wall at the St Sampson's site or to play sport on grass at one of the three sports fields within ten minutes of the site (Les Ozouets, Les Varendes and Foote's Lane).
- 15.6.8 It would be preferable to have grass playing fields on-site at the college at Les Beaucamps. Attempts to acquire land for this purpose adjacent or near to the site have thus far been unsuccessful. The Committee would be open to any opportunities to purchase or lease land close to the site which could be used for sports. However, it should be noted that the existing PE facilities at the Les Beaucamps site are of higher specification than at the other secondary school sites which will cease to operate as schools. The Committee does not consider it essential for there to be grass sports pitches on site as long as there are some readily accessible and not far from the site. Sports provision in grant-aided colleges on the Island demonstrate how this can be done successfully.
- 15.6.9 The Committee has considered several options for access to playing fields for students at the college at Les Beaucamps and have identified three for further consideration – La Mare de Carteret, Les Ozouets and Les Varendes. The first two are owned by the States and the third is owned by the Old Intermediaries who have given permission in principle for the land to be used by the new school. It is possible to timetable so that each student in Years 7 to 11 has one PE lesson per week which can be extended to up to an hour and 40 minutes – the length of a current double period – to enable PE to take place on occasion at one these other sites. Students would be transported by bus to and from the fields: the travel time involved is such that it would not cause undue disruption to learning given the relatively few occasions on which it would be required and the length of the lesson. A figure of £30,000 per annum has been built into the revenue costs model to allow for this.

- 15.6.10 Even if there is a need to make some compromises to PE facilities on site, opportunities for students need not be diminished given the Island's rich provision of sports facilities which are readily accessible. In any event the sports facilities at both colleges will be of higher quality than those at any existing school or any school in Guernsey's history.
- 15.6.11 The Committee recognises the physical and social benefits to students of taking part in competitive sports, and it will remain of great importance in the new model of education. One school, two colleges, each with two bands across each year group and six houses, will allow multiple combinations of inter-house and inter-college sport. Competitive sport at whole school level will be played against other schools on and off the Island. This wide range of opportunities will strengthen representative and competitive sport, giving more students the opportunity to participate in activities which are an integral part of maintaining a strong sense of community in school life.
- 15.6.12 The improved sports facilities at each college could be hired by external clubs and associations outside of school hours, bringing benefits to the wider community and generating revenue which the school could reinvest in education.
- 15.6.13 Le Murier School will continue to be co-located with the college on the St Sampson's site and it is intended that all PE facilities will continue to be shared. While the number of students on the site will increase, this will result largely in an increase in the number of students doing PE at any one time rather than an increase in the number of periods per week when the facilities will be used. Current curriculum modelling indicates an increase of only one hour of core PE per week (during which all or almost all facilities would be in use) compared to the current use on that site. Therefore the increase in the number of students should not in itself materially affect the availability of PE facilities for students at Le Murier relative to the current arrangements.
- 15.6.14 However, the Committee is aware of existing challenges in timetabling between St Sampson's High School and Le Murier which are unrelated to the one school/two colleges model. The need for increased flexibility around timetabling will need to be considered in full as part of the review of special educational needs provision which is necessary as part of the development of a new Education Law. No additional sports space will be necessitated by the change to the new model of education, the Committee will not hesitate to formulate proposals for such space if a compelling case can be made that the current arrangements are inadequate and that investing in more facilities would materially improve the outcomes and experiences for students.



## **15.7 Inclusion and students with Special Educational Needs and Disabilities**

- 15.7.1 The school will meet the individual needs of all of its students including those designated with Special Education Needs and Disabilities (SEND).
- 15.7.2 This has been factored into the design of the two new colleges, ensuring access for all users. Adapted furniture and equipment will be available where required.
- 15.7.3 Inclusivity will be at the heart of the school and the school will aim to maximise progress and participation for all and to narrow attainment gaps between students with SEND and their peers.
- 15.7.4 While the default position is that students with SEND should be supported in the classroom where possible, both staff and facilities will be in place to provide alternative learning spaces for students to work 1:1 or in small groups for part of their timetables where this is the most effective form of intervention. Interventions for most students who need additional support will be focussed around short, targeted, proven and measurable programmes specific to individual needs.
- 15.7.5 At both colleges there will be a base for students who have difficulties with communication, language and social interaction, including autism. Considerably more space has been allocated to this provision than in previous plans to restructure secondary education. The space allocated will be subdivided to allow for flexible use. This is likely to include areas used for different purposes, including a sensory room and spaces to work individually or 1:1. Specialist staff are involved in the design and resourcing of the bases and broader stakeholder engagement will follow in due course.
- 15.7.6 Further to the communication and autism support bases, significant space within the main part of both colleges has been allocated to provide support for students with SEND. This area will be approximately equivalent to the area covered by four classrooms - substantially more space than would be allocated in most schools of this size. This area will encompass spaces for small group and 1:1 interventions and will provide a safe and welcoming area within the school for students for example, with heightened anxiety. Some students may have flexible timetables which allow them to spend some of their time in these areas or to make use of them when necessary. Flexibility will be built into the designs to ensure the school is well-equipped to address any changes that might be recommended as part of the forthcoming review of SEND, the details of which will be confirmed in consultation with key stakeholders in the Autumn Term. Key stakeholders will be consulted further in due course about the detailed design and resourcing of this area.

15.7.7 The school will employ specialist teachers and learning support assistants under the leadership of a SENDCO. Devolution of governance to the school in the future would allow the appointment of a Governor with specific responsibility for SEND who would receive training as required to enable them to carry out the role. The school will have in place a SEND policy which will adhere to the vision set out in the Children and Young People's Plan and take account of the review of SEND about to be undertaken.

15.7.8 The school will work cooperatively with external and third sector agencies including specialist staff and professionals to provide effective support as required, and in appropriate circumstances the two 11-18 colleges will work in partnership to enable student transfer between the sites.

#### **15.8 Provision for high prior attaining students and students with high potential**

15.8.1 The new model for education commits to providing the best for every child in the education system regardless of ability or background. It is therefore essential that the school provides the best possible support to meet the specific needs of students with high prior attainment and high potential.

15.8.2 Senior leaders and those with curriculum responsibility will ensure that the curriculum at all levels provides an appropriate level of challenge for every student, including opportunities to extend the learning of the highest attaining students. This will take place through the core curriculum, the enrichment entitlement including the electives programme, and through additional opportunities which could be tailored to individual students' needs.

15.8.3 Where it is beneficial, students will be grouped according to prior attainment in order that teaching can be adjusted to the specific needs of students in a narrower attainment range. This will vary across subjects and year groups and may vary year by year depending on the profile of each cohort. Regardless of the attainment range in a class group, the progress of all prior attainment groups will be monitored.

15.8.4 Within lessons, the school will ensure that curriculum planning and teaching involve a high level of challenge with opportunities for extended work. Students will be supported to use complex vocabulary and will have opportunities to work independently.

15.8.5 There will also be opportunities for additional teaching sessions to allow students to study extra subjects or extend learning to a higher level. The school will explore the possibility of providing some programmes available through universities (potentially facilitated in partnership with The Guernsey Institute).

- 15.8.6 There will be strong curriculum dialogue across primary and secondary phases to ensure that the Key Stage 3 curriculum builds on the Key Stage 2 curriculum and that students are not unnecessarily repeating work. This approach will establish a solid understanding of curriculum development to ensure that students build on prior learning as they move through the Key Stages.
- 15.8.7 The Key Stage 4 curriculum will allow high-attaining students to be stretched, in terms of the number and range of subjects studied, including access to the most rigorous GCSEs, and the opportunity to study additional subjects through the electives programme. As stated previously, the Committee has announced a move to an Attainment 8 measure for schools, replacing the previous 5A\*-C including English and maths measure, and this new measure will prioritise the attainment of each student as an individual rather than promoting a disproportionate focus on the C/D borderline.
- 15.8.8 The Key Stage 5 curriculum will allow students to study challenging programmes with a broad range of subjects, including the International Baccalaureate Diploma Programme and International Baccalaureate Career Related Programme.
- 15.8.9 Staff at the school will also identify students with high potential and interest in a particular area, including academic subjects, sports and the arts. These students will be referred to in school as 'high potential'. Through the electives programme, the school will provide support for students with high potential by focussing on their individual interests and ambitions, including those of students with non-academic talents. Where it is beneficial to individual students, the school will endeavour to provide an appropriate mentor to support students in these areas: this may be a member of staff, an external volunteer or an older student with relevant skills or expertise.

## **15.9 Tutoring and Personal Development**

- 15.9.1 It is vital, irrespective of the size of a school, that students feel known as individuals and are well supported. The new colleges will adopt a 'schools within a school' model, giving students the curricular and extra-curricular benefits of being in a large school while also strengthening pastoral support.
- 15.9.2 As stated previously, students in each college will belong to one of six houses and each house will be divided into tutor groups of 14-15 students, which is significantly smaller than the current average tutor group size. Tutors will monitor the well-being, social development and academic progress of students in their group and act as the first point of contact for parents/carers.
- 15.9.3 Tutor groups will be vertically structured. This means that each group will contain students from every year group, building on the successful model for

tutoring introduced at La Mare de Carteret High School. Vertical tutoring supports the creation a family atmosphere of care and support develops a strong sense of belonging within the tutor group.

- 15.9.4 The vertical structure will support links across the school and allow older students to provide additional support for younger ones. It also means that tutors can focus on particular year groups at important stages of the school year- for example, supporting Year 7s at the start of the school year and Year 11s in the lead-up to GCSEs when choices about next steps are required. As each tutor will have only two or three students in each year group, they will be able to ensure each student is well supported through the transition process and that any individual needs or concerns are addressed.
- 15.9.5 The tutor groups will meet on a daily basis for an extended tutorial/personal development session. These sessions will include a range of structured activities as well as the opportunity to engage in independent and collaborative study within the tutor base. Tutors will regularly review each student's learning and progress and support them in setting future goals and personal targets.
- 15.9.6 Each group will be paired with another so the two groups operate with two tutors in a 'buddy' system arrangement, meaning that students always have a tutor to approach even if one is absent. This arrangement will allow flexibility. One tutor is then able to support a student promptly should any issue arise while the other tutor is able to lead the rest of the group. It will also give flexibility to the vertical tutoring structure, allowing some activities such as PSCE, Careers or assemblies to take place in year groups where necessary as one tutor will be able to accompany the year group in question while the other remains with the other year groups.
- 15.9.7 This approach will securely harness learning and student support and ensure that partnership between the parent/carer and the school is at the heart of the school's approach.

## **15.10 Promoting health and well-being**

- 15.10.1 The school will follow existing policies on promoting student health and well-being and will promote physical health through the PE curriculum and the electives programme as well as encouraging more active travel arrangements to and from school. Student mental health will be promoted through positive reward systems and, most importantly, through a whole-school focus on the individual that values and respects each student.
- 15.10.2 Students' mental health and well-being will be monitored within the tutor group system. Where the need for intervention is identified, mental health first-aiders among the staff will provide initial support. Proposition 6b proposes additional

on-site space to facilitate closer working with other professionals, including staff from health and social care services (such as CAMHS and School Nurses). If approved, this will help to improve access to more specialist support.

### **15.11 Engagement of parents and carers**

- 15.11.1 Regular face to face tutor consultation will take place with parents and carers, at mutually agreeable times for parents and carers and staff. As this approach becomes more established, students will take a greater role in leading aspects of these parent and carer consultations.
- 15.11.2 There will be regular formal reporting to parents and carers using data and accurate information to focus discussion, support and action. Parents and carers will be able to access online data and information about their child at their convenience, and will be able to contact tutors easily, who will involve other staff as and when required.
- 15.11.3 It is envisaged that the wider engagement of parents and carers with the school will be achieved through:
- A parental and carer volunteer scheme within the school
  - Community education classes for the local community including opportunities to learn together with their child, access through literacy, numeracy and ICT.
  - Regular celebration events, and opportunities to share in their children's learning and achievements. This might include performances and sports events, as well as exhibitions and open classroom events, where children show parents/carers their work and discuss it with them.

### **15.12 Guidance, mentoring and student voice**

- 15.12.1 The primary source of guidance and support for students will be the tutor, who will work closely with students throughout their time at school, but especially at key times, for example arriving in Year 7, support in making decisions for Key Stage 4 options, preparation for examinations and transition to Post 16 studies. This work will be supported by a team of specialists, including staff within the school such as PSHCE and Careers specialists, staff trained to support specific learning needs and specialists from organisations such as the Youth Commission or external professionals.

- 15.12.2 The school will provide additional mentoring for individual students where it is beneficial with strong support systems and networks with external partners and agencies for students at risk.
- 15.12.3 The school will provide or arrange for external agencies to provide impartial and objective advice and guidance for learning pathways, careers, further and higher education.
- 15.12.4 Sixth form and older students within the 11-16 phase of the school will have the opportunity to work directly with younger students, including as mentors.
- 15.12.5 The Student Voice Team will have an important role with the staff in developing the school. It is essential that the Student Voice Team and all students are engaged in core discussions and not simply peripheral matters.

### **15.13 Behaviour**

- 15.13.1 There will be a positive ethos and culture throughout the new school. All students must feel safe and happy and be ready and able to learn to the best of their abilities. All staff will have a responsibility for promoting positive behaviour and the welfare of students. Behaviour which disrupts a student's learning or the learning of others cannot be accepted: it is essential that students feel safe and supported by staff and by their peers and are able to learn free from disruption. Students and their parents and carers must understand that their rights sit alongside responsibilities and the rights of others.
- 15.13.2 Schools report that behaviour can be more challenging at break time and lunch time and particularly towards the end of lunch. The proposed changes to the structure of the school day will help to alleviate these challenges, reducing the highest risk period and increasing staff presence. The designs of the extensions to the college sites take into account sightlines, traffic flow and other issues which can impact on the management of behaviour in schools.
- 15.13.3 The transition to secondary school can be challenging: in a primary setting, the majority of students are used to learning predominantly in one classroom with one teacher with one set of expectations. A Year 7 student is likely to have twelve or more teachers. It is important that the school achieves the right balance between autonomy for staff in determining expectations and consistency which supports students in understanding what is expected of them throughout the school, regardless of where they are and who they interact with.
- 15.13.4 The school will have a relatively high level of structure and consistency in Year 7. Clear routines and clarity around expectations will support students to behave well and accept personal responsibility. Clear expectations can help to avoid the unnecessary conflict which can be created by asking students to use

their discretion to decide the right thing to do in every circumstance when they may have experienced different expectations at primary school and at home.

- 15.13.5 During tutor/personal development time, discussions with students can explore how best to respond in certain situations which may be challenging such as feeling they have been unfairly treated. Discussing in advance how they might best respond to these situations, and having the opportunity to hear the views of older students, will support students to understand how to respond appropriately and encourage them to accept their personal and social responsibilities whilst being accountable for their own behaviour, conduct and actions.
- 15.13.6 As students progress through the school, the level of tight routines will be reduced, to bring the school environment more in line with the environments they will experience as adults. Students' experience of a more highly structured environment when they are still developing in maturity will support appropriate choices and decision making as they progress through the school. Positive behaviour should be recognised and rewarded. Where students behave in a way which exceeds the expectations of the school this will be recognised through a system of incentives and rewards, which will be developed collaboratively with the school community. The school will expect rewards to be given out frequently to build a positive culture where staff are seeking to praise students, and share positive messages with parents and carers.
- 15.13.7 On some occasions there will inevitably be cases where a student's behaviour does not meet the expectations of the school. On such occasions the school will act fairly and will aim to improve the behaviour of the student. Appropriate consequences will be put in place and support will be provided for those students who find it challenging to meet these expectations.
- 15.13.8 No student should ever be made to feel upset or unwelcome in school. As such, the school will take a very strong approach to bullying. Any incidents of bullying will be dealt with promptly, parents and carers will be involved, and the school will seek to ensure that such behaviours are not repeated. The role of other students in preventing bullying is crucial. The school will build a culture in which students consider such behaviour to be unacceptable and seek the support of teachers if they see any such incidents occurring.

## **15.14 Attendance**

- 15.14.1 The latest attendance statistics in England for the academic year 2017-18 show that average attendance at state secondary schools was 94.5%<sup>18</sup>. In Guernsey

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<sup>18</sup> Pupil absence in schools in England, DFE National Statistics 2017-18

this figure was 93.6%<sup>19</sup>. Attendance contributes significantly to maintaining a positive ethos and culture in school and is a key component in effective learning and achievement: students who are regularly absent can often find school increasingly challenging, which can in turn make them more reluctant to attend school. It is important that in such cases support is put in place in order to break this cycle. Students will be expected to attend the school every time they are scheduled to do so, unless they are ill or there is an emergency or absence is agreed with the school in advance. The new school will aim to achieve attendance above that of the English average and comparable to statistical neighbours.

- 15.14.2 Proposition 6b recommends additional space for external professionals on the sites of the two colleges: this would allow staff from the School Attendance Service to work from the colleges, allowing closer working relationships with staff and more responsive interactions with students.

### **15.15 Lunchtime arrangements**

- 15.15.1 The intention of the school is to organise lunch in order that in each college half of the students are having lunch at any one time. This number will be similar to the current number of students at St Sampson's High School and significantly less than the current number of students at the Grammar School and Sixth Form Centre.
- 15.15.2 The proposed lunch arrangements would require no extension of the catering space at the college on the Les Beaucamps site.
- 15.15.3 Feedback from staff suggests that there are existing issues with the space available for eating at the St Sampson's site, and so it is proposed to extend the catering space in the college on that site. Approximately the same number of students as at present will have lunch at any one time but in a larger space than exists currently.
- 15.15.4 The school leadership team is also considering how lunch arrangements could be further improved by creating multiple serving points at which students can select from a range of healthy choices such as traditional cafeteria, a pasta/salad bar and a deli and sandwich bar. This could help improve the flow of students through the refectory so that they are able to eat their lunch and still have time available during their lunch break for outdoor recreation or physical activity.
- 15.15.5 The school is considering introducing cashless catering, which would enable parents and carers to purchase balanced and healthy eating plans. Parents and

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<sup>19</sup> Guernsey Education Office, Secondary School Attendance, 2017-18



carers would also be able to view summary reports of the food their child/ren buy at school. Further discussions will be taking place with the Health Improvement Commission and with staff and students to develop the refectories in the colleges.

15.15.6 Where students wish to access facilities to support their learning during their lunch break, they will continue to be able to do so. Libraries on both sites will be available for quiet study during the lunch break and there may be the opportunity for students to use other areas such as PE facilities and art or music rooms. In the draft preferred curriculum model, staff supervision during these times would count towards a teacher's timetable allocation.

15.15.7 Further discussions are also planned with the teachers' professional associations in relation to ensuring appropriate and supportive supervision at lunchtimes and supporting the school's ethos and values and student well-being.

## **15.16 Partnerships**

15.16.1 Secondary schools work in collaboration with a variety of organisations. It is intended to expand some of these partnerships, for example through the electives programme. The school will ensure that all such partnerships support the vision of opportunity and excellence for all.

15.16.2 The move to feeder primary schools and the removal of selection at 11 will help to strengthen the quality of transition between Year 6 and Year 7. The vast majority of pupils in a primary school will be moving to the same college. This will allow better working relationships between the schools and more extensive transition preparation for students and staff. The dip in academic performance which tends to follow this transfer is well-documented nationally and so improving the quality of pastoral and academic transition should have a positive effect on students' outcomes.<sup>20</sup>

15.16.3 The school will work closely with The Guernsey Institute to provide independent advice and guidance in order to both ensure a smooth transition at the age of 16 for those students choosing to go to the Institute and to establish clear pathways that build on previous learning, providing continuity and progression for students. The Link courses currently on offer for some 14-16 students will be maintained, and the two institutions will cooperate in ensuring curriculum, timetables and other systems facilitate Post-16 students being able to study across both organisations. As proposed in the "Alternative Model", these arrangements will be formalised in a partnership agreement.

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<sup>20</sup> Key Stage 3: the wasted years?, Ofsted (2015)

- 15.16.4 The school will work with St Anne's School in Alderney to support provision of secondary education there, for example by including staff at St Anne's in development opportunities and exploring the use of technology to broaden the range of opportunities available to students in Alderney.
- 15.16.5 Partnerships will be maintained or developed with organisations such as the Youth Commission, the Guernsey Sports Commission, the Guernsey Arts Commission, the Health Improvement Commission, Library and Museum Services and the Guernsey Music Service. These partnerships will support learning across the curriculum, including within the electives programme. Relationships with business, industry and commerce will be enhanced, including through the continuation of a structured programme of work experience for students, and the school will continue to work with and support many third sector organisations.
- 15.16.6 The continued co-location of one of the colleges with Le Murier School provides opportunities to extend the collaboration between the two schools to the benefit of students in both settings. These opportunities, and partnerships with Les Voies School, will be considered as part of the further planning which lies ahead prior to September 2022.
- 15.16.7 The proposed co-location of services, including health and social care, with the 11-18 colleges will facilitate closer working with these external professionals, and students and their families will benefit from a more joined up approach.

## **16 Travel arrangements in the 11 – 18 school**

- 16.1 Creating larger colleges on the two sites has the potential to increase pressure on the infrastructure around them. The Committee has been working with the Committee for the Environment & Infrastructure to consider ways that potential problems can be avoided or alleviated.
- 16.2 The Committee has been working closely with the Committee for the Environment & Infrastructure at both political and officer level to plan arrangements for buses to and from colleges and develop Active Travel plans. School buses will be an integral part of traffic management at both sites and the Committees are keen to increase the proportion of students using school transport. There will be no change to the existing one mile walking zones surrounding each site and the remainder of each college's catchment area will be served by buses at the beginning and the end of the school day. These routes will be designed to complement any existing public service buses and will not conflict with or impact on such scheduled services. Sixth form students will be able to use these buses.

- 16.3 Each college will be served by school buses operating up to one mile outside their “catchment area” as it has been identified that this will significantly increase the number of students able to access buses.
- 16.4 An indicative map of these arrangements is shown in Appendix 10; exact routes will be confirmed in due course in consultation with the Committee *for the Environment & Infrastructure*.
- 16.5 Any child/ whose parents or carers are able to transport them to a pick-up point on a school bus route will also be able to use the bus. For example, a parent moving to the Forest whose child attends the college on the St Sampson’s site and who works in Town could take their child into Town with them in the mornings. The child could then catch the bus to the St Sampson’s site, avoiding the need for them to move sites or for parents/carers to have to make long car journeys. This in-built flexibility will support families where children spend time with parents who live separately.
- 16.6 ‘Drop and walk’ locations may also be provided. These are areas within easy walking distance of a college site where parents/carers can drop off their child by car in the morning and the child can then complete the journey to college on foot. After school, the procedure works in reverse. Two potential locations have already been identified near the St Sampson’s site and discussions with the owners are advanced for one of these. At the Les Beaucamps site, an alternative drop off point has been identified adjacent to the school that which would avoid the need for all traffic to use the junction between Ruelle des Delisles and Les Beaucamps.
- 16.7 The Committee continues to work with the Committee *for the Environment & Infrastructure* on traffic management around the two College sites and will considering the potential contribution which could be made by initiatives such as parking restrictions around the sites at the beginning and end of the day, temporary exclusion zones and technical improvements to traffic lights at the relevant junctions. Consideration is also being given to improving walking and cycling routes around the sites. This would include additions and upgrades to networks of cycling paths, new pavements and walking lanes such as the one in Nocq Road, and additional controlled crossing points.
- 16.8 The existing secondary schools provide space for students to park motor scooters and cycles on site, but no provision is made for sixth form students to park cars on site. The Committee has no plans to change this policy. Spaces in the roads surrounding the two college sites will be monitored to ensure that students do not take up parking spaces intended for local residents, obstruct footpaths or impact on the visibility of pedestrians.

- 16.9 Full Traffic Impact Assessments and audits of safe walking and cycling routes will be carried out at both college sites as part of the development of comprehensive transport proposals in preparation for planning applications to the Development & Planning Authority. The total costs associated with changes necessitated by transport considerations are likely to be around £1 million and allowance for this has been made in the propositions.

## **17 Equal opportunities in the 11-18 school**

- 17.1 The school will be committed to the principle that every member of the school community is entitled to equal opportunities and treatment irrespective of ethnic or national origin, race, gender, physical disability, marital status, social background or religion. The school will apply this principle within all aspects of its work and specifically in terms of:

- Recruiting staff, students and school volunteers;
- Curriculum and learning experiences;
- Physical access to the school buildings and facilities;
- Promoting harmonious and cohesive relationships between all members of the school and the wider community;
- Providing an opportunity for all members of the school community, including community and industrial partners, to contribute to the development of the school; and
- Safeguarding all members of the school community

## **18 St Anne's School, Alderney**

- 18.1 The States' Resolutions of January 2018<sup>21</sup> do not bring St Anne's School in Alderney within the ambit of the single 11-18 School in Guernsey. This is because, after discussion with the then Alderney Representatives in the States of Deliberation, the proposers of the "Alternative Model" considered that, at least for the time being, the people of Alderney would prefer their school to retain its current governance arrangements with a view to revisiting this in the context of the development of a new Education Law. Nevertheless, the Committee's determination to extend opportunity and promote excellence for all applies equally to Alderney.

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<sup>21</sup> Billet d'État II, States Resolutions, (January 2018)

- 18.2 There are elements of the reforms set out in this Policy Letter which will be of benefit to St Anne's School and its students and which have been developed partly with Alderney in mind. For example, the immersive classrooms discussed in paragraph 15.3.10 may provide opportunities to broaden the curriculum options available to St Anne's students in Key Stage 4 and may allow more flexibility for Alderney students studying Post-16 programmes. The larger size of the colleges in Guernsey will mean there is greater flexibility in staffing and it will therefore be more feasible to provide staffing support to St Anne's in the event that it is necessary. For example, there have been instances over the last year where St Anne's has struggled to recruit a teacher in a core subject and where Guernsey schools did not have capacity to provide support. In the new model with larger and more resilient staff teams, it is more likely that it will be possible for support to be provided. The new school will be keen to work closely with St Anne's and will be happy to work together on curriculum development, sharing of resources and training and development opportunities. St Anne's will also be invited to competitions and events organised by the school wherever possible.
- 18.3 In addition, some of the changes being made, which are general to the whole system of education, will apply equally to Alderney and will be of benefit in the same way they will be of benefit to Guernsey. For example, the ongoing work to develop the Bailiwick Curriculum set out in section 26, the new school inspection arrangements set out in section 25 and changes to benchmarking and reporting of standards set out in section 11.
- 18.4 The geographical circumstances of St Anne's School mean that the improvements envisaged in the Digital Roadmap have the potential to be of particular benefit to the school and its students. Improvements in connectivity and more reliable access to online teaching resources will support learning in the school, helping to overcome the difficulties presented by a relatively small teaching staff and the relative inaccessibility of some physical resources which other schools take for granted (e.g. museums, concerts and library services). The newly formed Digital Empowerment Steering Group, which will oversee the implementation of the Digital Roadmap on behalf of the Committee, will work closely with St Anne's School to maximise the benefits to it of the investment in digital services proposed in this Policy Letter.
- 18.5 As mentioned previously in this Policy Letter, the review of swimming provision in schools will be Bailiwick-wide. At present, students at St Anne's School do not have access to a swimming pool on site, which they did previously. The Committee considers it important that the policies on swimming which will be adopted following the review should as far as possible apply equally to St Anne's School as to schools in Guernsey.

## **19      Sark School**

- 19.1      Sark Chief Pleas<sup>22</sup> and the Committee have agreed that from Year 9 onwards children in Sark should be educated in Guernsey. This proposal originated from the education authorities in Sark and the Committee has been pleased to support them. The Committee has determined that all students from Sark whose parents/carers wish them to complete their final three (or, if they continue to sixth form, five) years of secondary education in Guernsey will do so at the college on the Les Beaucamps site. It is anticipated that the first of these students would join the school in September 2020. The numbers involved are small and will not impact on the comparability of numbers between the two colleges.

## **20      Further and higher education and the creation of The Guernsey Institute**

### **20.1      Background**

- 20.1.1      The States' decision in January 2018<sup>23</sup> to adopt the "Alternative Model" resulted in the following States' Resolution:

"[T]o agree that it shall be an objective of the College [of Further Education] to integrate with the Institute of Health and Social Care Studies and the GTA University Centre as soon as practicable, most probably to operate as discrete faculties within the same College; and further to agree that it shall be an ambition of the College of Further Education to form a partnership with a UK university, ultimately to replace the title College of Further Education with the title University College Guernsey."

- 20.1.2      On the 1<sup>st</sup> July, 2019 the three providers were brought together under a single governance structure and together now form The Guernsey Institute. This title will be replaced by University College, Guernsey if and when the ambition is realised to form a partnership with a UK university which allows the University College title to be used legitimately. The Committee will not simply declare the organisation to be a University College, even if technically it could, because it would be an empty, superficial title with no substance in education beyond Guernsey.
- 20.1.3      A new single shadow board of The Guernsey Institute has been appointed with effect from the 1<sup>st</sup> July, 2019. There was an open recruitment process for members and 27 applications were received. The Committee was delighted

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<sup>22</sup> RESOLUTIONS of the extraordinary meeting of Chief Pleas (19<sup>th</sup> June, 2019)

<sup>23</sup> Billet d'État II, Resolutions, (January 2018)

with the range of experience and the quality of expertise among the applicants. This fortified the Committee in its view – promoted by Denis Mulkerrin when he reviewed education in Guernsey in 2012 but not always accepted and sometimes resisted by education authorities in the past – that within the community there are many people who have a great deal to offer with an interest in governance of schools and colleges and that devolving aspects of governance from the Committee and the Office of the Committee down to the level of schools and colleges will be of benefit to the education system as a whole.

- 20.1.4 The shadow board of The Guernsey Institute has an appointed chair and the remaining members of the board include experienced professionals with strong backgrounds in governance.
- 20.1.5 As part of its work to develop a new Education Law, the Committee will in due course propose that The Guernsey Institute should become in effect a statutory corporation with the States retaining sole ownership. The closest parallel, though inexact, is the States-owned utilities, Guernsey Electricity and Guernsey Post.
- 20.1.6 In the meantime, the relationship between the States, acting through the Committee, and The Guernsey Institute, acting through its shadow board, is governed by a memorandum of understanding. In the absence of changes to the Education Law, the Committee ultimately retains responsibility for the governance functions of The Guernsey Institute, but respecting the journey now commenced towards greater devolution the Committee will endeavour gradually to delegate functions to the shadow board, acknowledging that the full benefits of devolution cannot be realised until the enactment of a new Education Law. In this interim period, the existing management of the three integrating organisations will work with the new single shadow board and the Executive Principal to help shape the future structure and operation of The Guernsey Institute.
- 20.1.7 In April 2019 the Committee formed an engagement group made up of representatives of the staff teams of the three integrating organisations. The Supporting Further and Higher Education Transformation for Staff (SFHETS) is supporting the process of integration. It includes staff from all levels of the organisations from senior leaders to lecturers to support staff.
- 20.1.8 The following paragraphs provide further information about the three integrating organisations, the objectives of the integration project, progress made thus far and next steps.

## **20.2 The GTA University Centre**

- 20.2.1 The Guernsey Training Agency, as it was known initially, was opened in November 1996 as the result of a collaboration between the States and the Guernsey Financial Services Commission (GFSC) to address a shortfall in high-quality training opportunities initially in the finance sector and subsequently in industry and commerce more generally. In 2006 it became an accredited University Centre of Bournemouth University. The former Chief Executive of the GTA, Richard Conder, who is also the Chairman of the Board of Bournemouth University, sits as a non-voting member of the Committee.
- 20.2.2 The GTA endeavours to be demand-led and avoids areas of training where demand is already well met, e.g. accountancy. The GTA does not retain its own faculties or employ trainers or lecturers, but rather contracts with suppliers as and when courses are needed. It maintains a close relationship with industry to ensure that it is informed of the provision required now and in the future. Not being tied to a single provider of courses allows the GTA flexibility to offer its customers what they want in terms of qualifications, service levels, price points, etc.
- 20.2.3 The GTA is a company limited by shares. It is funded partly by a grant from the States (which in 2018 was £703,000) and partly by surpluses from the courses it runs. The States of Guernsey is its only shareholder. The GTA is audited on an annual basis by external auditors and reports results to the shareholder. The relationship between the States as shareholder and the directors of the GTA has historically been set out in a service level agreement. The GTA currently employs 14 staff.

### **20.3 The Institute of Health and Social Care Studies (IHSCS)**

- 20.3.1 The origins of the Institute of Health and Social Care Studies go back to 1967 when the States established a training school for enrolled nurses. In 1977 it was renamed the Emma Ferbrache Nurse Education Centre (NEC) after its founder. In 2000 the NEC received Institute Approval from Sheffield University to run validated higher education programmes on-island and became known as the Institute of Health Studies. It then became the Institute of Health and Social Care Studies in 2004 when the machinery of government changed resulting in the integration of health and social care at a political level.
- 20.3.2 Since 2000 the Institute has expanded its provision to include a range of vocational qualifications, essential skills training and undergraduate and postgraduate courses. Currently the Institute is the only provider accredited to run graduate programmes itself. It maintains partnerships with English and Scottish universities to provide nationally recognised degree programmes leading to professional qualifications in nursing and social work. In addition, the Institute has designed bespoke programmes at undergraduate and



postgraduate levels to meet workforce development needs across the health and social care sector and beyond. These courses are validated by partner universities based in the UK. Since May 2016 the academic section of the Institute has operated within the ambit of the Committee and the essential skills section has operated within the ambit of the Policy & Resources Committee. Staff at the Institute are directly employed by the States.

- 20.3.3 There is an essential need to recruit and train nurses annually in order to meet the demand for them in Guernsey. The Institute of Health and Social Care Studies has been given annual recruitment targets by the Committee *for* Health & Social Care. However, recruiting the annual target has proved challenging year on year, in line with similar issues facing nurse recruitment in England<sup>24</sup>. The Committee is committed to supporting the Committee *for* Health and Social Care and to achieve the required annual targets. Bringing the Institute of Health and Social Care Studies into The Guernsey Institute will enable the delivery of its courses to be part of a larger organisation capable of having a higher local, national and international presence in order to support the demand for training qualified nurses in Guernsey.

## **20.4 The Guernsey College of Further Education (GCFE)**

- 20.4.1 The Guernsey College of Further Education offers a broad range of technical, vocational and professional qualifications, including apprenticeships, and some higher education courses. It works closely with industry to meet the demands of the labour market. Below is a summary of the types of course it provides:
- 'Link' vocational courses for students aged 14-16 as part of their Year 10 and 11 studies, in partnership with secondary schools;
  - Full-time courses for students aged 16-19, which are at entry level to level 3 and aimed primarily at school leavers although older students may also participate;
  - Professional courses specific to sectors of industry, which are offered as short part-time courses or continuing professional development or longer-term part-time professional qualifications up to and including degree level;
  - Apprenticeships, from Level 2 to Level 4, in a range of sectors of industry; and

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<sup>24</sup> A critical moment: NHS staffing trends, retention and attrition, The Health Foundation, (February 2019)

- Adult and community education, which includes a range of hobby and special interest short courses as well as maritime courses leading to qualifications.

20.4.2 The College is located on three sites: Les Ozouets, Les Coutanchez, and Delancey. Neither of the latter two sites was purpose-built, having started life as secondary schools and being taken over by the college when no longer required for secondary education. All three sites are generally in a poor state of repair. As stated earlier in this Policy Letter, PMc advised that the facilities in which college students and staff are working are among the worst they have seen in the further education sector.

20.4.3 College staff are directly employed by the States. Several years ago a shadow board was set up by a previous Committee but the intention to devolve governance responsibilities to it was never realised.

## **20.5 Project outcomes of integrating further and higher education**

20.5.1 Although the authors of the “Alternative Model” and the previous Committee had very different visions for the future of education locally, one point on which they were in broad agreement was the desirability of the three providers of further and higher education working together much more closely. At the time of the States’ debate on the future structure of secondary, further and higher education in January 2018, the previous Committee included in its Policy Letter a proposal to bring together the three providers into an organisation called Guernsey University College operating under a co-designed governance model, albeit full-time Post-16 students would have been in a separate Post-16 college.

20.5.2 The case for bringing together the College of Further Education, the Institute and the GTA has rested essentially on two advantages. First, in an Island of this size with a relatively small student population, it makes no educational, financial or logistical sense to separate three small providers offering some crossover in their provision. They will be stronger and more resilient together than apart. The risk of inefficiency and unnecessary duplication will be reduced. Students will benefit from clearer pathways across all of further and higher education and staff will have clearer opportunities for professional development. Second, obtaining legitimate University College status will not be easy in any event, but it would be practically impossible in the case of any of the three providers operating alone whereas it becomes a reasonable ambition for an organisation which integrates them, as The Guernsey Institute has from the 1<sup>st</sup> July, 2019.

20.5.3 Pooling all of the resources of the island’s further and higher education in The Guernsey Institute will make it better placed to drive forward higher-level provision without diluting lower-level provision or compromising the need for a broad and balanced curriculum. This is likely to contribute to reducing the gap

in public esteem between academic and vocational/technical routes which unfortunately has tended to afflict many English-speaking nations much more than in many European countries where, interestingly, those different routes have generally continued to be provided in separate organisations rather than merged into Post-16 colleges or similar. Maintaining full- and part-time further education in a single organisation, as The Guernsey Institute does, is consistent with the need to take advantage of the national introduction imminently of T-Levels, which are designed to provide greater clarity and esteem for technical education.

- 20.5.4 In time, teachers and lecturers will have opportunities to deliver a broader range and level of courses whereas the current model of separation has the effect of restricting some staff to only part of the full range of their specialist subject. Integration will also be more conducive to the sharing of best practice among all further and higher education professionals. This is especially so once, as set out in Proposition 2, The Guernsey Institute is operating from a single location in modern, purpose-built facilities, which will also allow for a reduction in total floor area and consequential efficiencies.
- 20.5.5 Guernsey is not alone in recognising the benefits of bringing together previously disparate further and higher education providers. For example, in England the landscape for colleges of further education has changed markedly over the past 20 years. Many further education colleges now also have a strong core offering of higher education and full taught degree provision alongside their traditional further education provision. Where there has been more than one provider in close proximity, the organisations have often struggled in terms of curriculum breadth, quality and financial stewardship, which has resulted in many mergers to generate better provision at lower cost. There are currently 257 further education and sixth form colleges in England compared to almost 450 when colleges were incorporated in 1993<sup>25</sup>. While Guernsey's context is not identical to England's and this should be recognised and celebrated, the demands of students, the professional ambitions of staff and the need to operate as efficiently as possible are not all that different.
- 20.5.6 The Committee does not under-estimate the considerable challenge of obtaining legitimate University College status. It cannot be taken for granted as a certainty. However, bringing together the three providers into a more resilient single organisation at least makes it a realistic ambition in the years ahead. If The Guernsey Institute is able to obtain University College status, more members of the community would have the opportunity to study a greater range of level four, five, six and seven courses not currently available and the profile and reputation of further and higher education locally would be lifted.

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<sup>25</sup> College Mergers, The Association of Colleges, (2019)

20.5.7 All three of the providers who have come together to form The Guernsey Institute work with universities in the UK to provide courses on the Island. This will continue to be the case in the future. The Institute of Health and Social Care Studies is the only provider which writes some of its degree and masters programmes. The advantage of achieving University College status, in partnership with a UK university, is that The Guernsey Institute would be able to write and deliver its own degree courses adapted to the unique context in Guernsey. This differs from the practice of teaching a degree programme designed by an English university which does not necessarily meet Guernsey's specific needs. The Isle of Man has successfully achieved University College status in partnership with the University of Chester.

## **20.6 Next steps in reforms to further and higher education**

20.6.1 PMc provided an indication of how the construction of new purpose-built facilities for The Guernsey Institute at Les Ozouets could be undertaken in a single phase of works. Under this indicative model, the target completion date for construction would be May 2023. The Committee is adopting a prudent approach and requesting that drawdown of the funds necessary to construct The Guernsey Institute be sanctioned for a period of three years from 2021.

20.6.2 Early in its term of office, and having taken into account the clarity of the States' Resolution on bringing together the three providers and the enthusiasm for doing so among most professionals in the sector, the Committee concluded that integration did not need to await the completion of purpose-built facilities; and indeed doing so would have wasted valuable time and allowed the three providers less space to integrate in a gradual and less risky manner. The Guernsey Institute has started life on the 1<sup>st</sup> July, 2019 and all parts of the organisation are under the auspices of a single shadow board appointed with effect from the same date and will soon have a single executive leader in the form of an Executive Principal. Initially there may be little noticeable difference to the operations of the three providers, but their leaders and staff are working closely with the Committee and the Office *of the* Committee to agree on the journey towards full integration. Full integration will proceed at a pace which takes account of the historic differences between the integrating organisations.

20.6.3 As integration gathers pace at a practical level, staff will be supported through a structured transition, which will include consultation and negotiation with union representatives and professional associations, including in relation to the possibility of moving to a set of shared terms and conditions. The Committee remains committed to ensuring fairness and transparency in any changes which affect staff. This principle applies to all staff working across each of the further and higher education sectors.

- 20.6.4 For clarification, as an interim measure, the GTA University Centre continues as a separate company limited by shares. There is no change in its shareholding, which remains wholly within the States, acting through the Committee. It now has two directors who also sit as members of the shadow board of The Guernsey Institute.
- 20.6.5 In terms of its “offer” to students and industry, The Guernsey Institute will be shaped partly by what is required of it by the States – for example, Post-16 full-time courses and apprenticeships and professional qualifications in health and social care – and partly by responding commercially to the needs of the market. The need to strike an appropriate balance between complying with public service obligations and responding to commercial demands will be a key consideration in framing the future relationship between the Committee and the board of The Guernsey Institute if the latter – as intended – gains more devolved powers through a new Education Law.

## **20.7 Further details of the operation of The Guernsey Institute**

- 20.7.1 The three integrating institutions have well-developed curriculum offers and these will be taken into The Guernsey Institute. There will continue to be a States’-funded, core curriculum which will be identified in partnership between The Guernsey Institute and the Committee. This will cater mainly for Link courses for 14-16 year olds and full-time courses or apprenticeships for 16-18 year olds. It will also include the professional qualifications for health and social care currently provided by the Institute of Health and Social Care Studies. Outside of this core offer, The Guernsey Institute will have the commercial freedom to run other qualifications and unaccredited training as the market requires.
- 20.7.2 The “Alternative Model” proposals adopted by the States in January 2018 also considered the possibility of States’ in-house training being provided by The Guernsey Institute. This has not yet been explored in any detail, but will be considered as part of the ongoing project.
- 20.7.3 The current Education Law does not allow governance of The Guernsey Institute to be properly devolved to a Board of Governors operationally independent of the Committee. Proposals for a new Education Law will include allowing a board of The Guernsey Institute to assume governance responsibilities. The Committee would assume the legal authority to dissolve the board and retake responsibility for governance if circumstances require it. There would continue to be quality assurance from the Office of the Committee and a legal requirement on The Guernsey Institute to undergo periodic external, independent inspection. The Guernsey Institute would have more commercial freedom, including for revenue generation. The Law would allow the Committee to require The Guernsey Institute to offer specified public service

provision in exchange for an annual grant.

## **21      Education Law**

- 21.1      The Law regulating the provision of education in the Bailiwick dates mainly from 1970. The few amendments made to it since have not materially altered its character. The 1970 Law is largely based on the 1944 UK Education Act, often known as the “Butler Act” after the President of the Board of Education at the time, R.A. Butler. Consequently, much of the legislation is effectively more than seventy years old and tends to reflect the educational environment and social expectations of that time. Many parts of the Law are outdated or redundant. Equally the Law makes no mention of a number of elements of education which should properly be captured in legislation. There is, therefore, a pressing need to replace the 1970 Law regardless of any moves to transform 11-18 or further and higher education. This was recognised by the States in January 2018 when they resolved:

“To agree that the Education (Guernsey) Law, 1970, as amended, must be repealed and replaced with legislation setting out, *inter alia*, the educational aims and aspirations of a modern democratic society, educational policies adopted by the States in recent years and the powers and duties expected of a government in relation to education as it approaches the third decade of the 21st century.”

“To agree that the replacement legislation must provide for genuine devolution of governance and leadership from the Committee *for* Education, Sport & Culture (and by extension from the ‘Education Office’) to the 11 to 18 School and the College of Further Education; and further to agree that it must provide for the CfESC (supported by the ‘Education Office’) to 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.”

- 21.2      The Committee is well under way with the preparatory work necessary to enable the States to repeal and replace the 1970 Law. First the Committee will need to submit Propositions, supported by a Policy Letter, setting out the terms of the replacement legislation it recommends. Then, if the Propositions are approved, legislation will be laid before the States in the form of a *Projet de Loi*, Ordinances and Statutory Instruments. The Committee’s work in this area is led by the Education Law Working Group which draws together Committee members, officers, school leaders and legal advice. The Committee intends to submit a Policy Letter on the Law before the end of the States’ term in June 2020. This will be preceded by consultation with professionals in education and the wider public.

## **22      Governance of primary schools and special schools**

- 22.1      The work to repeal and replace the 1970 Law referred to in the preceding section, especially when considered in conjunction with the aforementioned Resolution on governance in the secondary, further and higher education phases, inevitably raises the question of the future of school governance in the primary phase and in special schools.
- 22.2      The Committee is exploring governance options for the primary schools and special schools, but in principle it considers that the case for devolving greater responsibility and leadership to the level of schools applies equally in the primary phase and in special schools as it does to the other phases and sectors where the move towards devolution is further advanced. The Committee remains aligned with the following advice which was set out in the aforementioned Mulkerrin review of education.

“The Director of Education informed me that, as well as formulating policy, the Education [Committee] is also the governing body of the schools. This may well be under the 1970 Education Law. However to imply that the [Committee] can be an effective governing body to the 27 schools in the Bailiwick is nonsense. It is simply not possible. A major advantage of establishing governing bodies is that they would create a better balance in the way power is distributed in the Guernsey education service.”

- 22.3      An additional consideration is that devolving greater governance and leadership to the 11-18 school and The Guernsey Institute, as directed by the States’ Resolutions of 2018, would inevitably move to the school and the institute some of the functions currently carried out by the Office *of the* Committee; and this being so it would seem inefficient to retain such functions within the Office purely for primary and special schools.
- 22.4      The Committee recognises that, even if in time the concept of devolving governance to primary schools is considered desirable by the States, it may not be practicable for each primary school to have its own distinct governing body. In which case, an alternative would be for a governing body to have responsibility for a small group of primary schools.

## **23      The Office *of the* Committee for Education, Sport & Culture**

- 23.1      When the Committee was elected in February 2018 it made it clear that the challenge of transforming education required substantial structural and cultural changes in the Office *of the* Committee. As a result, over the past 18 months there has been considerable staff turnover and restructuring of the Office. By

September 2019 a very well-qualified and stable educational leadership team will be fully in place together with a dedicated team of support officers. The Office will thus be as well-resourced as possible to deliver services to schools and others and to advise and support the Committee in implementing its ambitious policy agenda. This is critical to the successful execution of the wide-ranging reforms set out in this Policy Letter.

- 23.2 The non-educational leadership of the Office is also being partly restructured as part of the Chief Executive's States-wide agenda of Public Service Reform. The success of these changes will also be important to the execution of the wide-ranging reforms set out in this Policy Letter.
- 23.3 If the States adhere to their Resolutions to devolve greater governance and leadership to schools and colleges, the role and shape of the Office *of the* Committee will change in the years ahead as it refocuses 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.
- 23.4 In preparation for this, there has already been some limited transfer of responsibilities to schools and colleges, including in relation to budget management and the removal of unnecessary centralised procedures in approving like for like replacement of staff. The Committee is confident that there is now greater appetite within schools and colleges and within the Office *of the* Committee for these reforms to go further.
- 23.5 The transfer of additional autonomy to schools must be matched with appropriate levels of accountability, both in terms of educational outcomes and in the use of taxpayers' money. Part of this accountability is achieved through the external inspection of schools and the Committee is currently developing with Ofsted a more rigorous framework for the future inspection of Bailiwick schools. In addition, the Office *of the* Committee will need to maintain internal monitoring procedures focusing on a wide range of educational outcomes, including but not limited to academic standards, not least to ensure that it has an accurate picture of performance in schools and colleges and can identify and address any problems quickly rather than waiting for the next external inspection on a four- or five-year cycle.
- 23.6 The Committee recognises that the particular circumstances of the Bailiwick, not least its relatively small size, mean that fully adopting a model from another jurisdiction may be inefficient and may not produce the best outcomes for schools and colleges and their students. It is, therefore, likely that some functions of support and administration will continue to be provided from the Office – for example, continuous professional development and other human resources support.



- 23.7 Devolution to schools and colleges will inevitably result in fewer functions for the Office of the Committee and associated cost savings. Some of these will need to be reallocated to schools and colleges, but the Committee anticipates some as yet unquantifiable net revenue savings to the States as a result of these changes.

## **24 Special Educational Needs and Disabilities**

### **24.1 Current situation**

- 24.1.1 The provision of education for learners with Special Educational Needs and Disabilities (SEND) is governed by the Education (Amendment) (Guernsey) Law, 1987. This legislation sets out the responsibilities of the Committee and the procedures to be followed for assessing a learner's special educational needs and for determining how those needs can best be met. These have been codified into a Code of Practice which governs the operation of special educational needs within the education system.

- 24.1.2 There are currently three States-funded special schools operating in Guernsey: Le Rondin School for pupils of primary school age, Le Murier School for students of secondary school age, who meet a broad range of needs, and Les Voies School for pupils aged nine or over with social, emotional and mental health difficulties (SEMH). Learners are offered places at these schools through the determination process set out within the 1987 Law. While parental agreement is routinely sought for any such placement, there are concerns about the effectiveness of this consent and this will be considered as part of any SEND review. Additionally, provision for pupils with behavioural, emotional or social difficulties under the age of 9 is available in the pod at La Mare de Carteret Primary School, and Les Voies School provides an outreach service to mainstream schools for learners experiencing SEMH difficulties.

- 24.1.3 In addition, many learners with SEND are educated within mainstream education. For some of these, their needs can be met by the existing staff and resources within the school, sometimes with advice from one of the educational support services. In other cases, additional resources are allocated to support the school in meeting the needs of the child. For some learners 1:1 support is required for some or all of the school week.

### **24.2 Resolutions of January 2018 in relation to Special Educational Needs and Disabilities**

Following the debate on the future structure of secondary, further and higher education in January 2018, the States made the following Resolutions<sup>26</sup> in relation to SEND provision:

“To agree that from the earliest date practicable secondary and Post-16 education shall be organised as follows:

“Le Murier School and Les Voies School operating as Special Schools for students with special educational needs.

“To note that the Committee *for* Education, Sport & Culture 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 this policy letter support the aims of the Disability and Inclusion Strategy and comply with the UN Convention on the Rights of Persons with Disabilities.

“To direct the Committee *for* Education, Sport and Culture to embed an “environment for health” ethos across all aspects of education provision in the Bailiwick (including educational outcomes, the learning environment, curriculum, policies and procedures and partnership working) and to make use of any opportunities to meet the mental, emotional, social and physical wellbeing needs of all learners.

“To agree that the Education (Guernsey) Law, 1970, as amended, must be repealed and replaced with legislation setting out, *inter alia*, the educational aims and aspirations of a modern democratic society, educational policies adopted by the States in recent years and the powers and duties expected of a government in relation to education as it approaches the third decade of the 21st century.

“To agree that the development of the replacement legislation provides an ideal opportunity to consider the most appropriate long-term relationships and governance arrangements between all providers of secondary and Post-16 education, including in relation to provision for students with special educational needs; and further to agree that in any event there must be a firm requirement for the strongest possible collaboration between all providers of secondary and Post-16 education, including strengthening collaboration between the 11 to 18 School and the College of Further Education for the benefit of students of all abilities and interests.”

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<sup>26</sup> Billet d’État, II, Resolutions (January 2018)

### **24.3 Review of SEND provision**

- 24.3.1 As current SEND provision is determined by the 1987 Amendment to the Law, it follows that the comprehensive review of the Law now under way will need to include consideration of SEND provision in the future. The Committee will take care to consult widely in framing terms of reference for this review and may invite an independent external advisor to lead it.
- 24.3.2 Although the States expressly confirmed the continued existence of the current special schools in their Resolutions of January 2018, the Committee acknowledges that a review of SEND provision may have an impact on the percentage of learners educated in special schools. Though not conclusive, some evidence suggests that in Guernsey there is a disproportionate number of students in special schools. Therefore the two new 11-18 colleges are being designed with flexibility to accommodate additional SEND students if required in the future.

### **25 Inspections of schools and colleges**

- 25.1 As part of its commitment to opportunity and excellence for all students, the Committee recognises the importance of ensuring robust systems of accountability for schools and colleges. This will become increasingly critical if and when governance is devolved. As indicated in the foregoing section of this Policy Letter, the Committee intends to maintain an external, impartial inspection regime to assess the performance of schools and colleges. Prior to September 2018, external inspections were carried out by Education Scotland, the body charged with monitoring standards in Scottish schools, which incidentally have declined substantially in recent years, and they inspected schools and colleges using the same framework as used in Scotland. Education Scotland gave notice on their contract with the Committee with effect from 31<sup>st</sup> August 2018. The Committee saw this as a fortuitous opportunity to re-examine external inspection arrangements.
- 25.2 As an interim measure for the academic year 2019/20, the Committee appointed a consultancy firm of inspectors, Terry Carr Consultancy, who are experienced in assessing schools against the Education Scotland framework, to complete the current cycle of school inspections locally.
- 25.3 At the same time the Committee invited several inspectorates to the Island to discuss the possibility of their inspecting schools and colleges in the Bailiwick with effect from September 2019. The Committee decided to enter into a partnership with Ofsted and to work with them to develop a framework tailored for use in the Bailiwick in preference to adopting another 'off the shelf' model. Development of this framework is at an advanced stage and has been subject

to extensive consultation with school leaders and professional bodies. It is intended that Ofsted will lead a series of pilot inspections during the Autumn term in 2019 before full inspections commence later in the 2019/20 academic year.

## **26      Ongoing curriculum development**

- 26.1      A new Bailiwick Curriculum was introduced in its initial form during the academic year 2017/18 and is now being implemented in all States' schools. The Committee fully supports the aims of the curriculum - to develop students who can think critically, solve problems and be creative and who will become responsible citizens and contribute effectively to our society.
- 26.2      An express commitment of the curriculum is to be "dynamic, adaptable and constantly evolving". In the light of this commitment, work is under way to develop the curriculum further by identifying key concepts and ideas that will enable children and young people to develop valuable skills and attitudes in order that that they grow into people who can think critically and creatively. This bank of concepts and ideas - cultural capital – should be a common entitlement which every child has a right to learn and which schools have a duty to teach.
- 26.3      It is likely that the ongoing development of the curriculum will continue to be a key priority for some time. In particular, the first iteration of the curriculum was very largely focused on skills and there has been and remains a need to add key content and knowledge alongside skills. There are several reasons for development of the curriculum to focus on adding key content and knowledge alongside skills. There is much evidence collected internationally that a solely or largely skills-based approach leads to declining standards and outcomes; it inevitably and sometimes unnecessarily adds to teachers' workload; and research about how children learn supports an approach which recognises the importance of skills and knowledge.
- 26.4      Achieving the aims set out in the curriculum therefore requires careful consideration about what students learn as well as how they learn. For example, evidence shows that skills such as critical thinking are domain-specific (or subject-specific) and dependent on background knowledge: we cannot think critically about subjects of which we know next to nothing. Students are best able to think critically when they are able to make connections between new information and prior knowledge.
- 26.5      For students to be able to make connections between different topics, the curriculum must be carefully sequenced, i.e. learning must build on prior learning. Teachers need to know what has come before and what is coming next in order that they can help students to make links. Without careful

sequencing of content, there is a likelihood of unnecessary repetition, which apart from wasting valuable time can also lead to disengagement or unintentional gaps in the topics studied by students. This is a particular risk in the transition between primary and secondary school and can limit progress in Key Stage 3 (the early phase of secondary education).

- 26.6 International evidence<sup>27</sup> suggests that when content is more loosely defined (or not defined) – as is the case when a curriculum is largely skills-based – there is a decline in overall standards and an increase in inequality of outcomes between students from more and less privileged backgrounds. This would be unacceptable educationally, socially, economically and morally.
- 26.7 Work is currently under way to develop the underpinning content and this development is being undertaken by groups of local teachers. Curriculum development needs always to be an iterative process and further changes will continue to be made as the impact of the curriculum is monitored.
- 26.8 The development of the curriculum will aim to retain its existing benefits, including the focus on wider outcomes and the involvement of teachers, whilst learning lessons from, and avoiding the mistakes of, jurisdictions which have experiences of similar curricula, such as Scotland, France and Ontario. The Committee has maintained an existing working group – the Curriculum Development Group – which is led by teachers from primary and secondary schools. During the current academic year this Group, working with subject leads and department heads, has established key content for a number of subject areas. This work has been invaluable in maintaining the ongoing development of the curriculum.
- 26.9 In addition, the Committee has set up a Curriculum, Assessments & Inspections Steering Group which includes the President and one other Member of the Committee, educationalists from the Office *of the* Committee and senior school leaders from the primary and secondary phase and pre-school/early years expertise. This Steering Group oversees the development and implementation of the Committee's policy agenda in relation to curriculum, student assessments and school and college inspections.

## **27 Location of the Guernsey Music Service**

- 27.1 The Guernsey Music Service is currently based at the Les Ozouets campus of the College of Further Education. The Saturday Music Centre takes place on the Les Ozouets and Les Varendes sites, which are close enough together to allow students and staff to move between them on foot. Neither site on its own – based on present layouts – can provide sufficient and appropriate space for the

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<sup>27</sup> Schmidt and Prawat (2006), Oates (2010), ED Hirsch (2017)

Music Centre. The vacation of the site at Les Varendes means that the current arrangement may not be able to continue in the future.

- 27.2 The Committee intends to determine the future location of the Guernsey Music Service as part of its work with the Committee *for* Health & Social Care on a community hub. More information on this is set out in section 7.4 of this Policy Letter. In the event that it is not possible to base the Guernsey Music Service at Les Varendes, space will be provided for the service on the site of The Guernsey Institute. This has been taken into account in the range of capital costs provided for the development of The Guernsey Institute.

## **28 Location of the Youth Commission**

- 28.1 The Youth Commission is currently based at the Les Ozouets campus of the College of Further Education. The Committee remains committed to ensuring appropriate facilities for the Youth Commission and believes the most appropriate future location may be as part of the proposed community hub or on the current Delancey campus of the College of Further Education.

## **29 Pre-school education**

- 29.1 The Committee is not currently proposing any changes to States-funded pre-school education. At present, almost all children aged three to four are able, if their parents or carers so wish, to access States-funded places in pre-school settings for up to 15 hours per week. The Committee recognises that international evidence recommends access to a second year of pre-school provision as it has a significant impact on a child's subsequent educational outcomes and is particularly beneficial for children from deprived backgrounds.
- 29.2 In particular, the Committee views the impact of a second year of pre-school provision for disadvantaged children as being a key part of achieving opportunity and excellence for all and meeting the six core commitments within the Children and Young People's Plan, especially 'focus on early help and prevention' and 'tackle inequality and disadvantage and actively promote inclusion'.
- 29.3 The Committee would, therefore, like to identify funding which would allow it to expand the current arrangements to include additionally all children aged two to three, although this may be for fewer hours than the 15 available to three to four year-olds. This is unlikely to be possible in the months remaining of the current States' term, but the Committee hopes that its successor Committee will be able to pursue such a policy.

## **30 United Nations Convention on the Rights of the Child (UNCRC)**

30.1 During the current academic year (2018/19) the Committee has introduced the UNICEF Rights Respecting Schools award in schools with the expectation that all States' schools will have achieved the bronze award by September 2019. The award recognises a school's achievement in putting the UN Convention on the Rights of the Child into practice in the school and beyond. The award aims to ensure that children are healthier and happier, they feel safe, they can build better relationships with their peers and with teachers, and that they become more active and involved in school life and the wider community. This helps support schools' work on many aspects of the Bailiwick curriculum as well as helping to develop individuals who will be active contributors to the Island community and its economy.

30.2 In September 2018 the Committee established a Youth Shadow Committee consisting of representatives from each of the four mainstream secondary schools in Guernsey and St Anne's School in Alderney. Typically meetings are attended by three members of the Committee, education officers and representatives from the Youth Commission, whose role is to support the students. The Shadow Committee discusses aspects of the Transformation Programme and the student representatives are encouraged to consult with their peers on the issues raised. Examples of areas where the Shadow Committee has already made contributions include school uniform, school and college names and ways of developing a single school culture during the transition process.

**31 Compliance with Rule 4 of the Rules of Procedure of the States of Deliberation and their Committees**

31.1 Rule 4 of the Rules of Procedure of the States of Deliberation and their Committees sets out the information which must be included in, or appended to, motions laid before the States.

31.2 In accordance with Rule 4(1), the Propositions have been submitted to Her Majesty's Procureur for advice on any legal or constitutional implications. Her Majesty's Comptroller has advised that there is no reason in law why the propositions should not be put into effect.

31.3 In accordance with Rule 4(2), the Committee hopes the States will feel able to schedule debate of this Policy Letter for their meeting commencing on the 4th September, 2019.

31.4 In accordance with Rule 4(3), the Propositions are clear about the financial implications to the States of the Committee's proposals and these are explained in much greater detail in this Policy Letter.

- 31.5 In accordance with Rule 4(4), it is confirmed that all members of the Committee will vote in favour of all of the Propositions at the front of this Policy Letter.
- 31.6 In accordance with Rule 4(5), the Propositions relate to the Committee's purpose and policy responsibilities by proposing the transformation of education to advance the Committee's purpose of encouraging human development by maximising opportunities for participation and excellence through education, learning, sport and culture at every stage of life. In addition, the Propositions and the proposals in the Policy Letter which support them contribute to the States' objectives and policy plans in relation to a significant number of priority policy areas identified in the Policy & Resource Plan 2018 review and 2019 update. These are detailed in the appendices 11 - 13 of this Policy Letter.
- 31.7 Also in accordance with Rule 4(5), the Committee consulted:  
The Policy & Resources Committee  
The Committee *for* Health & Social Care  
The Committee *for the* Environment & Infrastructure

Yours faithfully,  
M J Fallaize  
President

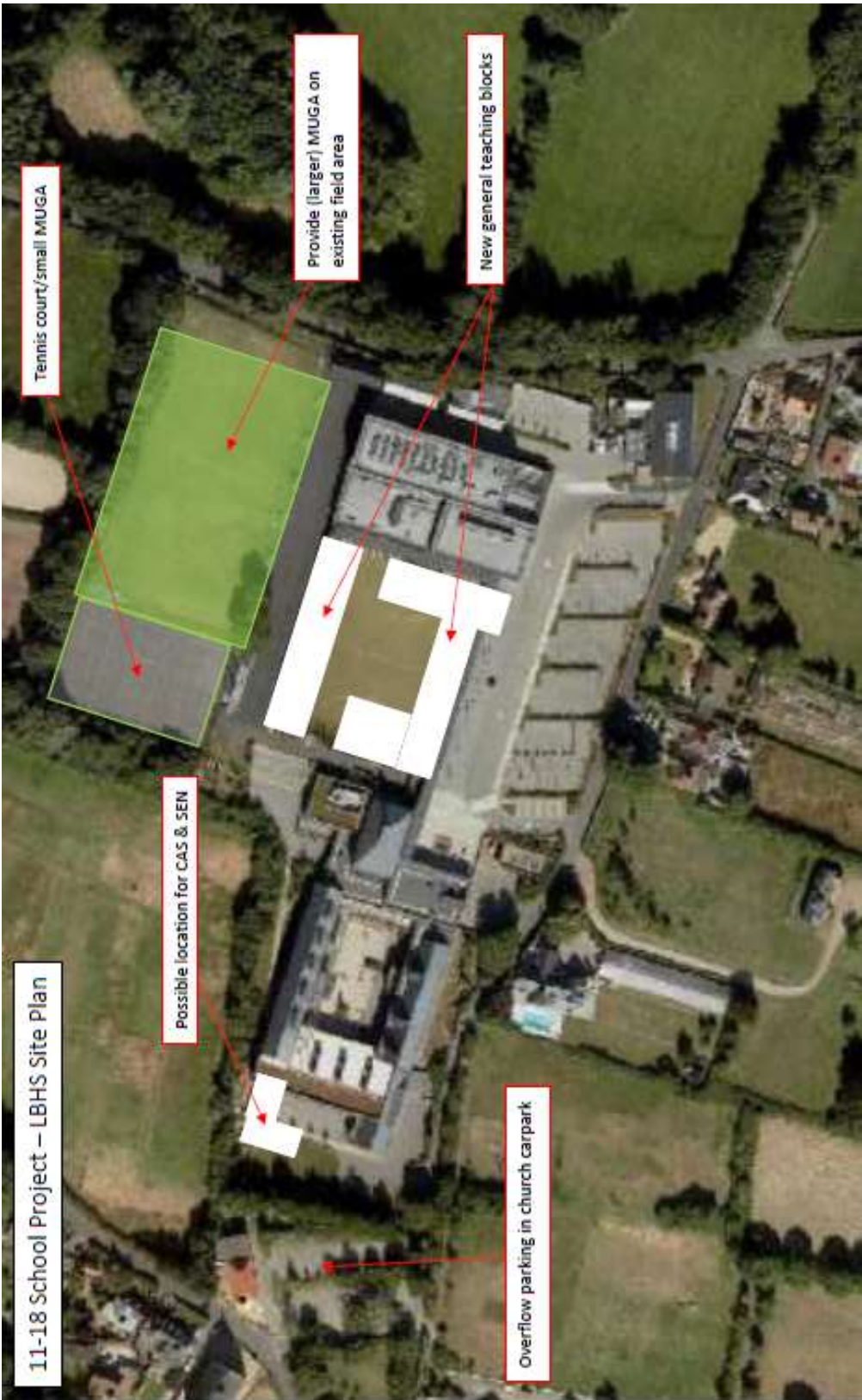
R H Graham  
Vice-President

M H Dorey  
P J Roffey  
R H Tooley

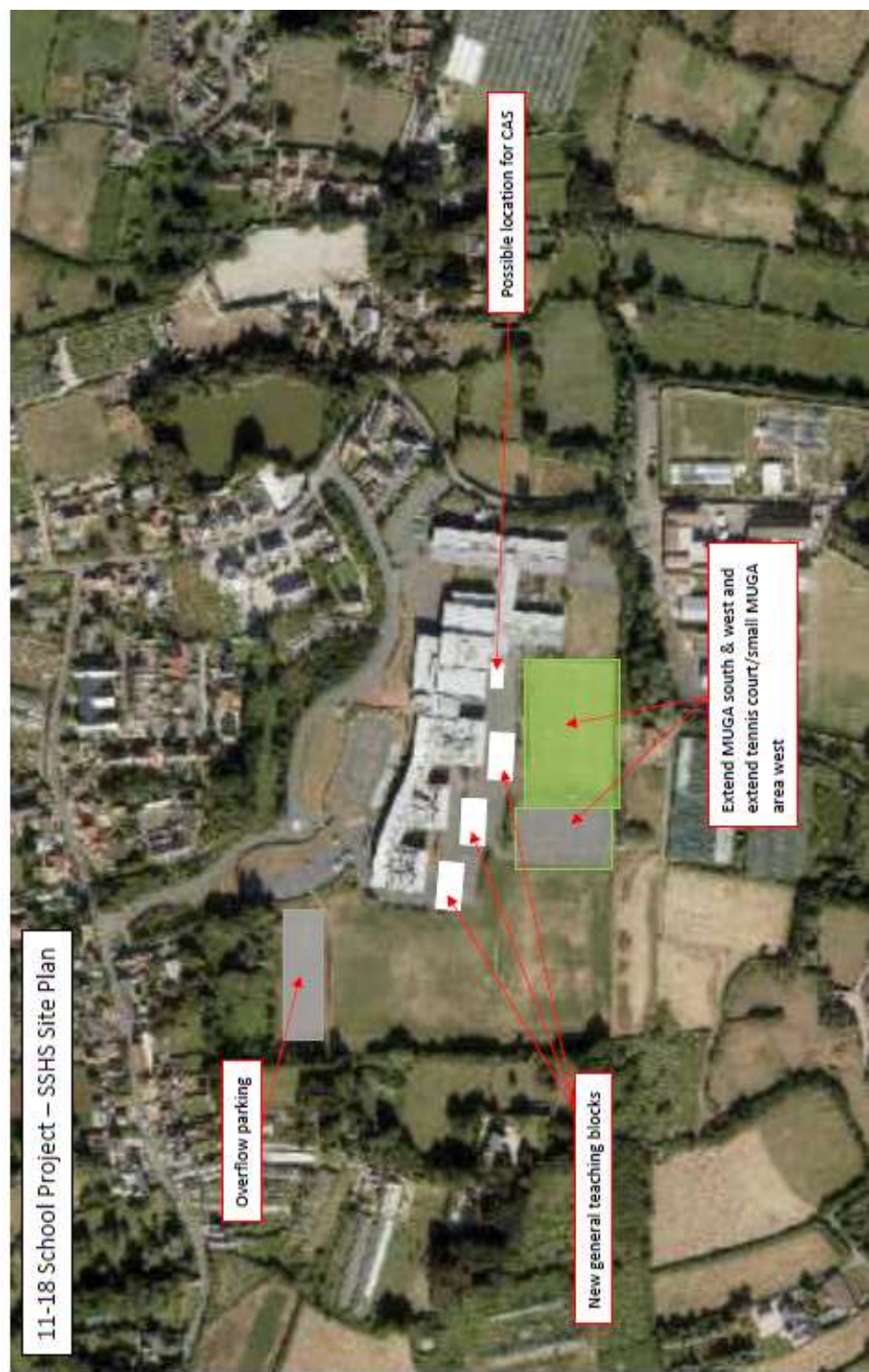
R Conder  
Non-voting Member



Outline plan: proposed extension to the Les Beaucamps site



Outline plan: proposed extension to the St Sampson’s site



## Condition and functionality assessment of existing further and higher education facilities: Peter Marsh Consulting

### Condition Assessment Scoring Methodology

#### 3.1.3 Condition and Functionality (GFE, GTA and TI)

During our site visits we examined the three campuses externally as well as the vast majority of internal spaces such as teaching rooms, offices, space for learning, etc.

We carried out a condition assessment using the following scoring approach based on the standard English Further Education estate methodology:

**Table 3.10**

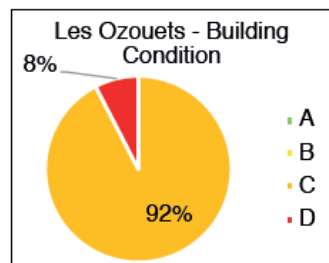
Condition	<b>A</b>	As new
	<b>B</b>	Sound, operationally safe, and exhibiting only minor deterioration
	<b>C</b>	Operational but major repair or replacement needed in the short to medium-term (generally 3 years)
	<b>D</b>	Inoperable or serious risk of major failure or breakdown.
Functionality	<b>1</b>	Excellent - the room(s)/building(s) fully support current functions. There are no negative impacts upon the functions taking place in the space
	<b>2</b>	Good - the room(s)/building(s) provide a good environment for the current function in all or most respects. There may be shortfalls in certain areas, but these have only a minor effect upon current functions
	<b>3</b>	Fair - the room(s)/building(s) provide a reasonable environment for current functions in many respects but have a number of shortfalls. These shortfalls may be causing mismatches between space and function that is having a more significant effect upon current functions than Grade 2 rooms
	<b>4</b>	Poor - the room(s)/building(s) fail to support current functions and/or are unsuitable for current use. The operational problems associated with such space are major and are constraining current functions in the space. Space in this grade may require alternative solutions, rather than straightforward improvements in particular features of the space



## Les Ozouets and Performing Arts Centre

### Main Building

#### Condition



#### Functionality

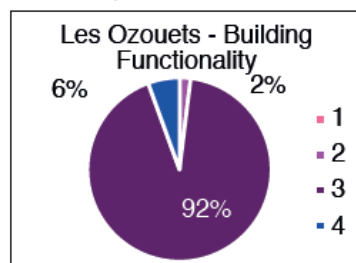
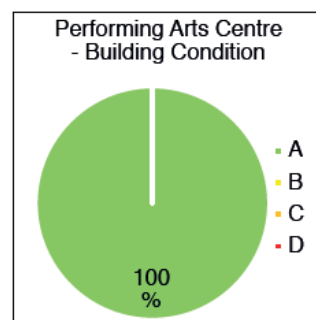


Table 3.1.1

Les Ozouets		Main Block (m <sup>2</sup> )		All buildings PMc (m <sup>2</sup> )	
Condition	A		0.0%	1,680	27.9%
	B		0.0%	-	0.0%
	C	4,020	92.4%	4,020	66.7%
	D	330	7.6%	330	5.5%
	Total	4,350		6,030	
Functionality	1		0.0%		
	2	90	2.0%		
	3	4,260	92.5%		
	4	255	5.5%		
	Total	4,605			

### Performing Arts Centre

#### Condition



#### Functionality

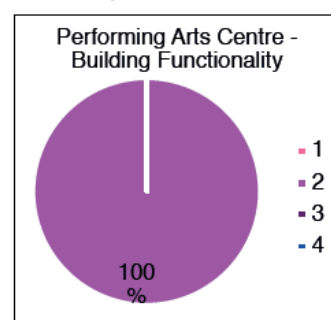
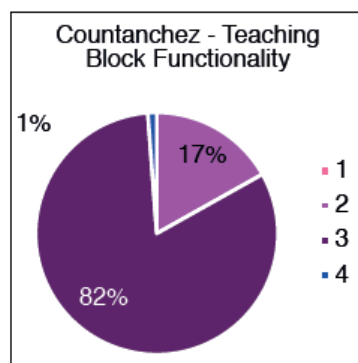
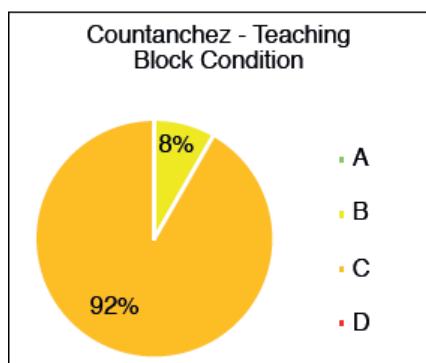


Table 3.1.1a

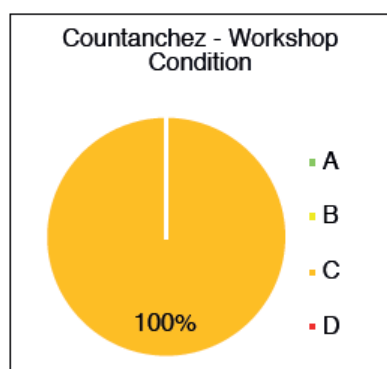
Les Ozouets		Perf. Arts Block (m <sup>2</sup> )	
Condition	A	1,680	100.0%
	B		0.0%
	C		0.0%
	D		0.0%
	Total	1,680	
Functionality	1		0.0%
	2	1,680	100.0%
	3		0.0%
	4		0.0%
	Total	1,680	

## Les Coutanchez Campus

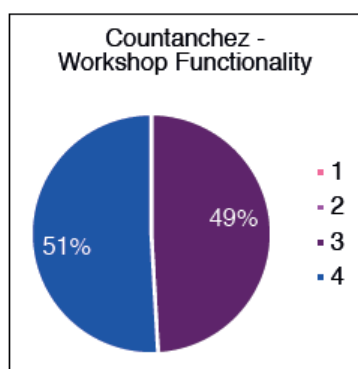


### Workshop

#### Condition

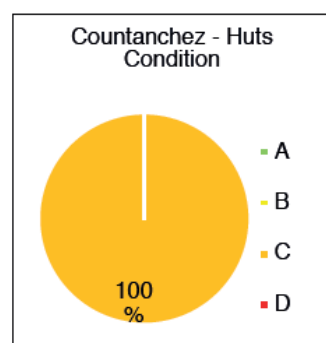


#### Functionality



### Huts Cabin

#### Condition



#### Functionality

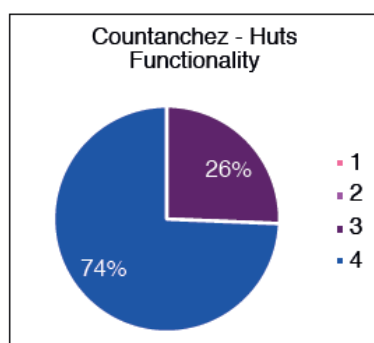


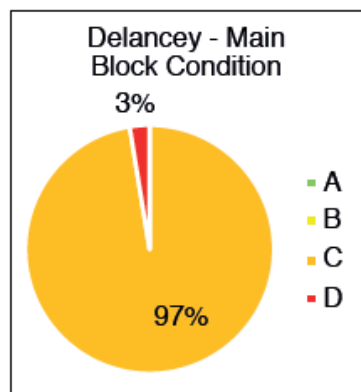
Table 3.12

Coutanchez		Teaching Block (m²)		Workshop Block (m²)		Huts (m²)		All buildings PMC (m²)	
Condition	A		0.0%		0.0%		0.0%	-	0.0%
	B	170	8.3%		0.0%		0.0%	170	4.1%
	C	1,885	91.7%	1,670	100.0%	390	100.0%	3,945	95.9%
	D		0.0%		0.0%		0.0%	-	0.0%
	Total	2,055		1,670		390		4,115	
Functionality	1		0.0%		0.0%		0.0%	-	0.0%
	2	385	16.9%		0.0%		0.0%	385	8.9%
	3	1,870	81.9%	820	49.1%	100	25.6%	2,790	64.3%
	4	27	1.2%	850	50.9%	290	74.4%	1,167	26.9%
	Total	2,282		1,670		390		4,342	

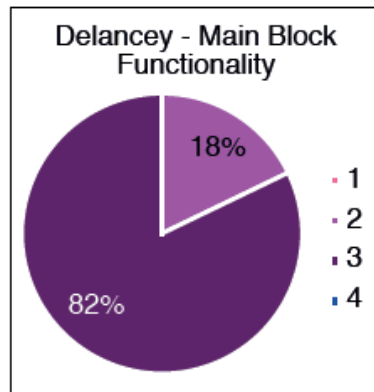
## Delancey Campus

### Main Building (inc. Lower Block)

#### Condition

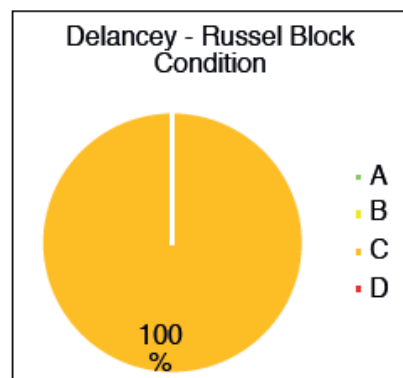


#### Functionality



### Russell Block

#### Condition



#### Functionality

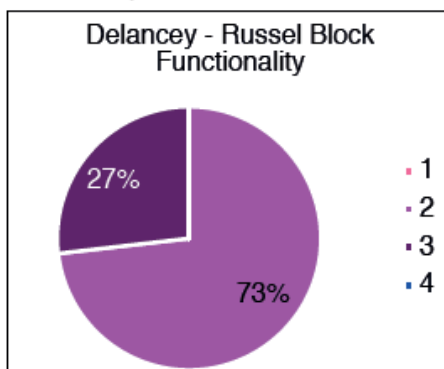


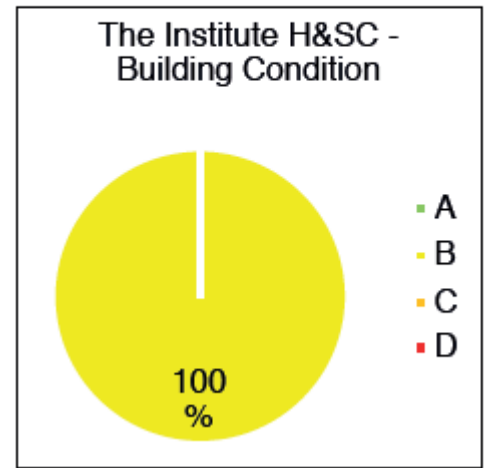
Table 3.13

Delancey		Main Block (m <sup>2</sup> )		Russel Block (m <sup>2</sup> )		All buildings PMc (m <sup>2</sup> )	
Condition	A		0.0%		0.0%	-	0.0%
	B		0.0%		0.0%	-	0.0%
	C	3,025	97.4%	1,052	100.0%	4,077	98.1%
	D	80	2.6%		0.0%	80	1.9%
	Total	3,105		1,052		4,157	
Functionality	1		0.0%		0.0%	-	0.0%
	2	515	17.9%	600	73.2%	1,115	30.1%
	3	2,370	82.1%	220	26.8%	2,590	69.9%
	4		0.0%		0.0%	-	0.0%
	Total	2,885		820		3,705	

The Institute of Health and Social Care Studies

The Institute

Condition



Functionality

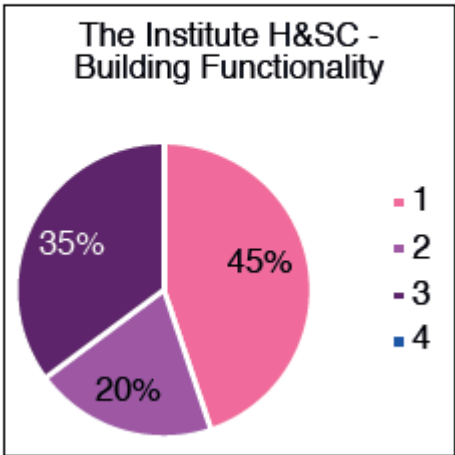


Table 3.18

TIHSC			
Condition	A		0.0%
	B	1,160	100.0%
	C		0.0%
	D		0.0%
	Total	1,160	
Functionality	1	325	44.8%
	2	145	20.0%
	3	255	35.2%
	4		0.0%
	Total	725	

GTA University Centre

3.2.3 Condition and Functionality

The main training and learning spaces are on the first floor of SPPH and comprise three training rooms, a dedicated breakout/lounge/conference area and a coaching/small meeting room. On the ground floor there is an open plan management, administration and business support space. There is also a study library and lecture room located close-by at MSH. We consider that, with the exception of poor access arrangements, both buildings are in good to better than good condition and that they are fit for purpose (condition A/B and functionality 1).

### 5.3 Scoring and Identification of Preferred Option

We then scored each option using the evaluation criterion set out above and our assessment of the relative weighting of each. From this we were able to identify a preferred option. We undertook this scoring independently of key stakeholders but have shared our approach and judgements openly as part of our initial draft report and are pleased to report a high degree of consensus in our findings and judgements.

The following matrix lists the score for each criterion for the seven options evaluated and highlights the one that produced the highest score.

Table 5.9

Options	Criteria																	Total Score	Weighted Score	Weighted Rank							
Description	Size of Base – right site to reduce costs	Existing Leasing Environment	3	Operational Costs – reducing unnecessary duplication	4	Strategic fit with planning policy	5	Capital cost of building – affordability	6	Future capacity to grow and/or accommodate co-located services (e.g. hotels, bed and breakfasts)	7	Potential Capacity to expand further on site	8	Tenancies for delivery – works able to start by summer 2020	9	Ability to deliver whilst maintaining operations	10	Close to central business hub in town centre	11	Scalable Access for Construction Deliveries	12	Availability of on site parking	13	Machines existing high quality assets	Total Score	Weighted Score	Weighted Rank
	Weight	3	3	4	2	3	3	3	3	3	3	3	5	4	4	4	3	3	3	3	3	4	3				
A	Do nothing	0	0	0	3	3	3	3	3	3	3	10	10	10	10	10	10	10	7	7	7	7	7	3	80	556	4
B	Two sites – Les Ocrosets for performing arts and 2 sites for creative industries, retaining activities to new building at Dalmay	3	3	3	10	4	4	4	4	5	5	10	10	10	6			5	7	7	7	7	7	8	93	717	2
C	One site – all activities relocated to new building at La Hère	10	10	10	10	2	2	6	6	6	5	5	0	0	10	10	3	10	10	10	10	8	0	84	603		5
D	Two sites – Les Ocrosets for performing arts and creative industries and retaining activities to new building at La Hère	3	3	7	10	4	4	6	6	6	10	10	0	0	8			5	7	7	7	10	8	91	639		3
E	One site – Les Ocrosets for performing arts and creative industries and retaining activities to new building at La Hère	10	10	10	10	4	4	5	5	5	8	8	10	10	8			3	10	10	10	8	10	108	814		1
F	Two sites – Les Ocrosets for performing arts, creative industries, engineering and retaining activities to new building at Dalmay and Orléans YBC	5	6	7	10	4	4	8	8	8	10	10	0	0	8			5	10	10	10	10	8	93	638		4
G	One site – all activities relocated to the new building at La Hère	3	3	10	10	9	9	6	6	6	0	0	0	0	10	10	5	4	4	4	4	3	0	85	464		7

The preferred Option is E

- one site - Les Oquets as a site for all activities;
- redevelopment of Coutances for housing; and
- Delancey disposed of or located for alternative use.

We should note that there remains a sub-option to retain some front-of-house presence for the Guernsey Institute within St Peter Port Town Centre. We recommend that this be further evaluated with end-user consultation at the next stage of brief development.



Option 1: Possible location for the construction of La Mare de Carteret Primary School



Option 2: Possible location for the construction of La Mare de Carteret Primary School



## Introduction of new performance measures: attainment 8 for Key Stage 4

Year 11 results	Reported	Attainment 8 adjustments
2018/19 and 2019/20	<p>5 A*-C including English and Maths (reported separately for each of the current schools)</p> <p>State schools Attainment 8 with adjustments (IGCSEs included and best entry counted)</p> <p>State schools Attainment 8 without adjustments (IGCSEs excluded and first entry counted)</p>	<p>All current GCSE and IGCSE specifications will count towards the adjusted Attainment 8 figure, but other qualifications not counted in English performance tables will not count.</p> <p>Highest entry not first entry will count</p> <p>Move to first not best (entries from September 2019 onwards for Year 10 cohort and below)</p>
2020/21 and 2021/22	<p>5 A*-C including English and Maths reported for the one school, Les Voies and St Anne's.</p> <p>State schools Attainment 8 with adjustments (IGCSEs included and first entry counted)</p> <p>State schools Attainment 8 without adjustments (IGCSEs excluded and first entry counted)</p>	<p>All current GCSE and IGCSE specifications will count, but other qualifications not counted in English performance tables will not count.</p> <p>Move to first not best (entries from September 2019 onwards for the 2019/20 Year 10 cohort and below)</p>
2022/23 onwards	Final version Attainment 8 without adjustments, for the one school, St Anne's and Les Voies.	Move to approved qualifications only

The Committee is also exploring options for the introduction of a Progress measure, and other wider outcomes measures.



## APPENDIX 7

### School census data: June 2019

#### Primary school census data

NC Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6	F	N	R	Y1	Y2	Y3	Y4	Y5	Y6	M	Total
School	Female									Male									
Amherst Primary	5	30	38	29	32	28	31	31	224	7	38	35	35	36	27	27	32	237	461
Castel Primary		27	25	31	25	24	26	8	166		27	27	20	30	26	26	33	189	355
Forest Primary		13	7	8	22	11	6	10	77		11	14	16	8	18	18	9	94	171
Hautes Capelles Primary		36	39	28	33	34	48	32	250		26	33	36	41	42	35	39	252	502
La Houquette Primary		26	22	18	26	12	22	14	140		14	24	20	29	23	11	22	143	283
La Mare De Carteret Primary		23	21	15	26	26	20	20	151		29	26	16	26	22	18	20	157	308
Notre Dame Du Rosaire		19	20	22	26	17	21	9	134		21	17	15	17	17	12	17	116	250
St Annes, Alderney		4	10	7	7	2	5	5	40		4	8	3	3	7	3	4	32	72
St Martin's Primary		38	42	33	44	39	39	39	274		33	43	47	38	39	41	41	282	556
St Mary & St Michael		10	12	12	11	6	7	9	67		10	13	12	13	11	11	9	79	146
Vale Primary		27	32	35	28	40	29	32	223		35	35	37	34	42	37	44	264	487
Vauvert Primary		23	28	27	33	22	19	23	175		29	26	23	19	27	25	27	176	351
Primary Total	5	276	296	265	313	261	273	232	1921	7	277	301	280	294	301	264	297	2021	3942

NC Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total	Total number of students by year									
School	All pupils																		
Amherst Primary	12	68	73	64	68	55	58	63	461	F	5	276	296	265	313	261	273	232	1921
Castel Primary		54	52	51	55	50	52	41	355		7	277	301	280	294	301	264	297	2021
Forest Primary		24	21	24	30	29	24	19	171										
Hautes Capelles Primary		62	72	64	74	76	83	71	502										
La Houquette Primary		40	46	38	55	35	33	36	283										
La Mare De Carteret Primary		52	47	31	52	48	38	40	308										
Notre Dame Du Rosaire		40	37	37	43	34	33	26	250										
St Annes, Alderney		8	18	10	10	9	8	9	72										
St Martin's Primary		71	85	80	82	78	80	80	556										
St Mary & St Michael		20	25	24	24	17	18	18	146										
Vale Primary		62	67	72	62	82	66	76	487										
Vauvert Primary		52	54	50	52	49	44	50	351										
Primary Total	12	553	597	545	607	562	537	529	3942										

States of Guernsey  
Education Services

#### Secondary school census data

NC Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	F	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	M	Total
School	Female										Male										
Grammar	38	40	40	41	57	116	119			451	35	34	40	38	31	100	87			365	816
Les Beaucamps High	51	36	39	45	38					209	51	61	53	44	57					266	475
La Mare High	59	55	34	34	29					211	41	43	52	45	52					233	444
St Sampson's High	60	65	64	69	71					329	76	77	65	72	67					357	686
St Anne's	4	6	9	4	8					31	6	3	2	4	8					23	54
CFE						77	56	28	10	171						77	72	31	13	193	364
Secondary Total	212	202	186	193	203	193	175	28	10	1402	209	218	212	203	215	177	159	31	13	1437	2839

NC Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Total												
School	All students											Total number of students by year										
Grammar	73	74	80	79	88	216	206			816		Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Total	
Les Beaucamps High	102	97	92	89	95					475	F	212	202	186	193	203	193	175	28	10	1402	
La Mare High	100	98	86	79	81					444	M	209	218	212	203	215	177	159	31	13	1437	
St Sampson's High	136	142	129	141	138					686	Total	421	420	398	396	418	370	334	59	23	2839	
St Anne's	10	9	11	8	16					54												
CFE						154	128	59	23	364												
Secondary Total	421	420	398	396	418	370	334	59	23	2839												

**Example student profiles showing how the 11-18 school will accommodate students with different needs, interests, aptitudes and aspirations**

# Maria

## PRIMARY

Maria is one of the highest attainers in her year at primary school, and through the transition process her primary teachers have highlighted that although she is sometimes shy, teachers should make sure she is appropriately stretched and challenged in lessons. She has started playing the flute, and this is really building her confidence. Staff agree that her confidence would be further developed by encouraging her to join music groups when she goes to her new college in September.



## KEY STAGE 3

Maria is one of three Year 7s to join her new tutor group. The school has matched her with a Music teacher, who will provide additional specialist support and encourage Maria to enjoy making music. On her transition day in Year 6, Maria meets her new tutor and her new tutor group. She is reassured to find out that during the school day she will have time to work on her homework and is pleased that older students will be able to help her if she needs it. An older student in her tutor group who is a member of the Orchestra and Choir spends some time with her and Maria decides to choose both of these as her electives, along with Gymnastics. Once a week she attends her flute lesson during tutor time which means she does not need to miss any lessons.

Over the course of Year 7, Maria finds that she really enjoys French, and is doing really well at it. When she moves into Year 8, she decides to try out another language as one of her electives, and chooses Spanish. This will be taught in the same way as French in preparation for her Key Stage 4 Options.

## KEY STAGE 4

Maria is taking English Literature alongside English Language and Triple Science (worth three GCSEs). Her interest in Languages meant she chose both French and Spanish as her options, as well as History, and Music. She is also studying Mandarin, using two of her electives, and in her other elective option chose to take part in the school orchestra. She has also continued to have a weekly individual music lesson and has achieved Grade 7 Flute. Maria plans to complete her Bronze Duke of Edinburgh Award in Year 10, and her Silver in Year 11.

The school has supported her to find a placement volunteering at an animal charity to help her achieve this.

Maria is taking 10 GCSEs:

Core	Sciences	Options (up to 4)	Electives (3)	Additional Qualifications
English Language English Literature Mathematics	Biology Chemistry Physics	French Spanish History Music	Mandarin x 2 Orchestra	Grade 7 Flute Duke of Edinburgh (Bronze and Silver)



## KEY STAGE 5

Maria has decided to continue on into the sixth form to take A Levels, and plans to apply to study Languages at University. She remains a committed member of the school orchestra, and has decided to use one of her electives to support younger students who are keen to improve their French speaking skills. She has also decided to take up Yoga, which helps her to relax. All three activities will count towards her Duke of Edinburgh Gold Award. Maria has continued with her weekly flute lesson.

Exam Subjects	Electives (3)	Additional Qualifications
French Spanish English Literature Music	Choir Key Stage 4 French Speaking Club Yoga	Grade 8 Flute Duke of Edinburgh (Gold)

# Ben

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## PRIMARY

Ben loves sports, and although he sometimes finds it hard to maintain his focus in the classroom, he's making good progress at primary school with the support of an LSA. His Year 6 teacher suggests that he would benefit from additional transition arrangements.



## KEY STAGE 3

On his first transition visit, Ben meets his tutor, who helps him choose his electives.

Ben decides to do football and climbing and his tutor encourages him to try something new. Based on Ben's description of what he likes doing his tutor recommends a Key Stage 3 design and technology group where the emphasis is placed on practical application of the skills developed in lessons.



## KEY STAGE 4

Ben is taking nine GCSEs and equivalent qualifications. He still loves football, and plays regularly for his college team. He is also coaching the Year 7 football club, and working towards a qualification in Sports Leadership. This is supporting his studies in GCSE PE. His love of practical subjects supported his option choices; once a week Ben goes to The Guernsey Institute to study a Level 2 BTEC in Engineering alongside his GCSE in Design & Technology at his college.

Core	Sciences	Options (up to 4)	Electives (3)	Additional Qualifications
English Language English Literature Mathematics	Combined Science (worth two GCSEs)	Geography PE BTEC Level 2 Engineering Design & Technology	Football Y7 Football Club Metalwork	Sports Leadership

## KEY STAGE 5

Ben enjoyed studying at The Guernsey Institute and wants to carry on with Engineering, so he has decided to apply for the International Baccalaureate (IB) Careers related Programme. As well as his Engineering course, he'll take IB courses in Maths and Physics at sixth form and some additional core courses like an extended essay. This will give him a balance of academic and technical qualifications, which will give him a strong foundation to go on to higher study or into a career in a related field. As part of his electives he supports a Key Stage 3 Metalwork group and has continued his passion for sport by training weekly through the joint electives provision alongside completing a coaching qualification.

Exam Subjects	Electives (3)	Additional Qualifications
Maths IB Physics IB Level 3 Engineering	Metalwork Football Coaching	Football Coaching Award



# Chloe

## PRIMARY

Through the transition process, Chloe's teachers have highlighted that she really struggled with reading and writing, and although she has made progress working with the Dyslexia Day Centre, her reading age is still well below chronological age. She is very creative, and loves drawing and acting. She sometimes gets upset and frustrated with writing.



## KEY STAGE 3

After discussion with Chloe and her parents, it is decided that Chloe would benefit more from having additional literacy lessons, rather than studying another language, which she might find stressful and confusing. Chloe therefore has two additional literacy lessons per week in a small group. After discussing electives with her tutor and her parents, Chloe decides she'd like to try something new, and signs up for a cookery class, along with a painting class that builds on her existing interests. Her third elective, led by the college Librarian, is a reading group, aimed at helping to build confidence and reading for pleasure with other Year 7 girls.



## KEY STAGE 4

Chloe is taking six GCSEs and a Level 1 course. She is not taking English Literature to enable her to focus on her core language skills in English. In consultation with her tutor and her parents, she has selected three options rather than four, so she has three additional periods per week. In one of these, she has specialist support for literacy in a small group. In the others, she has supervised study periods with a teacher where she receives support with homework, revision, and managing her time. Chloe still loves Art and Drama, and she has a key role in the school production which is one of her electives. Over the autumn term, during her elective time there are play rehearsals, and closer to the performances she will have additional extended rehearsals. Chloe has also taken up life drawing as an elective, using this to support the development of her skills for Art & Design. She can also use some of the work she's producing towards one of her GCSE units. Chloe has chosen to take part in swimming as her third elective. She plans to go on to The Guernsey Institute to take a Creative Arts vocational qualification when she leaves school.

Core	Sciences	Options (up to 4)	Electives (3)
English Language Mathematics	Combined Science (worth two GCSEs)	Art & Design Drama BTEC Level 1 Hair and Beauty	School production Life drawing Swimming

## KEY STAGE 5

Chloe thinks that she will go on to The Guernsey Institute to take a Creative Arts vocational qualification when she leaves school. As part of the strong partnership established between the 11-18 school and The Guernsey Institute, Chloe will be able to return to help support younger students in the summer play and to train as a mentor for students who require additional literacy support.

Exam Subjects	Electives (3)	Additional Qualifications
Creative Arts Course – Full Time	Mentoring School play	Mentoring

# Daniel

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## PRIMARY

Daniel has a determination for autism, and receives support from specialist staff in his primary school. Both colleges have a Communication and Autism (CAS) Base so he is able to go to the secondary college closest to his home, and to transfer from primary school with his peers. Key staff across primary and secondary have met with his Mum to discuss the best transition process for Daniel well in advance.



Daniel has the opportunity to visit the new college at the end of the school day with his Mum, when it is very quiet. He can go directly into the CAS Base, without needing to go through the main building. He meets some of the staff who will support him at secondary school, and after several visits, he feels ready to look around the rest of the college. Gradually, this will build up so that he visits during lessons when there are other students in the building. By Year 6 transition day, Daniel is able to join in with the activities with some of his friends from primary school.

Daniel meets his tutor and the Coordinator for Special Education Needs, and together with Daniel and his Mum they agree a plan for his Year 7 curriculum including his electives.

## KEY STAGE 3

Daniel goes straight to the CAS Base in the mornings, where he meets with staff who go through the plan for the day with him. Gradually, they are working on him joining his tutor group. He has a timetable for lessons, but knows that he can have support from the staff in the Base when he needs it. His Music teachers have planned a specialist curriculum which means Daniel can attend classes with his peers or in the Base when appropriate.

For one of his electives, Daniel takes part in a Lego club, with a group of Key Stage 3 students. It is a very calm and supportive environment. Daniel keeps some of the models

he is working on in the Base, and sometimes works on them at lunch times. Daniel has discovered that he's really enjoying ICT lessons, and he's joined a Computer Science elective where he's already accessing some GCSE standard work. In his other elective, Daniel attends a group supported by trained sixth form mentors which aims to build social skills in a safe environment. They play board games and discuss students' individual interests, building relationships between students in the group. At first, Daniel was really nervous but now he enjoys it and has made some great new friends.

## KEY STAGE 4

Daniel now goes straight to his tutor group in the mornings, unless he feels he needs to go to the Base. He still loves Computer Science, and is taking it as one of his GCSE options, along with Geography and Art & Design. With the support of his tutor and his Mum, Daniel decided it would be better to take three options, rather than four: this gives him three periods per week which he spends mostly in the Base working independently on his other subjects. With the chance to have some quiet time every day, Daniel has



been able to attend most of his lessons. He is taking Triple Science, which gives him a total of eight GCSEs. Along with a sixth form student, he is helping at the KS3 Computer Club as one of his electives. His tutor has also encouraged him to try a new physical activity. Last term he tried table tennis but decided it wasn't really for him, and this term has tried Archery; he's surprised himself and is really enjoying it. In order to manage the additional challenge of Years 10 and 11, Daniel decides to choose the Base as his third elective so that he can receive extra support to manage his workload.

Core	Sciences	Options (up to 4)	Electives (3)
English Language Mathematics	Triple Science (worth three GCSEs)	Computer Science Geography Art & Design	KS3 Computer Science Club Archery Base

## KEY STAGE 5

Daniel takes Maths, Further Maths and Computer Science for A Level and is hoping to go on to study Computer Science at University. He is very interested in the new courses being introduced at The Guernsey Institute, which would allow him to get a degree without needing to go off-island. He is now leading a KS3 Computer Science club which has really grown in popularity, and he is much more confident about it. Daniel has joined a Young Enterprise Group because he's considering what he might do after University and is keen to learn more about how to run a business. This has been a new challenge for him and he's proud of the progress he's made. The rest of the group have seen the value in his contributions and have made him Financial Director. Daniel is using his other elective to study an online advanced level qualification in computing, which he hopes will give him further knowledge and understanding in advance of his University course.

Exam Subjects	Electives (3)	Additional Qualifications
Mathematics Further Mathematics Computer Science	KS3 Computer Science Club Young Enterprise Online Computing Course	Open University Level 3 – Systems Engineering

**Comparison of draft curriculum model to existing models**

Core curriculum at Key Stage 3 and Key Stage 4	
Subject	Summary
English	Currently, allocation of curriculum time varies across the four schools, with either four or five 50 minute periods (200 or 250 minutes) for all students in Year 7-9, with some schools increasing provision towards the end of Key Stage 3. The new draft model gives four 60 minute periods (240 minutes) representing a slight decrease compared to the current curriculum in one school, but an increase compared to the curriculum in the other three.
Maths	Currently, allocation of curriculum time varies across the four secondary schools, with either four or five 50 minute periods (200 or 250 minutes) for all students in Year 7-9. The new draft model gives four 60 minute periods (240 minutes) representing a slight decrease compared to the current curriculum in one school, but an increase compared to the curriculum in the other three.
Science	<p>Currently the majority of KS3 students have four periods per week (200 minutes) of Science, with one school increasing this to five in Year 9 (250 minutes), and one school decreasing to three in Year 8 (150 minutes). In the new draft model, students will have three 60 minute periods per week in Year 7 and 8 (180 minutes), increasing to four in Year 9 (240 minutes). This means overall curriculum time in Key Stage 3 remains the same as the current average.</p> <p>At Key Stage 4, there are currently substantially different models for teaching of Science. Two schools currently allocate six periods per week (300 minutes) to all students, with variation in whether this is divided into two periods each for Biology, Chemistry and Physics taught by specialists, or taught by the same teacher. One school allocates 4.5 periods per week (nine periods over a two week timetable) in Year 10, and five in Year 11. This is an average of 237.5 minutes per week in Key Stage 4. The fourth school currently allocates three periods (150 minutes) for one Science GCSE, and gives students the option to choose another as part of the options process. This is allocated a further three periods (150 minutes).</p> <p>The new draft model allocates four 60 minute periods per week (240 minutes) with a further period for those students who are studying</p>

	<p>Triple Science (worth three GCSEs). This means Triple Science students would have the same time allocation they currently have in the two schools in which it is offered, and Combined Science students have marginally more time than the lowest existing provision. While it would be preferable for the allocation of Science lessons to be divisible by three in order to have the option of splitting evenly between subject specialists, in a 60 minute model three lessons would be insufficient time to adequately cover the Combined Science specification, and six lessons would mean reduction in curriculum time elsewhere, which would have a detrimental impact on other subjects. Reverting to a 50 minute model would lose the benefits described in section 15.2.1 and the beneficial time increase for other subjects, particularly Humanities and Arts.</p>
Physical Education (PE)	<p>Provision for PE varies across the four schools in our schools currently. In Year 7, one school has three periods per week (150 minutes), while three schools have two periods per week (100 minutes). In Year 8, one school has one period per week (50 minutes), two schools two periods per week (100 minutes), on one school three periods week (150 minutes). In the new draft model, all students will have two periods per week (120 minutes), with the possibility of extending one by up to 40 minutes to enable offsite lessons to take place without impacting other curriculum time. This is an increase relative to current provision. In Year 9, three schools currently have two periods per week (100 minutes) with one school allocating one period per week (50 minutes). The future model allocates one period per week (60 minutes). Whilst this is a reduction in curriculum time in Year 9 compared to existing provision in three of the existing schools, it is still greater than the lower end of existing Year 9 provision. Overall, allocation of curriculum time to PE over Key Stage 3 is the same as the current average, with the addition of up to 40 minutes per group per week to facilitate offsite travel when required. In addition, ongoing discussions with PE leads suggest a model in which students, particularly those in Year 9, may take part in at least one physical activity per week as part of their electives programme. This would increase allocation to physical education beyond the current average.</p> <p>In Key Stage 4, one school currently allocates one period per week (50 minutes), with three schools allocating two periods per week (100 minutes). The new draft model allocates one period per week (60 minutes), with the option to extend by up to 40 minutes in order to go offsite when required. Whilst this is a reduction on average time</p>

	allocation, it is still above the current minimum allocation and could be extended further through the electives programme.
PSHCE/ Careers	Currently, PSHCE and Careers are delivered in most schools through allocated lessons on the timetable. This varies throughout the schools both in terms of time and balance between PSHCE and Careers. In some schools this takes place weekly for 50 minutes and in others it alternates. The new draft model will enable both a broad and targeted delivery through the Tutor/Personal Development Programme. The time allocation will be similar to the current allocation, though this may vary across a child's time at school in order to become more responsive and targeted. For example, more time can be allocated to Careers in the lead up to option choices or Post-16 application. In the sixth form further discrete delivery will take place in timetabled lessons.

### Key Stage 3 curriculum and Key Stage 4 options

The subjects listed below are core at Key Stage 3 and will be optional at Key Stage 4. Currently, Key Stage 4 options are allocated three periods per week (150 minutes), with this reducing to two periods per week (100 minutes) in one school.

The structure of the options process, including the number and range of options currently studied, varies across schools. In the new draft model, the majority of students will take four options from a broad range, including but not limited to the subjects above, which will be offered at Key Stage 3.

Each option will have three 60 minute periods per week: half an hour more per week than at present in the majority of schools. Feedback from the staff survey indicates that this additional time will make a significant difference in meeting the requirements of examination specifications.

Although some subjects would see a slight reduction in curriculum time in Key Stage 3, the additional time in Key Stage 4 means an increase over the course of secondary school for subjects selected as options.

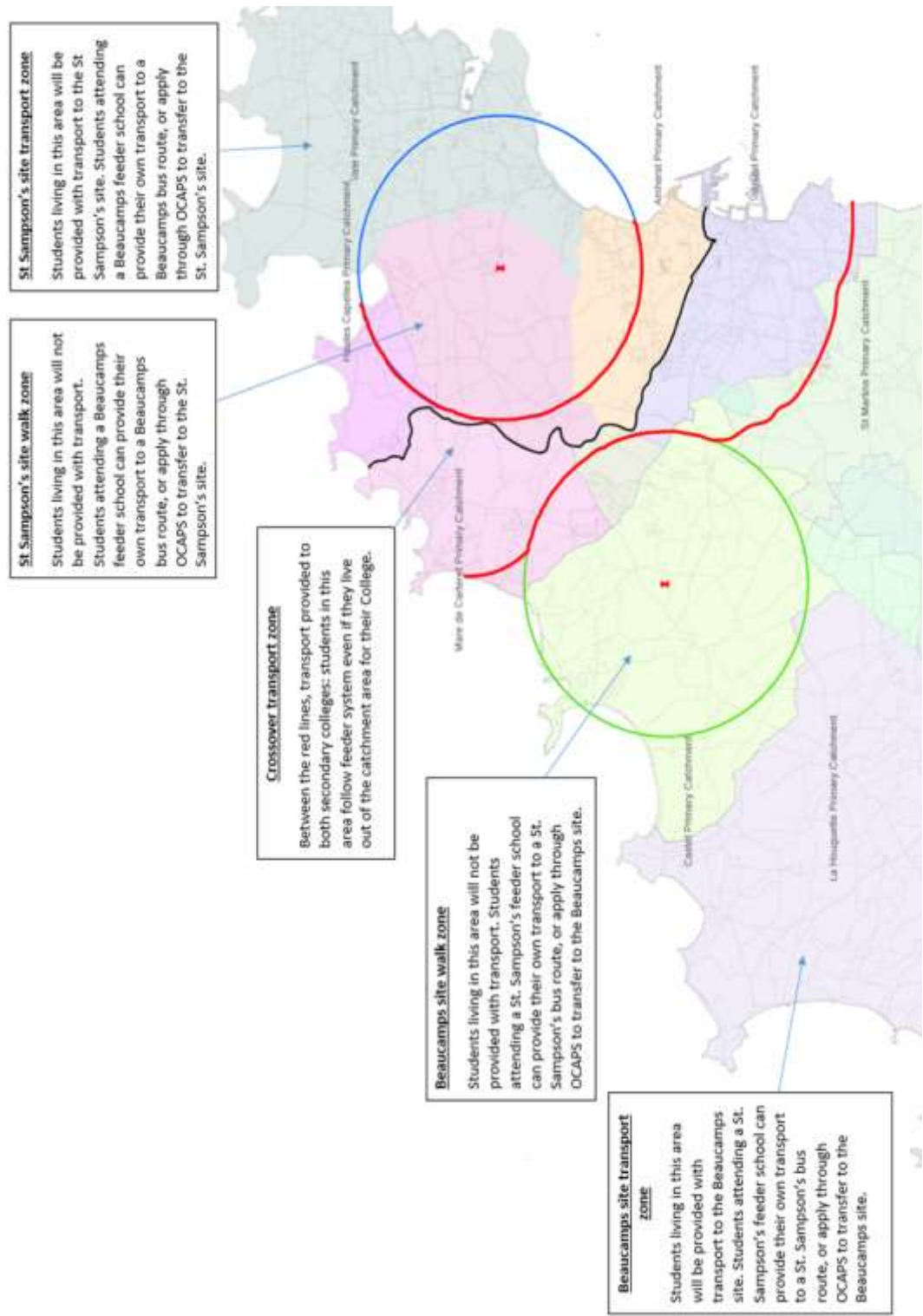
Subject	Summary
Geography	Currently the majority of KS3 students have two periods per week (120 minutes) of Geography, with one school increasing this to three in Year 8 (150 minutes), and one school decreasing to one in Year 9 (50 minutes). In the new draft model, students will have two 60



	minutes periods per week in Year 7- 9 (120 minutes). This represents around a 20% increase in curriculum time at Key Stage 3.
History	Currently, curriculum time for History varies across the four schools. Two schools have two periods per week (100 minutes) for Year 7-9, one school has an additional period in Year 8, and another school has two periods per week in Year 7, and then one in Year 8 and 9. In the new draft model, students will have two 60 minute periods per week (120 minutes). This represents around a 25% increase in curriculum time at Key Stage 3.
Religious Studies	Currently the majority of KS3 students have one period per week (50 minutes) of RS, with one school increasing this to two in Year 9. In the new draft model, students will have one 60 minute period per week in Year 7- 9. This represents around a 20% increase in curriculum time at Key Stage 3.
Languages	Currently, two schools offer two periods per week of Languages (100 minutes) in Year 7 and 8, rising to three in Year 9 (150 minutes) with the other two schools offering three periods per week throughout Key Stage 3. In the new draft model, students will have two periods per week of Languages (120 minutes) from Year 7-9. This represents an increase compared to the two schools currently offering less, and a decrease compared to the schools currently offering more. It is hoped that more language opportunities will be offered through the electives programme, increasing provision and widening opportunities for those who are interested in languages, and that the school will be able to work closely with the primary sector in order to improve provision of Languages earlier.
ICT	In Year 7, students at two schools have one period per week, and at the other two schools students have two periods per week. In Year 8, all students have one period per week. In Year 9, students at one school have two periods per week, while students at the other three schools have one period. In the new draft model, students would have one 60 minute period of ICT per week. Across Key Stage 3 this represents a decrease of 4% curriculum time compared to the current average.
Art	In Year 7 and 8 students at all four schools have one 50 minute Art lesson per week. In Year 9, students at three schools have one 50 minute Art lesson per week, and in the other, Art is part of a specialisms model, and students select either Art, Music or Drama. If Art is selected, students then have 75 minutes per week on average, over a two week timetable.

	In the new draft model, students will have 60 minutes per week, representing an increase in curriculum allocation for all students.
Technology	In Year 7 students at all four schools have two 50 minute Technology lessons per week. In Year 8, this increases to three at one school and decreases to one at another. In Year 9, students at two schools retain two periods per week and one has one period per week. Students normally spending a term studying each of Resistant Materials, Graphics and Food Technology, in rotation, though this varies slightly across schools. In the other school, Year 9 students select their preferred option from Resistant Materials, Graphics and Food Technology. Students then have 75 minutes per week on average, over a two week timetable according to their preferences. In the new draft model, students would have one 60 minute period per week in each of Year 7-9. Although this is higher than the minimum time currently allocated, on average it represents a reduced time allocation.
Music	In Year 7 and 8 students at all four schools have one 50 minute Music lesson per week. In Year 9, students at three schools have one 50 minute Music lesson per week, and in the other, Music is part of a specialisms model, and students select either Art, Music or Drama. If Music is selected, students then have 75 minutes per week on average, over a two week timetable. In the new draft model, students will have 60 minutes per week, representing an increase in curriculum allocation for all students.
Drama	In Year 7 and 8 students at all four schools have one 50 minute drama lesson per week. In Year 9, students at three schools have one 50 minute drama lesson per week, and in the other, drama is part of a specialisms model, and students select either Art, Music or Drama. If Drama is selected, students then have 75 minutes per week on average, over a two week timetable. In the new draft model, students will have 60 minutes per week, representing an increase in curriculum allocation for all students.
Potential specialisms programme	Staff will be involved in considering whether a specialisms model should be implemented in Year 9. This could potentially operate across Art, Technology (Resistant Materials, Graphics and Food Technology), Music and Drama. For example, this could give students either an hour per week for their preferred four options or two hours per week for their preferred two options.

Indicative transport zones: exact routes to be confirmed in due course in consultation with the Committee for Environment & Infrastructure



**Programme's contribution to outcomes of the Policy and Resource Plan**

Future Guernsey priority	Contributory benefits of Transformation Programme
Economic development	Improved skill sets Greater opportunities for workforce to access training and higher education Improved ability for all to contribute
Digital connectivity	Higher levels of digital literacy Increased flexibility to adapt to new technologies Increased confidence in connectivity Higher expectations of connectivity
Medium term financial plan	Potential property disposals or repurposing Revenue savings
Justice framework	Improved multi-agency working
Security and cyber security policy	Improved cyber security in schools Increased awareness of cyber security issues
Future delivery of health & care	Possible provision of community hub Access for health professionals in schools
Partnership of Purpose: Health & well-being	Access for health professionals in schools Closer multi-agency working Focus on pastoral care system
Improving educational outcomes	Greater equity of opportunity Access to high quality teaching & resources Focus on wide range of educational performance indicators Narrowing of the gap between high and low attainers Access to enrichment activities Clearer focus on professional, technical and vocational pathways
Secondary and Post-16 education transformation	Move to one-school, two sites model Improved educational outcomes Move to one Post-16 institution
Children and Young People's Plan	Focus on health and well-being through an effective pastoral care system Greater equity of opportunity Greater value placed on achievements of all Focus on individuals achieving excellence Increased breadth of physical activity available Increase in journeys undertaken on foot or cycle Introduction of 'Rights Respecting School' award
Disability and inclusion	Introduction of 'Rights Respecting Schools' award

	Greater equity of opportunity
Strategic Population policy	Emphasis on Digital Empowerment within curriculum Improved provision for lifelong learning
Lifelong learning policy	Integration of all professional, technical and vocational education and training in The Guernsey Institute Greater breadth of provision of higher level courses Provision of clear pathways for professional, technical and vocational education Greater freedom for The Guernsey Institute to respond to local demand
Energy Policy	Partnership with Guernsey Electricity Reduction in number of students travelling in private cars Better utilisation of buildings New buildings with improved thermal properties Improved bus service Improved walking & cycling facilities
International Instruments	Introduction of Rights Respecting Schools' award

## Programme's contribution to outcomes of CYPP

### Priority outcomes

#### **Safe and nurtured**

The focus within the new school on student health and well-being, including the closer co-ordination between States Committees and the enhanced Tutorial/Personal Development Programme, will support all students and particularly those who are vulnerable or who experience additional challenges. The detailed benchmarking of student performance will fit with the recently developed emphasis on tracking groups of vulnerable students, such as Looked After Children and Young Carers. The enrichment provision will allow greater student input into their school programme; feeling 'in control' boosts confidence, reduces stress and improves motivation.

#### **Achieve individual and economic potential**

The Transformation Programme is, at its heart, about raising engagement and standards of achievement across the range of education provision, academic and non-academic. The programme recognises that, while academic qualifications are obviously important, developing key skills and attitudes is equally important to individual success. The wider provision that is possible through the introduction of larger schools and co-ordinated Post-16 provision will provide opportunities for individuals to develop in areas previously difficult or impossible to access, bringing benefits to those individuals and to the community as a whole.

#### **Healthy and active**

The enrichment programme will provide new opportunities for students to engage in physical activity; the increased breadth of choice will mean some students who currently do not engage with activities at all or routinely will now do so. Similarly, the move to engage cycling and walking to and from school will support this outcome. These changes will complement other recent initiatives such as the 'Daily Mile' in primary schools.

#### **Included and respected**

The Tutorial/ Personal Development Programme, with small group size and its encouragement for older students to support younger ones, will encourage all students to participate in activities and discussion and will provide a means for their voice to be heard. The introduction of the Rights Respecting Schools award will ensure that inclusion and respect are embedded in the daily life of the school. The provision of enrichment activities as part of the school day will support disadvantaged students in accessing provision previously out of reach. The greater range of curricular and enrichment opportunities available in the larger colleges will ensure a better match between student need and provision.

The development of an assessment framework for the whole of the school's provision will mean all students' achievements are recognised.

#### **Core commitment**

Listen to the voices of all children and young people: The introduction of the Rights Respecting Schools award requires the school to set up systems to ensure the voice of students is heard when making decisions that affect them. Relatively small size tutor groups mean greater opportunities for all students to voice their opinions.

#### **Focus on early help and prevention**

The Committee intends to expand pre-school provision if funding can be identified. Evidence strongly suggests that a second year of pre-school education has particular benefits for children from disadvantaged backgrounds.

#### **Tackle inequality and disadvantage and actively promote inclusion**

The Committee's aim of opportunity for all is designed to promote inclusion and to reduce the gap in attainment between the highest and lowest attaining students by boosting the performance of the lower attainers. This applies not just in academic terms, but also in terms of access to enrichment activities and an entitlement to the development of cultural capital through planned activities within the curriculum.

#### **Work in partnership with each other and families**

Health and other professionals will have access to facilities on the school sites, enabling them to work more closely both with education professionals and the students and their families. The provision of a community hub will further enhance these partnerships in the future.

#### **Collate and use data, evidence and information effectively**

The changes to the benchmarking of student academic progress and the provision of measure for a wide range of other educational outcomes will allow schools to identify underperforming or vulnerable groups more easily and target resources appropriately. The new inspection framework currently being developed will require schools to collate information on vulnerable groups and account for the work they do with these groups.

## Contribution to priorities within Skills Guernsey Action Plan

Skills Guernsey Action Plan	Contribution of Transformation Programme
Industry shift to recruit people with higher level qualifications	<ul style="list-style-type: none"> <li>- The increased provision of higher level qualifications on-island will enable more people to access such qualifications.</li> <li>- Greater flexibility for The Guernsey Institute will enable it to respond more flexibly to demand.</li> <li>- Increased autonomy for The Guernsey Institute will enable it to develop courses in partnership with local business that include work placements.</li> <li>- Contribution to lifelong learning through training programmes that support career development, changes in employment and returning to work.</li> </ul>
Digital skills are essential for all sectors	<ul style="list-style-type: none"> <li>- Increased emphasis on Digital Empowerment within the Big Picture curriculum.</li> <li>- Improved digital resourcing and quality of teaching in schools through the adoption of the Digital Roadmap.</li> <li>- Greater clarity of qualifications pathway for digital skills.</li> </ul>
Innovation and entrepreneurship is needed to grow the economy	<ul style="list-style-type: none"> <li>- 'One school' model means partnership built with local businesses can impact on all students, making both introducing and signposting initiatives easier.</li> </ul>
Attitude and employability skills are still a concern	Increased emphasis on skills for the workplace and financial literacy within the Big Picture curriculum.
Employers wish to see apprenticeships and work-based learning opportunities	<ul style="list-style-type: none"> <li>- A wider range of apprenticeships are already being introduced by the GCFE. This will expand further in future years.</li> <li>- Increased autonomy for The Guernsey Institute will enable it to develop courses in partnership with local business that include work placements.</li> <li>- Respond more readily to demand for flexible training.</li> </ul>
The impact of the new Population Management Law	<ul style="list-style-type: none"> <li>- Provide a wider range of courses and qualifications that will contribute to reducing the Island's reliance on using permits to fill critical skills gaps.</li> </ul>



# APPENDIX 14

## Number of student at Les Varendes site 2019 - 2023

School Year	Year groups on site (orange)			No. students (Y7-11)	No of students (Y12-13)	Space potentially available for use by other providers
Sept 2019	7	8	9	393	Approx 440	None
	10	11	12			
	13					
Sept 2020	7	8	9	391	Approx 440	None
	10	11	12			
	13					
Sept 2021		8	9	308	Approx 440	Y7 social room, any others TBC (depending on elective subject)
	10	11	12			
	13					
Sept 2022				77	Approx 210	TBC (depending on curriculum model, which will depend on option choices)
		11				
	13					
Sept 2023	None – site closed July 2023			0	0	All (possible limitations due to building works required)

**Details of consultation and engagement with stakeholders****Context**

The transformation programme has four key work streams – with individual projects underway to achieve the transformation targets. Any project which potentially impacts on SoG employees is being carefully planned and managed, with the aim of causing minimum disruption for staff, and the need to provide as much security and support for staff during and after any change process. The new 11-18 school is a key project within the transformation programme, work is more advanced and as a result of this more consultation has taken place. Whilst the work to develop The Guernsey Institute is not yet as advanced as the 11-18 School, consultation has already begun.

**11-18 school consultation to date**

As with all transformation projects, the need to engage, inform and support staff forms an integral part of the communication and engagement plan. A list of work conducted to date is presented below:

- Meeting held with Union Representatives (Oct 18) in advance of final announcements regarding the proposed sites for the new 11-18 secondary school;
- Union Representatives invited to jointly produce responses to FAQs re staffing issues associated with above;
- Union Representatives invited to take part in Staff Engagement sessions (Secondary Sector Dec 18) - and invited to contribute to the style and content of Staff Engagement Sessions (FE and HE sector - Feb 19);
- New group formed (SETS) attended by Union Reps, to be a steering group for engagement regarding transformation in Education – first meeting 4<sup>th</sup> Feb 19, this group has met on twelve occasions to date;
- Use of existing forum (NCTLG liaison meeting) to discuss and agree on approaches to be used to support staff through the transition and beyond, including:
- Drafting a framework for staff support – for joint sign off before any detailed work commences;
- Presentation from Director of Education on draft Policy Letter – with a view to ‘no surprises’ on issues relating to staff. Offer from Unions to review section of the Policy Letter (on enrichment) to provide constructive

feedback and pre-empt questions from staff;

- Presentation from Executive Headteacher on ideas relating to how staff in the new school might be organised;
- Structured updates at Federation meeting, from EHT and Leadership team
- Regular, planned staff engagement sessions
- Regular invitations from Executive Headteacher to union representatives to attend staff engagement sessions and Federation meetings
- Joint work with union reps on key communication points; timelines; messages and actions.

In addition to the consultation with staff discussed above, there has been consultation with students. In addition to the Youth Shadow Committee, views from all students currently in secondary education have been sought through a survey on topics such as school names and extra-curricular activities. Students at Les Beaucamps and St Sampson's have also contributed to the review of travel arrangements. Further student consultation is planned for the Autumn term 2019.

### **The Guernsey Institute consultation to date**

Whilst the development of The Guernsey Institute is not as advanced as the 11-18 school, a process of staff engagement and consultation has begun.

- May 2018, 2 working groups established, the Integrated Working Group (IWG) and the Federated Shadow Board. The Federated Shadow Board no longer exists due to the creation of The Guernsey Institute 1<sup>st</sup> July, 2019.
- December 2018, First joint staff communication across all three FE and HE organisations
- February 2019 Staff engagement sessions planned and delivered with support of professional associations to discuss staff views on recent Committee decisions
- March –April 2019, IWG consulted and engaged during the process of the new build scoping requirements by Peter Marsh Consulting for inclusion in the Policy Letter
- April 2019 work to establish the Supporting Further and Higher Education Transformation for Staff (SFHETS) started (equivalent to the 11-18 SETS group)

- May 2019, consultation via SFHETS, the existing boards and senior leaders regarding the Memorandum of Understanding between the Committee *for* Education, Sport & Culture and The Guernsey Institute
- May 2019, Governor recruitment process including existing Chairs of the three organisations
- June 2019, consultation on the Governor Handbook via SFHETS

**Public engagement to date**

Four public drop-in sessions have been held to give parents and the wider public an opportunity to ask questions and discuss any concerns. Further sessions are planned.

**THE STATES OF DELIBERATION**  
**of the**  
**ISLAND OF GUERNSEY**

**COMMITTEE *FOR* EDUCATION, SPORT & CULTURE**

TRANSFORMING EDUCATION PROGRAMME &  
PUTTING INTO EFFECT THE POLICY DECISIONS MADE BY THE STATES IN 2018

The President  
Policy & Resources Committee  
Sir Charles Frossard House  
La Charroterie  
St Peter Port

5<sup>th</sup> July, 2019

Dear Sir,

**Preferred date for consideration by the States of Deliberation**

In accordance with Rule 4(2) of the Rules of Procedure of the States of Deliberation and their Committees, the Committee *for* Education, Sport & Culture requests that the Propositions be considered at the States' meeting to be held on 4<sup>th</sup> September, 2019.

The Propositions relate to the Transforming Education Programme including the development of a new 11-18 school on two existing sites, the Guernsey Institute, a Primary School at La Mare de Carteret, transition costs for the above and the implementation of a digital road map.

Extensive building works are required on two operational school sites and it is critical that this work begins during school holidays, so if the debate is any later than 4<sup>th</sup> September the timetable will be significantly adversely impacted.

Yours faithfully,

M J Fallaize  
President

R H Graham  
Vice-President

M H Dorey

P J Roffey  
R H Tooley

R Conder  
Non-voting Member