

**REPLY BY THE PRESIDENT OF
THE COMMITTEE FOR EDUCATION, SPORT & CULTURE
TO QUESTION ASKED PURSUANT TO RULE 14 OF THE RULES OF
PROCEDURE BY DEPUTY GAVIN ST. PIER**

Question 1

Will you please publish an organogram for central education services (i.e., identifying service lines, roles and numbers of officers)?

Answer

Please see the attached organogram.

It is important to note that many roles that sit within central Education Services are highly operational and/or peripatetic. Where they are peripatetic, the role holders spend the majority of their time in education settings/the community, directly supporting staff and students.

Question 2

How many core subject (i.e., English, Maths etc.) lessons are timetabled to be taught from September 2022 by teachers for whom that core subject is not their specialist subject?

Answer

Question 3

Would you please publish behaviour policies for each States' secondary school?

Answer

In common with many other jurisdictions, all States-maintained schools publish on their websites policies relevant to the operation of the school, including policies in respect of the expectations of the conduct of their students. For the four States-maintained Secondary Schools, the relevant policies can be found on their websites from the links below:

[Grammar School & Sixth Form Centre](#)

[La Mare de Carteret High School](#)

[Les Beaucamps High School](#)

[St Sampson's High School](#)

The Committee has a 'Promoting Good Behaviour in School' policy directive which all States-maintained schools must follow. This is published on the States of Guernsey website:

[Behaviour Policy - States of Guernsey \(gov.gg\)](#)

All States-maintained schools have achieved as a minimum the bronze Rights Respecting Schools award and are working towards at least Silver accreditation. More information about this Unicef–lead initiative can be found [here](#).

Question 4

Please set out tutor group and class sizes by year group for each secondary school for September 2022 with comparative figures for the prior year?

Answer

Question 5

Please set out plans for 'school site managers' in place of caretakers.

Answer

There are no plans to replace caretakers with school site managers, however a new Property and Facilities Management Target Operating Model has been introduced, the background and relevant structure of which is as follows:

In September 2015, the States approved the Framework for Public Service Reform and thus established a portfolio of transformation designed to equip the public service to deliver government policy outcomes in an effective and efficient way. This 10-year framework for improvement has since been included in the Government Work Plan under the 'Enable the transformation of public services to meet 21st century requirements' workstream, within which 'Design and implement 21st Century property and facilities management services across government' is a priority action for 2022/2023.

Under the above workstream, the Property and Facilities Management Target Operating Model is now in place, bringing property and facilities staff together into one team, the States Property Unit under the mandate of the Policy & Resources Committee, with shared skills and pooled expertise. The aim of the combined team is to create efficiencies, reduce duplication while at the same time continuing to support key strategic and operational work across the whole organisation.

Under the new Property and Facilities Management Target Operating Model, three Premises Managers work across the States-maintained school sites, under the line management of a dedicated education estate Portfolio Manager. In alignment with the States-approved policy to create three 11-16 schools, each Premises Manager has under their remit one of those three secondary schools and a 'cluster' of Primary & Special schools. St Anne's School in Alderney and La Mare de Carteret High School (which will close to students in July 2025) have also been assigned a Premises Manager under this cluster system.

The school clusters are as follows:

- Les Beaucamps High School
 - Castel Primary School
 - Forest Primary School
 - La Houquette Primary School
 - Le Rondin Special School & Centre
 - St Martins Primary School

- The Grammar School & Sixth Form Centre
 - Amherst Primary School
 - Les Voies School
 - Notre Damme du Rosaire Primary School
 - St Anne's School
 - Vauvert Primary School

- St Sampson's High School
 - Haute Capelles Primary School
 - La Mare de Carteret High School
 - La Mare de Carteret Primary School
 - St Mary & St Michael Primary School
 - Vale Primary School

Each Premises Manager has reporting to them a team including Site Supervisors; Deputy/Assistant Site Supervisors; Caretakers; Cleaners; and supply/relief facilities staff. There has been no overall change to the number of (full-time equivalent) premises/facilities staff as a result of the introduction of the above model.

In line with the aims of the combined States Property Unit, the above premises staff now have access to a wide pool of skills and expertise, which brings with it enhanced resilience to manage periods of absence, better succession planning, timely project delivery and compliance.

Question 6

What are the KPIs (e.g., recruitment time) for recruitment to fill vacancies? How do the KPIs for education compare with the average monitored by the States?

Answer

A standard 'Time to Hire' KPI is used when recruiting to States of Guernsey vacancies. However, this KPI is not meaningful in the context of recruitment to vacancies for teachers/headteachers etc. This is because the KPI records the elapsed time between a vacancy being approved for advertising and the successful candidate starting in post.

Typically, there is an annual cycle of recruitment within the teaching profession. This cycle means that it is common to make an appointment to a headteacher post in March or April for a vacancy that will arise at the start of the following academic year in September. It would be misleading to use the standard KPI, which would record an elapsed recruitment time of 5 months for such a post. Similarly, for classroom teachers, recruitment generally takes place in May/June for a September start.

Question 7

In the 2021/22 academic year, in some cases there was no budget made available in September to order subject revision guides and consequently these were not delivered before February 2022. Can you confirm that sufficient budget will be available in 2022/23 to ensure this situation does not recur and all key textbooks and aides will be ordered timeously?

Answer

The Finance Team supporting the Education Service has held budget discussions with the Headteacher/Principal of every States-maintained school to ensure that their budgetary needs are met as part of the annual budget cycle.

In line with the Committee's commitment to empower leaders at various levels of the education system, matters such as the procurement of course-specific materials rests with schools themselves, and there is no reason to suggest there has/will be any delay of the kind referred to for the 2022/2023 academic year.

This budget position described above is not different to the position in the previous academic year. Any decision taken in the previous year to review budgets ahead of the procurement of course-specific materials would have been made at a local school level and not at the behest of the central Education Office.

Question 8

In the States of Deliberation in April 2022, the following exchange took place:

Deputy Roffey: Thank you, sir. In the interest of transparency, would the President agree to publish the 55 action plans that sit under the overarching Strategy, so that all stakeholders and in particular parents, who are the most important stakeholders, can see the work that is going on to translate the four overarching principles into action?

Deputy Dudley-Owen: I think that it would be a very good idea to have a presentation on this. I will be inviting States' Members yet again to one of our webinars or a face-to-face presentation, Deputy Roffey, so that we can get as many people in the room as possible, with the windows open and socially distanced of course, and to be able to give Members a

really good idea of what is going in our schools, that it is not just fluff and jargon-ese, which I am afraid it does rather come across as sometimes. I think it is really difficult to convey the huge amount of work that is going on in our schools at the moment and, yes, I think that that is a brilliant idea and thank you for starting off the process of having a presentation on this very matter and a release afterwards, so that we can share that with members of the public."

This presentation to States' members took place on 24th June 2022. In light of this and having regard to the President's undertaking to the States of Deliberation, will the Committee now please:

a) place the presentation in the public domain?

b) publish the 55 actions underpinning the Education Strategy?

Answer

Education Strategy articulates the vision and values our education system aspires to. This is described through four Strategic Priorities, under each of which sit a number of Commitments.

The Education Strategy section of the States of Guernsey website – www.gov.gg/educationstrategy – is the hub for information about the Strategy and how its aspirations are being realised. This section of gov.gg was publicised when it was launched and is updated periodically.

In answering questions following her Statement in the Assembly at the 27th April 2022 States Meeting the President referred to actions which would further the progress of the Strategy's Commitments.

Immediately following the States Member's presentation in June, the online 'hub' referred to above was updated with a 'Workstreams and Progress' page containing an overview of many of these workstreams (actions)-that are currently being planned and progressed.

Immediately following the States Member's presentation in June, the 'hub' referred to above was updated with a 'Workstreams and Progress' page containing an overview of many of the workstreams/actions that are currently being planned and progressed. These have been categorised under the Strategic Priority most relevant to each workstream, although some workstreams will assist with the realisation of the Strategy's commitments under more than one Strategic Priority area.

Some Education Strategy workstreams are being progressed using existing resources as part of the 'business as usual' activities of service areas within the Committee's mandate. Some of the workstreams are cross-committee initiatives where collaborative work has

commenced, and for others the States have recently agreed, via the Government Work Plan process, that funding will be made available within the Committee's 2023 budget so that those workstreams can commence.

The Committee is committed to keeping the community updated on the progress being made under the umbrella of the Education Strategy. It will do this via an annual update, the first of which is due to be published in January 2023.

In common with many briefings given to States Members from various committees on a wide range of subjects, the recent Education Strategy update to States Members was an internal update, intended to assist States Members in their understanding of the progress being made under the Education Strategy and to add wider context that will be assistive when States Members are planning for, and participating in, the debate on the Education Law Review Policy Letter, which will be finalised and published in the first half of 2023, following wide-ranging consultation.

The President's commitment during the April States Meeting (quoted in the question above) was to release further information about the Education Strategy to the community, and the Committee has explained above: how that commitment has been honoured; where new information can be found; and how the community will be kept updated on this important activity going forwards.

Committee for Education, Sport & Culture

