

THE STATES OF DELIBERATION
of the
ISLAND OF GUERNSEY

14th July, 2021

Proposition No. P.2021/69

The Committee for Education, Sport & Culture

Secondary and Post 16 Education Reorganisation

AMENDMENT

Proposed by: Deputy A K Cameron

Seconded by: Deputy H L de Sausmarez

To delete Propositions 1 to 4 and substitute therefor:

- “1. To agree that from the earliest date practicable, alongside Le Murier, Les Voies and St. Anne’s in Alderney, States’ maintained secondary education should be delivered through an 11-18 learning partnership across three 11-16 schools at Les Beaucamps, St. Sampson’s and Les Varendes and a Sixth Form Centre co-located at Les Varendes, maximising the use of the existing estate and optimising equitable educational outcomes, taking into account equitable curriculum choice, access to subject specialist teachers, pupil teacher ratios and class sizes.
2. To note that:
 - a) The capital cost of reorganising secondary and post 16 education is anticipated to be substantially lower than those set out in the Policy Letter in table 8 in paragraph 9.4; and
 - b) The ongoing revenue cost is anticipated to be lower, in the medium term, than both the current revenue costs associated with these phases of education and the cost of the option set out in this Policy Letter;and to agree that revenue savings should be reinvested in improving the educational offer and student experience.
3. To direct the Committee for Education, Sport & Culture, having consulted with school staff, to return to the States with the propositions necessary to put the model described in the preceding propositions into effect and to include in its proposals measures to upgrade facilities at each of the school sites to make better and more efficient use of the existing estate, including mitigation for

existing constrictions due to the design or layout, plus any other measures considered practicable to improve the student and staff experience and support improved educational outcomes.

4. To note the interdependencies between the 11-18 learning partnership and Le Murier, Les Voies and St. Anne's in Alderney, and to agree the principle that the reorganisation of secondary and post 16 education within that learning partnership does not negatively impact – and wherever possible aligns or indeed positively impacts – the provision of education in these other settings.
5. To agree that Les Ozouets should be developed solely as the site of The Guernsey Institute, and to direct the Committee *for* Education, Sport & Culture to progress the development of The Guernsey Institute at Les Ozouets, as agreed in Proposition 2, 'Transforming Education Programme & Putting Into Effect The Policy Decisions Made By The States In 2018', Billet XVI 2019, as a priority.
6. To approve 'Secondary & Post 16 Education Reorganisation' as a project in the capital portfolio, subject to ratification by the States as part of the Government Work Plan debate."

Rule 4(3) Information

The model described in this amendment is anticipated to be less costly in terms of capital expenditure (inclusive of any additional staff costs associated with working up the proposal in greater detail) and more revenue efficient than the model described in the original Propositions.

Explanatory Note

This amendment proposes reorganising secondary and post 16 education into a three-site model that requires less capital expenditure than the original propositions and is more revenue efficient, improving the educational offer as a result.

The current arrangements deliver secondary and sixth form education across four sites: Les Beaucamps, St. Sampson's, La Mare de Carteret and Les Varendes. The proposals in the policy letter would also deliver secondary and sixth form education across four sites: Les Beaucamps, St. Sampson's, Les Varendes and a new build at Les Ozouets, to which most of the capital spending is allocated. The arrangements proposed in this amendment deliver secondary and sixth form education across three existing sites: Les Beaucamps, St. Sampson's and Les Varendes. By maximising the use of the current estate and avoiding expenditure moving the sixth form from Les

Varendes to a new build at Les Ozouets, this amendment requires less capital investment and is inherently more revenue efficient.

The current arrangements are expensive to run and are educationally inequitable: breadth of curriculum choice, access to subject specialist teachers and pupil teacher ratios can vary between different schools. The proposal in the policy letter is to move from one four-site model to another four-site model, which is even less revenue efficient than the current arrangements because of the need for teachers to travel between the four sites.

Because there would be no revenue savings deriving from the new model proposed in the policy letter, and because the current wider fiscal circumstances make an overall increase in the revenue budget for education unlikely, there is no obvious headroom within the existing annual budget to invest in service developments such as improved SEND provision. It is currently anticipated, therefore, that Nasen's SEND recommendations will be implemented through financial savings made as a result of increasing tipping points, which has the effect of increasing average class sizes. In an ideal scenario, class sizes would not need to be increased to pay for improved SEND provision. Because this amendment's three-site model is more revenue efficient than both the current arrangements and the model proposed in the original propositions, it may be possible to avoid increases (or at least such big increases) in average class sizes and have the funding available to invest in SEND within the existing cost envelope. This is a good example of how revenue savings can potentially be reinvested in improving the educational offer and student experience.

The 11-18 learning partnership is more efficient under this amendment's model than it would be in the model proposed in the policy letter as there are fewer sites and therefore easier timetabling logistics. Teachers could more easily teach across Key Stages 3, 4 and 5, and students in the 11-16 sector at any site could have equitable access to subject specialist teachers – and therefore a broader curriculum choice – benefitting from the same pupil teacher ratios irrespective of which school they attend.

In this amendment's model, therefore, students in the 11-16 sector in every school will benefit from the breadth of curriculum afforded by the additional access to subject specialist teachers and the lower pupil teacher ratio associated with the sixth form. One of the main factors that make the current arrangements inequitable is that these benefits are enjoyed by students at one school (Les Varendes – the former Grammar School) only. This amendment proposes that the sixth form remains co-located with the 11-16 school at Les Varendes and continues to share facilities at the site, as now. These facilities will be upgraded at least to the standard proposed in the policy letter, if not to a higher standard. However, the educational offer under this amendment's model will be much more equitable than under the current arrangements because the

sixth form teachers (who may then include teachers currently in 11-16 schools) will effectively be shared with the other schools to level up curriculum choice. Because there are fewer school timetables to co-ordinate and fewer sites to move between, this levelling up is anticipated to be more viable through this amendment than it would be through the original propositions.

The policy letter states that each school already has the capacity for 780 students in the 11-16 sector, without any alterations or modifications to the existing buildings beyond the renovations required at Les Varendes. Les Beaucamps currently has 527 students, St. Sampson's has 712, and Les Varendes has 369. There are 486 students at La Mare de Carteret. There are around 400 sixth form students and, while capacity for the 11-16 cohorts at Les Varendes would reduce with the addition of the sixth form, the site has in recent history accommodated more than 1,100 students.

Total student numbers are projected to peak at 2,652 in 2025/26, after which they are expected to fall rapidly to below 2,250 from 2032 onwards. Based on a technical capacity of 780 in each of St. Sampson's and Les Beaucamps and 1,100 at Les Varendes (giving a total of 2,660), the very peak projected total student numbers of 2,652 in could in theory be accommodated in St. Sampson's, Les Beaucamps and Les Varendes without modification, though this would of course be educationally and experientially suboptimal, especially given the known issues at these existing sites.

Even with student numbers at Les Beaucamps, St. Sampson's and Les Varendes currently well below those schools' official design capacity, there are constrictions caused by the design and/or layout at the moment. These would be exacerbated by the original propositions as that model proposes increasing student numbers without addressing these issues. This amendment, by contrast, proposes investing capital not in moving the sixth form but in improving the existing facilities at each of the three sites to address these issues and more comfortably and efficiently accommodate the increase in student numbers.

The main corridor at St. Sampson's, for example, already gets very congested because of the out-and-back design of the main corridor. This can be addressed by adding an alternative walkway on one or both storeys to improve the circulation space. Teachers have raised concerns that Les Beaucamps does not have enough science labs, and both Les Beaucamps and St. Sampson's lack adequate covered social space, a problem particularly noticeable during the lunch break on rainy days. Les Varendes does not have a working swimming pool, while the other schools do. This amendment seeks to use some of the proposed capital allocation to rectify issues like these in order to improve the student experience. The policy letter proposes no such improvements. Rather than spending tens of millions of pounds building a standalone sixth form centre that is projected to accommodate just 328 students by 2035, this amendment

proposes a more moderate and pragmatic approach that will benefit all year groups, not just the sixth form.

Like the proposal in the policy letter, this amendment provides assurance that any necessary staffing changes as a result of secondary and post 16 education reorganisation will be led by HR colleagues and senior educationalists in line with agreed policies and protocols, including relevant consultation with trade unions, the profession and the Policy & Resources Committee.

Although Le Murier, Les Voies and St. Anne's in Alderney would not form part of the proposed 11-18 learning partnership, Proposition 4 of this amendment accounts for the fact that there are inherent interdependencies between those schools and the schools in the partnership. For example, because they share certain facilities, additional pressure on space at St. Sampson's will inevitably have an impact on Le Murier, and the curriculum offer at St. Anne's and at the sixth form should align well enough that students from Alderney that choose to continue to post 16 school education can fully access the curriculum at KS5.

Another key interdependency is in the post 16 sector. The policy letter proposes building a sixth form centre at Les Ozouets, which is the site agreed by the States in 2019 for the Guernsey Institute. Building a sixth form centre at Les Ozouets would of course subtract and detract from the space available to the Guernsey Institute. Keeping the sixth form at Les Varendes, as proposed in this amendment, not only gives greater space and flexibility to the Guernsey Institute, but also enables its development to be progressed as a priority.

As the most recent review of its building conditions underscored two years ago now, the College of Further Education has among the worst facilities that the independent inspectors had ever seen: its redevelopment with the GTA University Centre and the Institute for Health & Social Care Studies as the Guernsey Institute is a pressing matter. It is not at all clear in the policy letter how greater parity of esteem between technical and vocational pathways and academic pathways would be achieved simply by building two organisationally and culturally separate institutions on the same site, but affording these technical and vocational pathways all the space and flexibility the site can provide – without having to compromise to accommodate the institution for post 16 academic pathways (as would be necessary in the policy letter's proposals) – and enabling it to progress as a priority sends out the strongest endorsement of the esteem in which the States holds technical and vocational post 16 education.

This amendment has developed as a result of, and in response to, key stakeholder feedback on the original policy letter's proposals from parents and school staff in particular. It actively addresses common concerns about those proposals and, because it has taken that feedback into careful account, it is likely to be considerably better supported. It is a pragmatic step forward that requires less expenditure in terms of

both capital and revenue (which is particularly welcome given the current fiscal context and the falling student number projections), makes the best use of our existing estate and, because it represents better value for money, is also better positioned to deliver improved educational outcomes and experiences than the policy letter's original proposals.