

EDUCATION MATTERS 2011-12

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Introduction from the Minister

I was elected to serve on the Education Board following the resignation of Deputy Matt Fallaize in October 2011. In January 2012 I was chosen to serve as Education Minister for the final few months of the last political term, a position I relished.

Although only in post for a matter of months before the General Election, it was certainly a busy few months. The Education Board had the [Mulkerrin Review of Secondary Education](#) to consider and we published our initial action plan by the end of March 2012.

Having been involved with education for those few months, I felt very passionate about being firstly re-elected as a Deputy and then getting elected by my political colleagues to the post of Minister of Education to carry on the work that I had started. Having chosen my team of [Board Members](#) with a broad breadth of skills, it was very gratifying to have them all confirmed by the Assembly. The new Board had a huge learning curve to overcome; one which we have all thrown ourselves into with great enthusiasm.

For me there have been many memorable and satisfying moments during my first year as Minister; seeing the turn around in [GCSE results](#) at La Mare de Carteret High and the improvements at St Sampson's High; the continuing improvements at Les Beaucamps High; the very high standards at the Grammar School & Sixth Form Centre and College of Further Education; the Key Stage 2 results at all our Primary Schools, to name just a few.

There have been challenges too. We have stayed within budget and achieved our FTP savings target for 2012 through a combination of recurring and one-off savings. But perhaps the biggest challenge is still to come – we must try to take out, annually, £7 million pounds from our budget without affecting the educational outcomes of all our children and young people. This must be achieved within a short timescale of just two years and is very much 'work in progress'.

I have been hugely impressed with the enthusiasm and determination of all our students to do well and also all the hard work and dedication of all those involved in the Education Service of Guernsey and Alderney. It is a time of great change in education and I am certain, with the support of all our staff, we can deliver a world class education system fit for the 21st Century.

Looking back over the year, a lot has already been achieved alongside the much-publicised public exam results. We opened the first phase of the new Les Beaucamps High School on time and within budget; we completed the refurbishment of Les Ozouets Campus creating a new home for the Schools' Music Service, Youth Service, College of Further Education courses and Sexual Health and Relationship Educators. We have just recently launched the Youth Partnership for Guernsey and Alderney and have created an excellent working partnership with Every Child Our Future and local businesses aimed at improving reading standards amongst those most in need of support – more than 200 volunteers have already been trained to help children with their reading in school.

Looking to the year ahead there is a lot to look forward to. Launching our vision for Education in Guernsey for the next 20 years or so; continuing to implement the actions from the two Mulkerrin reports, continuing the review of the 1970 Education Law, Local Management of schools and their Governance. Hopefully getting approval through the Capital Prioritisation process to start the redevelopment of the La Mare de Carteret site and of course completing the final phase of the rebuilding of Les Beaucamps High by the end of 2013.

I hope you enjoy reading our second Education Matters report.



Deputy Robert Sillars

The Education Board

The Education Board is responsible for setting the policy framework in which the Education Department and its schools and services operate.

The Board is made up of a Minister, Deputy Minister and three ordinary members, all of whom are sitting members of the States. The Department may nominate up to two non-voting members to sit on the Board.

Following the election in May 2012 a new Education Board was elected and had its first meeting on 15th May.

As at the end of December 2012 the Education Board membership was:

Deputy Robert Sillars – Minister
Deputy Andrew Le Lievre – Deputy Minister
Deputy Richard Conder
Deputy Chris Green
Deputy Peter Sherbourne

In September 2012 the States agreed to the nomination of Mr Denis Mulkerrin to sit as a non-voting member of the Board.

All Board members are represented on a number of education sub-committees and school committees:

Deputy Sillars – Skills Strategy, Pre-School Working Party, Les Beaucamps High School Project Board, La Mare de Carteret High School Project Board, Higher Education Working Party, Guernsey Training Agency and the following School Committees: Les Beaucamps High School, Grammar School & Sixth Form Centre, Notre Dame du Rosaire Catholic Primary School, St. Martin's Primary School and the Blanchelande College Board.

Deputy Le Lievre – eLearning Steering Group, Joint Advisory Committee, SACRE (Standing Advisory Council for Religious Education), Higher Education Working Party, Les Beaucamps High School Project Board, La Mare de Carteret High School Project Board and the following School Committees: Hautes Capelles Primary School, St. Mary & St. Michael Catholic Primary School, Notre Dame du Rosaire Catholic Primary School, Private Schools Committee.

Deputy Richard Conder – Apprenticeship and Youth Employment Committee, College of Further Education Development Committee, Higher Education Working Party, Skills Strategy and the following School Committees: St. Mary & St. Michael Catholic Primary School, Vale Infant and Junior and St. Sampson's Infant Schools, Grammar School & Sixth Form Centre, Private Schools Committee.

Deputy Chris Green – Guille-Allès Library, Joint Advisory Committee, SACRE (Standing Advisory Council for Religious Education) and the following School Committees: Forest Primary and Le Rondin Schools, La Mare de Carteret Primary School, Castel Primary School, St. Andrew's Primary School, La Mare de Carteret High School.

Deputy Peter Sherbourne – Apprenticeship and Youth Employment Committee, Les Ozouets Campus Project Board, College of Further Education Development Committee, Pre-School Working Party and the following School Committees: Amherst and Vauvert Primary Schools, La Houquette Primary School, St. Anne's School, St. Sampson's High and Le Murier Schools.

Who We Are

The Department Structure

The Education Department provides a range of statutory and non-statutory education, training and support services.

The Department is responsible for:

- approximately 8,900 children and young people in two infant, one junior, 11 primary schools; an all-age school in Alderney, three high schools, the Grammar School & Sixth Form Centre and the College of Further Education; two schools for children with learning difficulties, a centre for pupils with social, emotional and behavioural difficulties and provides grant-aid to three Colleges.
- a range of support services for children and young people (including the Youth Service, Special Needs Support Services, Careers Guernsey, Schools' Music Service, Schools' Library Service etc)
- the provision of help for students for courses not directly provided by the Department.

In early 2012 the Education Department was restructured to better reflect the needs of the service.

The Department is headed by the Chief Officer and is organised into four directorates:

- Finance and Resources
- Strategy and Performance
- Inclusion and Support Services
- Communications

Finance and Resources

Headed by the Director of Finance and Resources, this section includes:

- Business and Education Systems and Technologies (BEST)

- Finance
- Higher Education & Legal
- Human Resources
- Resources
- Administration
- Estates
- Risk and Health & Safety

Strategy and Performance

Headed by the Director of Education, this section includes:

- Education Development Centre (EDC)
- Education Development Plan (EDP)
- Standards and Learning Effectiveness
- Strategy and Policy
- Lifelong Learning
- Careers Service
- Youth Service

The Director of Education is the Head of Profession and also line manages the Headteachers of States-maintained schools and the Principal of the College of Further Education.

Inclusion and Support Services

Headed by the Director of Inclusion and Support Services, this section includes a range of services directly working with and supporting schools:

- Communication and Autism Support Service
- Educational Psychology Service
- Education Welfare Service
- English as an Additional Language Service
- Literacy Support Service
- Sensory Support Services (Hearing and Visual)

- Social, Emotional and Behavioural Difficulties (SEBD) Service
- Sexual Health and Relationship Educators (SHARE)
- Schools' Music Service
- Schools' Library Service (outsourced)
- Dyslexia Day Centre (outsourced)

Senior Management Team

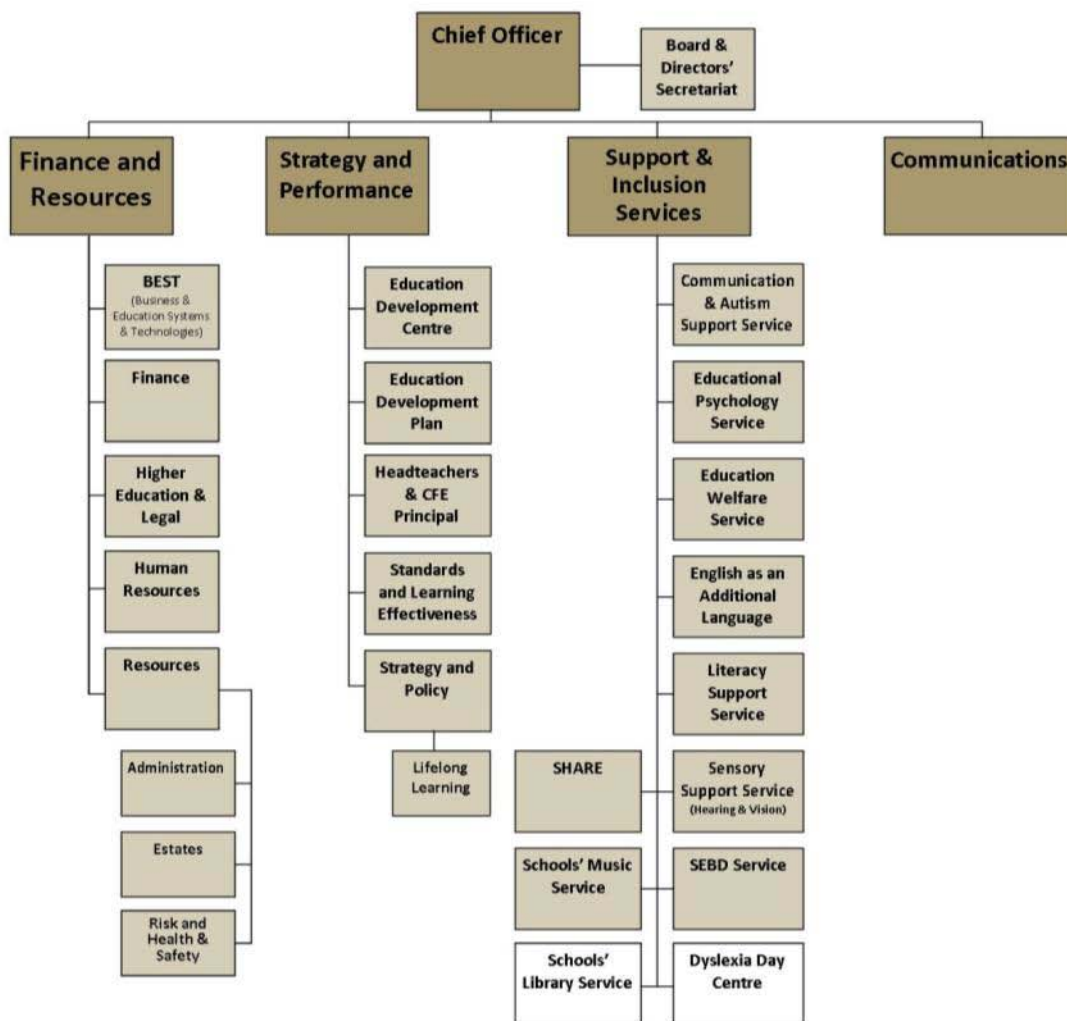
The Department's Senior Management Team consists of the Chief Officer, Director of Finance and Resources, Director of Education, Director of Inclusion and Support Services, Director of Communications, Head of BEST, Head of Human Resources, Head of Resources, Head of Standards and Learning Effectiveness and Head of Strategy and Policy.

Communications

Headed by the Director of Communications, this section has only one member of staff who works across all other sections.

Administration support is provided by the Board and Directors' Secretariat.

A copy of the Department's organisation structure is available below



How We Spend Public Money

Overview of Budget 2012

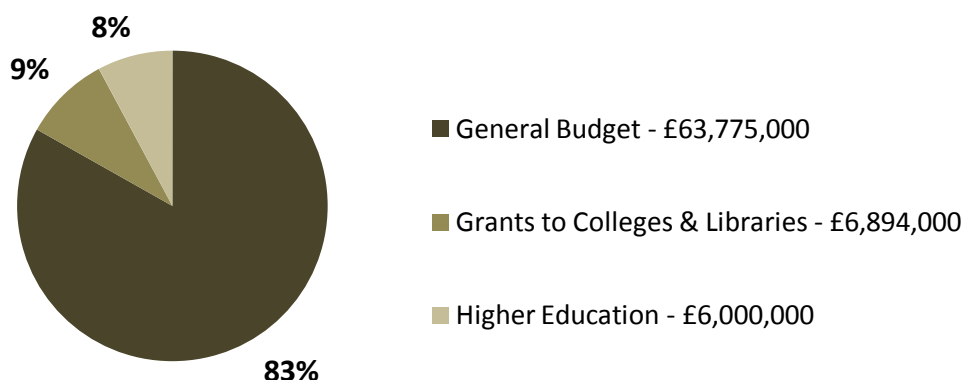
A core commitment of the Education Department is ensuring value for money from the investment in education through careful financial management. This has been clearly demonstrated in 2012 where the need for resource management has had enhanced focus via the Financial Transformation Programme.

For the last 20 years the Education Department has delivered a financial position within the

overall budget; in 2011 it was 1.5% within budget and for 2012 we are set to deliver a similar position, having also absorbed a general efficiency target budget reduction of £1.6M.

The 2012 budget total for Education was £76,669,000, split into three main areas: the Grants to Colleges & Libraries, the Higher Education Budget and the General Budget.

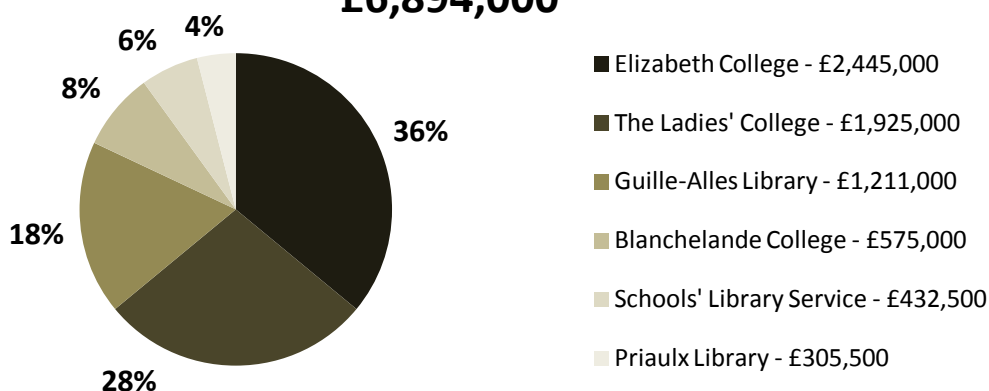
Education Department Authorised Budget 2012 - £76,669,000 (includes FTP target)



The Higher Education budget is mainly focused on providing tuition fee and maintenance grant support to students studying at university.

Grants to Colleges and Libraries are governed by States Resolution and the split by College or Library is highlighted in the chart below.

Grants to Colleges & Libraries 2012 - £6,894,000



How We Spend Public Money

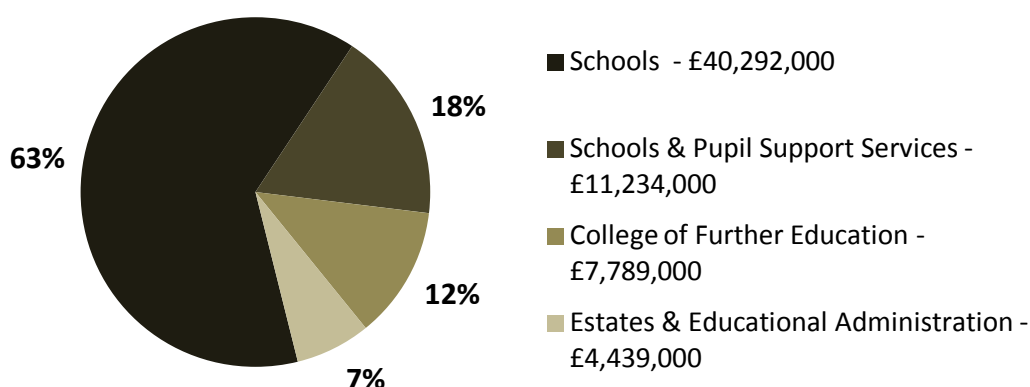
The General Budget

The General Budget of £63,775,000 supports the Schools, College of Further Education and a range of key support services focused on the pupils and students. Schools & Pupil Support Services includes ICT and a range of support services such as the Special Educational Needs Services, for example, Communication & Autism Support Service, Literacy Support Service, Sensory Support Service and Social, Emotional &

Behavioural Difficulties Service as well as the Educational Psychology Service, Education Welfare Service, Careers Service and Schools Music Service, amongst others.

The chart below shows how the General Budget was allocated during 2012.

General Budget 2012 - £63,775,000



Over 93% of the General Budget is spent on schools, both directly and indirectly through pupil support services, and the College of Further Education. Schools & Pupil Support Services include the range of services highlighted above and later in this Report.

The School's Budget of £40,292,000 is split below to achieve a "per pupil" direct allocation. This does not include the support via grants to students at the three Colleges or the £11,234,000 we allocate to the services under Schools & Pupil Support Services.

School Type	2012 Budget	Pupil numbers	Per Pupil
Primary (inc Alderney)	£15,639,760	3,413	£4,582
Secondary (inc Alderney)	£19,061,761	2,898	£6,578
Special	£3,879,607	188	£20,636
Voluntary	£1,710,871	372	£4,599
Total	£40,292,000	6,871	£5,864

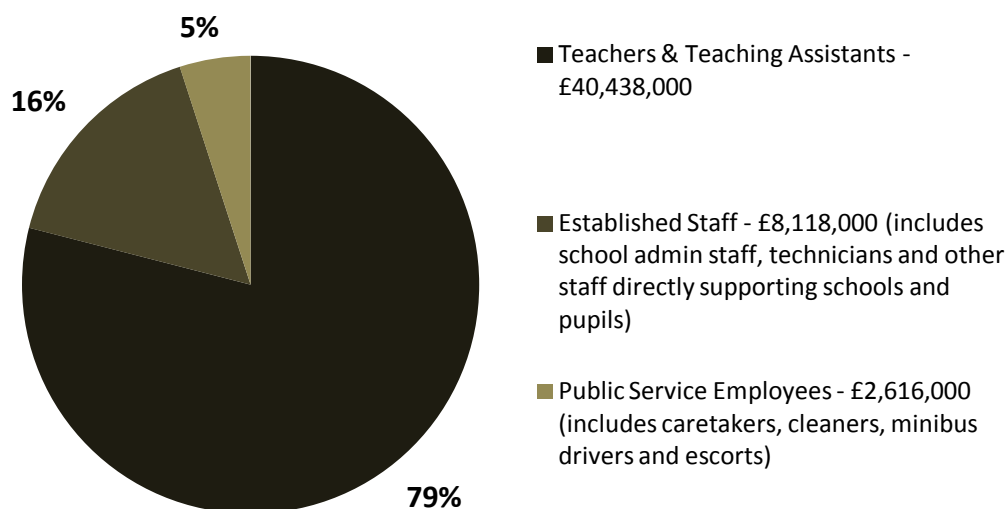
How We Spend Public Money

Staff Costs

Pay costs within the General Budget total £51,172,000, so over 80% of the General Budget is spent on staff with 79% of these pay costs relating to Teachers or Teaching Assistants.

The focus of the General Budget is on front-line services but with dedicated professional support to ensure an ongoing focus on improvement and development of the overall educational service provided.

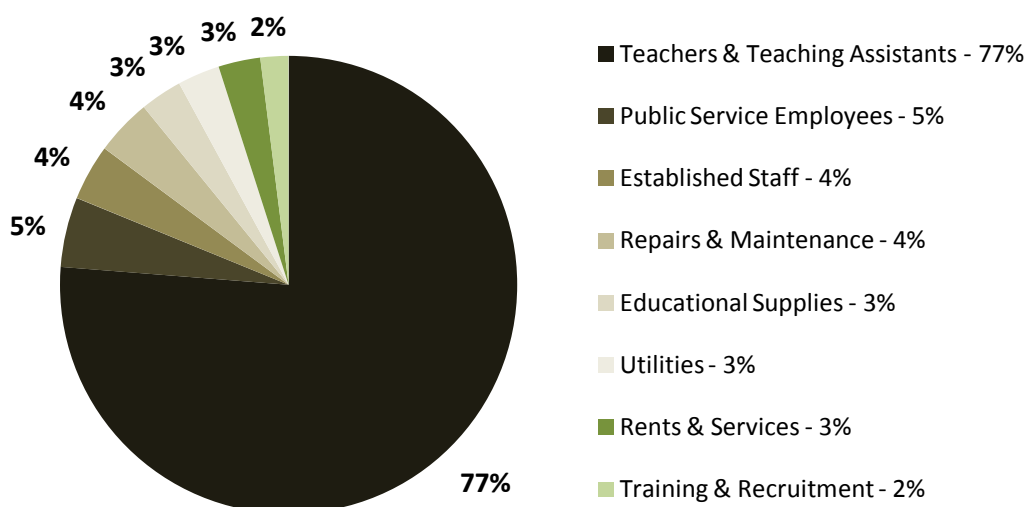
Staffing Budget 2012



Within the individual School budgets the focus on pay is also clear, with pay-related budgets representing 86% of the overall total.

Excluded from this expenditure is the provision of support services provided centrally and other areas such as transport and ICT.

Schools Direct Budgets 2012 - £40,292,000



How We Spend Public Money

Financial Transformation Programme

In 2012 the Education Department delivered more than £1,600,000 in savings to support the Financial Transformation Programme (FTP). Some of the savings achieved were through more efficient ways of working including reductions in staff but, by necessity, others were through one-off cuts, carrying staff vacancies and limited increases in charges such as for music tuition or hire of facilities. These steps were necessary in order to comply with the Department's Cash Limits in the short-term owing to timing differences.

The approval by the Assembly of the phased reduction in grant aid to the Colleges (Elizabeth College, The Ladies' College and Blanchelande College) saw part-year savings of circa £60,000 as the grant aid reduction applied from the September 2012 term. The full year saving will be £175,000 per year until a cumulative saving of £1,100,000 is achieved in 2018.

The Higher Education budget was reduced by £500,000 as part of a one-year review to support the FTP. We will close 2012 with expenditure on supporting students in Higher Education within this revised budget.

The FTP efficiency targets assigned to Education for both 2013 and 2014 are very challenging and necessitate investigation into a wide range of options that need to be carefully appraised so as to minimise any impact on educational standards and service delivery.

The FTP savings targets equate to a 2.4% budget reduction in 2013 and a further 4.7% budget reduction in 2014. A high standard of financial management and support to all Headteachers and Heads of Service will be more important than ever during 2013 and beyond.

A review of Higher Education will confirm the potential support to FTP from this budget in 2013 but this must be balanced against the

potential challenges to the charges for tuition fees at UK Universities.

The introduction of the Shared Services Transaction Centre (the Hub) will deliver savings in terms of Established Staff numbers in 2013 as well as providing, via the improved SAP finance system, a more efficient platform for supporting financial management within schools and other front-line services.

A range of other programmes are under consideration with a key focus on developing ever more efficient systems and processes, improving budget management skills across the Department and schools and ensuring every financial resource committed against the budget adds clear value to educational delivery.

Reports and Consultations 2012

School Inspections

We inspect the quality of education provided by States-maintained schools using a system called Validated School Self-Evaluation or VSSE.

The current arrangements for VSSE require that each school carries out self-evaluation on an annual basis and that each school is subject to external validation and inspection every four years by a team of external, experienced validators/inspectors provided by Tribal Group (Education and Technology Branch). Tribal is the largest provider of services for the Office for Standards in Education (Ofsted) in the UK and currently works across five continents with a range of education providers.

Schools and validators use the same common evaluation framework across all phases of education including primary, secondary, post 16 and special schools. Three main areas - outcomes for learners, the quality of provision and leadership and management - which have a total of eight sub-criteria, are evaluated and reported on.

During 2012, six schools were inspected: Hautes Capelles Primary, La Mare de Carteret Primary, Castel Primary, Forest Primary, Amherst Primary and La Mare de Carteret High School. Copies of the full validation reports are available on our [website](#).

Review of Education Services in Guernsey – Denis Mulkerrin

In January 2012 the Policy Council published a report entitled [Review of Education Services in Guernsey](#) undertaken by Denis Mulkerrin. The review had been commissioned as a result of public concern at the low level of GCSE results in the Island's three High Schools.

In March 2012 the then Education Board published its initial response to the Policy

Council Review. The Board's document was titled '[Implementing the Mulkerrin Recommendations](#)' and it sets out the Department's consideration of each of the nine main recommendations made by Mr Mulkerrin with the actions and commitments the Department intended to pursue. It also included responses to a number of comments Mr Mulkerrin made in his review which, whilst not explicit recommendations, required considerations and action.

Following the General Election, a new Education Board was elected and had its first meeting on 15th May. The new Education Board discussed the 'Implementing the Mulkerrin Recommendations' Report on a number of occasions and also met with Mr Mulkerrin on 18th June to seek further clarification on some of the issues.

The new Board has endorsed all the action points included in the Report although members wished to add a further action point committing to a full review of the system of selection at 11.

In July 2012 the new Education Board published an [update on progress in implementing Mr Mulkerrin's recommendations](#).

Review of Primary Education – Denis Mulkerrin

In April 2012, the Education Department published an independent [Review of States-maintained Primary Education in Guernsey and Alderney](#). This review was also undertaken by Denis Mulkerrin, supported by former Guernsey Headteacher Trevor Grayland and former Surrey Headteacher and data expert Tim Tatham.

The Education Department was pleased that the report recognised the very many strengths within the primary sector. The Review made 26 recommendations and in June 2012 the Education Department published its [consideration of each of the recommendations](#)

[with the actions and commitments it intended to pursue.](#)

Response to Scrutiny Review on Managing Exclusions

In January 2012, The Scrutiny Committee published its report on Managing Disruptive Behaviour and School Exclusions.

The Assembly debated the Committee's Report in March 2012. A full copy of the Report is available on the [States of Guernsey website](#).

The Scrutiny Committee Report made 36 specific recommendations within 10 different areas.

The Education Department was directed to report back to the Scrutiny Committee no later than September 2012 on whether it accepted or rejected the recommendations.

The Department's [full response](#) was published in September and considers each of Scrutiny's recommendations in detail, clarifies where it does not agree with the Report and confirms the actions being taken, where appropriate. In many cases Scrutiny's recommendations have already been implemented.

Public Consultation on Streamlining the 11+ Selection Process

In May 2012 the Education Department carried out a [public consultation exercise on streamlining the existing 11+ process](#).

In line with the results of this, the 11+ process has changed.

Year 6 pupils going through the 11+ selection process this academic year (2012/13) will sit two papers rather than the seven tests sat previously.

The new papers will include a mix of Verbal Reasoning and Non-Verbal Reasoning questions and be in a multiple choice format.

The two tests will be sat one week apart starting at the end of January.

A new [Guide for Parents](#) has also been produced advising of the changes.

Education Services

Communication & Autism Support Service

Over the academic year 2011-12, the Communication and Autism Service had notable successes with the young people it supports.

For instance, students from the Communication Base at St Sampson High School were made whole school prefects, represented the island at national athletics events and made sports captain for the whole school. A Year 9 student obtained a GCSE in Mathematics and a top grade in a Foundation Certificate in French. Another student was elected to the School Council by his peers.

Pupils attending the Communication Base at Amherst Primary School benefitted from a variety of groups and 1:1 sessions focusing on social skills and emotional literacy as well as receiving support to access the mainstream curriculum. Opportunities were planned to enable pupils to be as independent as possible. Amongst the many and varied activities undertaken, pupils attended residential camp, represented the school at football and won a trophy for horse riding.

In addition to the work of the Bases, the Service supported children with communication or autistic difficulties across the full age and ability range in schools. Specialist Teaching Assistants supported children in class and our teachers offered advice and strategies to schools. We worked with over 100 children across the island. One student, with Asperger Syndrome, now coaches and mentors younger students in ICT skills and another is in the final year of his Media course at the College of Further Education.

The Service delivered training on Communication and Autism to over 150 teachers and teaching assistants. We worked in partnership delivering training with the Speech and Language Service from Health and Social

Services Department and with the Educational Psychology Service. Evaluation of feedback indicated that over 95% of delegates found our training at least very good.

The Service has introduced robust assessments of social skills and introduced a structured life skills programme to help prepare older students for adult life and understand and manage their difficulties.

All staff and teachers within the Service attended a one day training course delivered by ADAPT to further develop professional skills. We welcomed new staff - Graham Fisher, Head of Service, and Stuart Jones, Teacher in Charge of St Sampson High School Communication Base.

Education Services

Educational Psychology Service

Over the last academic year, the Educational Psychology Service has made a contribution to supporting children and young people to develop their potential and achieve excellence through:

- Continued high quality casework and advice in relation to 268 school pupils and pre-school children with additional needs
- Leading in the delivery of the second joint agency Functional Learning Needs Conference for Bailiwick teachers and professionals from other services. The first conference in 2010 was such a success that by popular demand a second conference was run in 2011. The conference focussed on practical strategies to support pupils with additional needs in skills such as attention, communication, physical movement and working memory. A significant additional feature of the second conference was the inclusion of training sessions run by school special needs co-ordinators who had been inspired by the first conference to develop their work in this area.
- Further developing the joint-agency Anxiety and Attendance Project related to supporting pupils whose levels of anxiety affects their attendance at school
- Joint work with CAMHS (Child and Adolescent Mental Health Service) in support of children with Attention Deficit Hyperactivity Disorder (ADHD), including developing guidelines for schools and families and training school staff
- Supporting schools to develop Gym Trails which help pupils with co-ordination and movement difficulties
- Delivering training for members of the Pre-school Alliance

Participation in Education Department activities, for example:

- Development of the focus on Literacy skills in schools
- Attending the Leadership and Management training course delivered to the Inclusion and Support Services
- Supportive response to schools experiencing Critical Incidents

In addition the Service has undertaken the development of Service Quality Assurance:

- Development of a clear statement of purpose
- Development of clear values
- Creation and trialling of a framework for measuring impact of the Service

The Service has also had opportunity to promote and share the work of the Service through:

- Presentation to the Education Board about the work of the EPS
- Joint presentation to professionals attending a 'leading edge' conference day at University of Central London, on the joint-agency Anxiety and Attendance Project.

Education Services

Education Welfare Service

The core purpose of the Education Welfare Service is to promote and, where necessary, enforce regular school attendance in accordance with the Education (Guernsey) Law 1970 and The Children (Guernsey and Alderney) Law 2008.

Each school has a named Education Welfare Officer who monitors attendance in partnership with the school. The officer will support the school and works directly with families on referral, where attendance is below 80%.

In 2011 – 12, the service received 128 referrals regarding attendance.

The service also administers the Uniform Grant scheme: in 2011 – 12, 708 pupils were assisted with the purchase of school uniform, across all schools.

In addition, the Service has continued to work in partnership with other agencies both within and beyond the Education Department, including:

- Preparation and collation of reports from schools and attending weekly Convenor Referral meetings involving children and young people up to age 18 who have been reported to have committed an offence (in 2011 – 12 this amounted to 176 pupils, with 216 reports provided).
- Provision of Information and Reports for the Children's Convenor on pupils who are failing to regularly attend school and attend Child Youth and Community Tribunals when required.
- Act as Lead Professionals where there is a Child's Plan in relation to school non-attendance – 13 pupils during 2011 – 12.
- Representation at Multi Agency Risk Assessment Conferences (MARAC) held fortnightly to safeguard victims of domestic

abuse and their children. In 2011–12 this has included 67 school age pupils.

- Involvement with a range of multiagency groups, such as Guernsey Bereavement Network, Young Carers' Group, Anxiety / Attendance Group and Early Intervention and Emotional Wellbeing Network, developing and delivering training and resources for schools and pupils.

Education Services

English as an Additional Language (EAL)

The EAL teacher works in partnership with Bailiwick schools to help meet the needs of pupils who are learning through English as an additional language.

During 2011-12, 24 pupils were supported by the EAL Teacher, across many schools and the age range 5 to 16 years. Typically pupils new to the Island remain on the roll of the service for between two and three terms after their arrival.

There have been a total of 14 new pupils added to the EAL register since September 2011, as they have newly arrived in Guernsey. One of these pupils has since left Guernsey, a further five pupils no longer require support and the remaining eight pupils will continue to receive support in September. Typically new pupils arrive in the Island at various times throughout the year, not just the start of school terms.

The number of pupils at secondary school level has continued to increase this year. There have been an equal total of 6 boys and 6 girls at secondary level compared with 4 boys and 2 girls in 2010/11.

The pupils supported by the EAL teacher have originated from a range of ethnic groups and countries with a variety of languages being spoken as a first language. The most common first languages currently in Guernsey are Latvian and Thai, although there are also Portuguese speakers from Madeira and Brazil.

There has been a focus this year on using the NASSEA steps (Northern Association of Support Services for Equality and Achievement) to further provide consistency and track the progress of individuals to ensure they reach their potential in the English Language. These steps allow both the EAL teacher and the class teacher to have a clearer understanding of where each pupil is in their acquisition of English as a Language.

Education Services

Literacy Support Service

Whilst individual schools are responsible for the progress and attainment of all pupils in the field of Literacy (Speaking and Listening; Reading; Writing), there will inevitably be a percentage of children who develop at a slower rate or who may experience specific difficulties in acquiring reading and spelling skills.

To meet the needs of some of these pupils, a team consisting of a Head of Service, the equivalent of 5 full-time specialist teachers and a part-time teaching assistant are employed to work in primary, infant and junior schools assessing pupils, providing advice to teachers and offering support for pupils.

The Literacy Support Service (LSS) works in partnership with teachers from the Dyslexia Day Centre who provide additional specialist teaching to pupils in Key Stage 2.

The Education Department also recognises that staff in schools may benefit from expert advice about teaching resources and strategies. Teachers from the LSS provide opportunity for teachers and teaching assistants to learn about the latest thinking behind the way children learn to read and spell.

How we do it

Members of the LSS staff are allocated to schools and visit several times during the week. Pupils receiving support, either individually or in small groups, work with the LSS on a regular basis (often several times during the week). Work is planned to address the needs of each individual. There is an expectation that, between sessions, opportunity will be made for pupils to practise with an adult at home. LSS staff are often available for consultation and advice at parents' evenings organised by the school.

Training is offered to groups of teachers and teaching assistants on request, often delivered

to school staff during twilight sessions. Courses on offer include *Dyslexia Awareness, Reading and Understanding, Working Memory, Differentiation and Spelling*.

Actions and Activities 2011-12

- During the last academic year we worked with over 300 children at Key Stages 1 and 2.
- The Dyslexia Day Centre staff worked with an additional 89 children.
- In Service Training was provided for the Teaching Assistants Association, New Teaching Assistants, Newly Qualified Teachers, the Guernsey Association of Special Educational Needs, at five primary schools and The Ladies' College.
- The LSS collaborated with the Educational Psychology Service in providing sessions on *Working Memory and how it affects learning* as part of the Functional Learning Needs Conferences, with delegates from schools, the Education Department and Health and Social Services Department.
- LSS staff attended and played an active role in school staff meetings.
- Two LSS staff attended training in the delivery of Read Write Inc.
- The Head of Service worked with staff and pupils at Key Stages 1, 2 and 3 at St. Anne's School, Alderney over five days.
- There were three planning and training meetings between LSS teachers and staff of the Dyslexia Day Centre focusing on shared practice and professional development.
- Further progress was made on developing a training and teaching package for schools focusing on the teaching of spelling.

Education Services

Schools' Library Service

The Schools' Library Service in Guernsey is the part of the Education Service dedicated to the promotion of library use both in school and public libraries.

For the benefit of all teachers and pupils in the Bailiwick of Guernsey, the Service is based in the Schools' Library Centre, on the third floor of the Guille-Allès Library. It is open Monday, Wednesday, Thursday and Friday from 8.45 am – 5.30 pm and on Tuesday 10 am – 5.30 pm. We have a team of qualified and highly motivated staff who offer a range of advisory services for teachers, and resources for use with pupils between the ages of 4 and 18.

Curriculum Support Loans

These are loans to supplement the materials held by the schools. They can cover any curriculum area. The loans can be requested by contacting the Schools' Library Service or by calling into the Centre. Teachers can select loans themselves or rely on selection by Schools' Library staff.

Fiction Bulk Loans

These, year long, loans are available to all schools and are intended to introduce a fresher and wider selection of fiction than the schools might otherwise be able to provide.

Centralised Purchase Scheme

This is a scheme for purchasing stock for school libraries. Funds are paid into an account administered by the Schools' Library Service which can then be used to purchase stock for the school library. The schools receive the same discount as the Library from their library supplier and the books are dispatched to the schools in a shelf ready state.

Class visits to the Library

We are always pleased to welcome class visits to the Library. They can be for pupils of any age or ability. We have regular story and activity weeks when schools are invited to bring classes into the Library but we are also very happy to arrange specific visits for tours of the Library or practice in information retrieval. Each year, for Children's Book Week, we organise author visits to all the schools.

Advisory Services

We can offer advice on any matters relating to the planning and running of a school library. Creation of library development plans, stock selection, budgeting and the teaching of information literacy skills can all be discussed.

Schools' Library Liaison Officers

Our Liaison Officers are qualified, professional librarians who visit schools on a regular basis to provide advice and where appropriate, practical help on all aspects of school library planning, management and use. In consultation with teachers, the liaison officers will deliver information literacy and reader development sessions to reinforce the skills pupils need to use their libraries effectively.



Education Services

Schools' Music Service

The Schools' Music Service complements and enriches the music curriculum offered by schools and colleges. As well as teaching musical skills, it aims to develop qualities such as confidence, self-discipline and self-criticism, helping pupils to understand the importance of reliability and teamwork through their music-making. Qualities such as these are much in demand by employers.

The Service taught 647 instrumental and singing pupils in schools and colleges, either in small groups or individually, and delivered weekly lessons on a whole class basis to three Year 4 classes.

325 pupils were supported in studying for and were entered for graded examinations, 180 performing at grade 5 and above.

Approximately 957 pupils attended Music Centre where the following ensembles took place:

- 4 Primary groups for beginner pupils
- 6 Orchestras
- 5 Wind Bands
- 2 Jazz Orchestras
- 6 Choirs
- Various chamber groups
- Aural and theory lessons

Masterclasses and lessons by visiting teachers were also arranged, including some provided through the Southbank Sinfonia.

Music Centre pupils took part in 2 Music Centre Open Mornings, 4 major concerts at St James, 2 Jazz concerts at St James and the Princess Royal Centre for the Performing Arts, The Guernsey Eisteddfod and a range of other performances:

Royal visit and two garden parties at Government House
The Victor Hugo International Music Festival

Guernsey Choral and Orchestral Society
Christmas Concerts

The BWCI Family Concert

Young People Awards Evening

The Town Church, St. Stephen's Church and Spurgeon Church

The Association of British Banks

Candie Gardens

Arts Sunday

Guernsey Music Centre gratefully acknowledges the sponsorship of BWCI and Bank of Butterfield.

The Service was further supported by the Friends of Guernsey Music Centre in its fund-raising efforts including a successful Annual Dinner Dance and raffle.

The Service organised, through the Channel Islands Music Council, 8 educational performances attended by nearly 3,000 pupils and school teachers. The Service also organised and delivered performances by Service staff to pupils in their own schools.

The Service arranged for its sheet music library to be made available online and began a stock take of its library and instruments upon the relocation of the Service to Les Ozouets Campus. This took place earlier than expected in February 2012. Once essential work on sound-proofing and ICT are completed, this new accommodation will provide much improved temporary accommodation for the Service.

Education Services

Sexual Health and Relationship Education Service (SHARE)

SHARE comprises three part-time qualified nurse educators who are additionally qualified to teach Personal, Social, Health and Citizenship Education (PSHCE). Our role is to offer advice and support to schools in planning and implementing the Sex and Relationship Education (SRE) programme. We deliver lessons in all schools and colleges from age 9 - 16 and to some post 16 students at the College of Further Education.

SHARE aims to ensure that every pupil/student within the education system in Guernsey receives a programme of Sex and Relationship Education. This provides each individual with the necessary skills, attitudes and knowledge to make healthy, safe and informed decisions in relation to their personal and sexual health.

How we do it

Sessions for each year group are arranged with the school at the beginning of the academic year to complement each school's PSHCE programme. Often two or three educators will attend so that classes can be gender split into smaller groups. When working with students who have special needs, the students are grouped by ability and understanding. Depending on their needs at the time, these students often require additional sessions to enable them to learn according to their own pace.

We also maintain a well stocked resource centre, with learning materials which are available for schools to loan. Parents are welcome to contact us if they have particular queries or would like advice on talking to their child on this sensitive issue.

Actions and Activities 2012

In July, SHARE moved from the Link Centre in Collings Road to the new centrally located Les Ozouets Campus. The new room has provided much needed space for displaying the many resources that SHARE has available to loan to parents, teachers and other professionals.

SHARE enjoyed a trip to Sark in June where they provided sessions on Growing up and Sexual Health for students aged 9 -14. They also visited Alderney in September and delivered 22 teaching sessions in two days for pupils from age 9 upwards. The SHARE team also enjoyed meeting with some Alderney parents one evening; an intense, but very enjoyable trip.

As well as teaching in schools, the SHARE nurses regularly attend youth clubs, parents' evenings and events, and provide training for newly qualified teachers, student nurses and youth workers on SRE and working with young people.

In January 2012, SHARE hosted a 2-day training session for school nurses, teachers and youth workers. The training was provided by a London Family Planning Trainer and the topics included 'Alcohol and risk taking behaviour' and 'the effects of pornography on young people'.

Recently SHARE has introduced a new session into the secondary Key Stage 3 programme on relationships and teen parents. This session gives the opportunity to highlight important qualities in a relationship and identify good reasons for delaying sex. Students discuss some of the difficulties that teen parents face and also learn about the local clinics and where to access help and advice.

Education Services

Sensory Support Service (Hearing)

During 2011/12 ten students, received direct, ongoing support from the service; a further 45 are included on the service database for regular monitoring, ranging in age from pre-school to 18+.

The service was involved in many innovations and successes for the children and young people with a hearing impairment that are supported, thanks to the hard work, commitment and dedication of all staff involved, the pupils and their parents.

These successes varied enormously from passing an apprenticeship, to being a school prefect, to winning a category in the Guernsey Eisteddfod (as part of a group from Vale Junior School), to performing as part of a British Sign Language (BSL) Choir. A child with a hearing impairment was selected as a special placeholder at Elizabeth College.

Many students without a hearing impairment have attended a lunchtime Signing Club at Vale Junior School. This, in turn, really helps the children with hearing impairment to integrate more effectively with the other children. Another young person has managed, with appropriate input and support, to successfully undertake work experience in three very different environments.

The Service was part of a pilot project to assess the impact of iPads for pupils with hearing impairment; a visiting adult with a Hearing Impairment was an extremely positive role model for our students in the Social Communication Group at the Hearing Support Base at Vale Junior School. The Guernsey Deaf Children's Society continued to provide significant financial support to us by purchasing additional amplification equipment, which help our pupils hear more easily in the classroom, and also ran the residential camp in June which many of our supported children attended.

Ongoing priorities for the Service are: continuing to provide specialist support and assessment, suitably differentiated intervention programmes, classroom instruction.

The Service has delivered training to schools, parents, Teaching Assistants and Newly Qualified Teachers. Feedback has been extremely positive and participants have rated the training excellent in most cases.

Service personnel have themselves benefitted from training in a wide variety of areas this academic year including; ICT, British Sign Language, Signalong, Dyslexia, Phonics, Functional Learning Needs, Language for Learning and an Introduction to Shape Coding.

The Service continues to foster and develop close links with other professionals, so that the Service can help to ensure that the team working around each child is providing the best possible support package for them, their family and the school.

Education Services

Sensory Support Service (Vision)

The service worked directly with 12 children with a visual impairment this year across the age range from a few months to an 18 year old. Many of the pupils have complex needs in addition to a visual impairment and attend either Le Rondin or Le Murier Special Schools.

The concerted and consistent efforts of pupils with a visual impairment, their parents, schools, pre-schools, community services and educational services saw significant gains in pupil progress over the year. Individualized programmes, built upon specific pupil strengths and interests, produced breakthroughs in concept development and independence beyond expectation in many cases.

For example, one pupil successfully moved on from the College of Further Education and is currently employed in 2 part-time positions. Another pupil progressed from initially learning to identify coins by touch to independently making his way (using a long cane) to the school canteen and making a purchase at the snack bar. The support team agree that consistently programming education to fit the child's individual strengths / abilities and interests inspires the children and young people with visual impairment to take risks, realize their potential and gain confidence to reach for higher goals.

An infant on our caseload was accepted into the Optimum VI programme which is a three year project that began in March 2011. This is the first major national research study of its kind into the early development and support of babies with a visual impairment. The project is being run by the Developmental Vision team at Great Ormond Street Hospital / Institute of Child Health. The findings are likely to have significant implications for our understanding of the vision and development in babies and young children with a visual impairment and of the most effective means of assisting them.

The Teacher in Charge of the service attended training in the UK to obtain a Specialist Diploma in Habilitation. Habilitation services and devices are provided in order for a person to attain, maintain or prevent deterioration of a skill or function never learned or acquired due to a disabling condition. Skills learnt, such as proper use of the long cane and wheelchair mobility, were passed on to parents, service and school staff. The Service support staff also attended training for supporting pupils with autism as well as manual handling training.

The Service has also provided training sessions for Newly Qualified Teachers and Teaching Assistants within the Education Department Continuing Professional Development Programme as well as in schools.

Education Services

Social, Emotional & Behavioural Difficulties Service

From September 2011 the SEBD Service was restructured into three departments; the Primary Department; the Secondary Department and the Schools Liaison Department, each with a Lead Teacher. The Head of Service retired in April 2012 with a new Head of Service appointed from September 2012; in the summer term 2012 an Interim Manager and Deputy Manager were appointed to cover for this retirement and long term illness.

During the year there have been a number of staff changes and a high turnover of teachers. In spite of such unexpected and challenging events, 2011/12 has been another successful year for many of our pupils at The Link Centre.

During 2011/2012 pupils at The Link Centre were awarded the Mitchell Trophy for their Art work which was displayed at Beau Sejour during the Eisteddfod. Both the Primary and Secondary Departments were commended for their work in this event. Secondary pupils also achieved highly in the annual 'Design an Ad' competition with several winning their category and having their work featured in the Guernsey Press.

Recycling has also been a significant activity at the Centre during this time. This has included recycling wood to make raised beds for our garden/produce areas, making garden seating and recycling and reconditioning wooden articles such as chairs, etc.

The "Missing Link" cycle project has been an extremely popular and rewarding activity this year and continues to be one of the highlights of our fundraising calendar. Cycles are either collected from the Recycling Centre or donated by individuals or more recently we have acquired unclaimed cycles from the Police. These cycles are rebuilt and resprayed and then auctioned during termly Saturday morning sessions. We hope to develop the project further in 2012/2013 and use any profits to buy additional workshop equipment.

Pupils have also been busy in the kitchen this year and we are pleased to have introduced the

'Jamie Oliver Cookery Course' and hope to pilot a food hygiene course in the coming academic year. Members of the Technology department have undertaken specific training in these areas. Several of our upper Secondary pupils have also achieved the NICAS climbing award during 2011/12.

During the year the multiagency SEBD Panel met 10 times (monthly excluding April and August 2012) and considered 8 new referrals from primary schools and 28 new referrals from secondary schools. At each meeting, the provision in place for pupils placed at The Link Centre was reviewed, with between 20 and 50 cases under discussion each month. The Panel also considered updates regarding pupils who had been excluded from schools on a category 2 or 3 exclusion.

Our links with the Youth Service have continued to grow with several pupils undertaking Youth Achievement Award and the Duke of Edinburgh Bronze award. Pupils have been involved in fundraising activities for local charities. Wider community links developed during this year include a partnership with the Communicate charity to assist pupils with sheltered work experience placements, and we have also continued our strong working relationship with the GSPCA.

Staff across the team have been involved in a variety of training programmes during the year. The School Liaison team and colleagues have provided training to both Newly Qualified Teachers and as part of the Teaching Assistant training programme. Senior colleagues have undertaken the SWALSS certificate of special school leadership and other teaching staff have widened their skills in a variety of areas including dyslexia practice, drug awareness, autistic spectrum disorders, nurture and restorative justice.

55 pupils attended The Link Centre during 2011/12: 13 in the Primary Department and 42 in the Secondary Department.

The School Liaison Team supported 130 pupils within their own schools across the Bailiwick, providing both advice and direct support.

Schools

Secondary and Post-16

Baubigny Schools – St. Sampson's High School

St Sampson's High School opened as a brand new school in September 2008 and the school is equipped with excellent teaching and recreational facilities. The facilities include a Sports Hall, separate gym, climbing wall, all-weather pitch, hard court, two football pitches and a six-lane swimming pool. The students appreciate having space and comfort, as well as facilities appropriate for the 21st Century and the opportunity to work in close collaboration with our colocated school, Le Murier, which is a secondary special school catering for students with a wide range of needs.

St Sampson's High currently has 740 students in Years 7 to 11 and they follow the National Curriculum (Guernsey). All students study English, mathematics and science throughout their schooling, in addition to RS, citizenship and PE. At the beginning of Year 10, they choose three options from a wide range of academic and vocational subjects and many of them also follow a link-course at the College of Further Education, which can lead to additional qualifications. All students are placed in mixed ability tutor groups of approximately 24 students on entry to the School and, wherever possible, they remain with the same tutor for the whole of their time at St Sampson's. This enables both the student and the tutor to form a close working relationship, where the overall welfare and progress of the student can be closely monitored and the student can be fully supported and encouraged.

We are building on relationships with parents and there is an active and effective Parent Teacher Association. They support the school at Parents Evenings and fund raising events such as the hugely popular talent competition "Search for a Star" and bingo and quiz evenings. We also have links with local industry, businesses and community groups, which help

enhance the experience of the students and we have a wide ranging and innovative work experience programme.

There are many extra curricular activities with lots of opportunities for students to develop their sporting prowess, musical talents and artistic skills in particular. In addition, the students have a well-developed sense of community responsibility and the school raises a great deal of money for charity, last year over £9,000. In doing so students took part in an 11 mile West Coast Walk, participated in a School Charities Day, took part in the Swimathon, worked with Le Murier on The Everest Challenge and held cake sales and organised a fun day at school.



We are very proud of our students' achievements, whether they be academic, sporting, cultural or within the community. We are striving to enable the students who attend St Sampson's High to become confident and independent young adults who are fully prepared and equipped to take on the challenges of further education or the workplace.

Schools

Secondary and Post-16

Baubigny Schools – Le Murier School

Le Murier school places enrichment at the core of its work and the curriculum's focus on personal development and community cohesion helps the students to become confident and responsible individuals. Our curriculum is being re-shaped to offer a clearer and inclusive pathway system focusing on either life or work skills across the whole school.



Outdoor learning has become a bespoke part of the curriculum, providing new and exciting opportunities for the large majority of students within school, including canoeing, bouldering, orienteering, sailing and climbing.

Within the last year, there have been over 600 off-site visits. The focus of these has differed and has included, amongst others, settings to promote physical, social, communication and behaviour skills as well as direct links to specific learning; e.g. environment preservation, places of interest and local history. There have been exciting 'spin-offs' from two of our many and varied lunchtime clubs with some students enjoying a cricket tour to Sussex whilst others enjoyed success in a Judo tournament in Cardiff.

Our Residential Education provision was extended this year to include Devon which offered a new life skills experience for students with severe learning needs and more physical difficulties, therefore providing opportunities for independence as well as building on life skills learnt within the school environment.

Project work was undertaken with the Lihou Charitable Trust in repairing a large garden gate on the island building on the skills learnt in CDT lessons.

Students from both key stages were also actively involved in



fundraising for the Lihou Charitable Ball by preparing food and making table decorations and the school choir performed at the event. Further development to our wildlife conservation area included the creation of a pond and a wildflower meadow; this was undertaken by some of the senior students, highlighting to them the need to protect the environment and the wildlife living in it.

Students actively participated in the school's Everest Challenge raising over £20,000 as well as other charity days

during the year, such as Help a Guernsey Child and the



Skipton Swimarathon. Most of our students were also able to take part in the annual West Coast Challenge Walk along the coast of Guernsey in conjunction with St Sampson's High School raising money for charity.

We maintain strong links with the community and benefit enormously from their generosity and support. Two outstanding examples this



year have been the creation of an outdoor learning area through Northern Trust and the development of our unique canoe garden made possible by Guernsey Gardens. Alan Titchmarsh, the well known TV presenter and gardener took time out from his visit to St Sampson's High to open the garden and help the students to plant it.

Access to work placements is based on a student's readiness to be successful within a placement. Students are encouraged to effectively develop the skills and knowledge necessary for the next stage of their lives because of our commitment to high quality work related learning and college links. This year, over 30 students in Years 10 and 11 undertook more than 60 successful work experience placements. One student in particular, who did not show a "readiness" for work experience in Year 10, successfully completed a placement in Year 11 with the offer of a job at the end of her week. One Year 11 student successfully gained an apprenticeship as a plumber based on his work experiences, qualifications and maturity on leaving school.



Education, leaving Le Murier with a wider range of accreditations that they could build upon at the College.

- Nine students sat Adult Numeracy at different levels; all three students entered for Level 1 achieved it; four achieved Entry Level 3. Three Year 11 students sat Adult Literacy; two achieved Entry Level 3 and one achieved Level 1.
- 11 out of 12 students took ICT Foundation Skills and achieved a 91% pass rate; 6 passed at Entry Level 2 and 4 at Entry Level 3. All 12 Y11 students followed the Edexcel BTEC Entry Level 3 Award for IT Users and achieved a 75% pass rate; all 5 girls passed and 4 out of 9 boys
- All students, except one, entered in Year 11, passed the Entry Level 3 Health and Safety in the workplace accreditation enabling them to assess and recognise danger and make decisions to keep themselves safe.

Attainment and Achievement 2012

This year, the great majority of our leavers continued their education at the College of Further



Schools

Secondary and Post-16

College of Further Education

Over the past ten years the principal objectives of the College strategy have been to widen and increase post-16 participation and further develop the curriculum offer. The College continues with these objectives and last year saw further growth in provision with full-time student enrolments rising again from 243 in 2001 to 440 in 2011.

More than 3,300 part-time students enrolled on vocational courses, including more than 2,000 enrolments on the Adult Education courses, the traditional night-school classes.

Over the previous years we have broadened the range of subjects on offer and introduced courses, both full-time and part-time, in new subject areas such as Sports Development, Media Production and Performing Arts.

There has also been development in the range of levels of courses offered by the College. There are now many more options at Entry Level and Level One than previously offered. These include courses for full-time students in Information Communications Technology, Sport, Construction Trades, and Administration and Secretarial as well as Hospitality and Catering and Performing Arts.



The level 2 course in Creative Studies was a new course for the academic year 2011/12. A

collaboration between three areas, Media, Performing Arts and Art & Design, this course proved very successful with the majority of the students completing the course and then moving on to a level 3 course for this year.

Provision of HE courses continued with just over 700 students studying courses at level 4 or above. During this year we have worked closely with the Policy Council in providing management courses for States' departments. Higher National Certificates (HNC) continue to be offered in Fine Art, Graphics, Child Care, and Construction. The College has also been accredited to offer the World Host qualification, a course which aims to improve the quality of customer service.

We continue to work with our partners such as the Child Youth & Community Tribunal, the Social Security Department, the Institute of Health Studies, the Guernsey Training Agency and the Prison. We also have links with several charities including Communicate and the Guernsey Adult Literacy Project.

During the year the old secondary school at St Peter Port was refurbished and plans were made for the College to vacate the Brock Road site and move to the refurbished building. The Brock Road site had been used by the College for 25 years and prior to that was the site of the Boys' Grammar School. Consequently, there were many islanders with fond memories of the building. So, before the final closure, we arranged an open day so that people could take one last look at the building before it was handed over for redevelopment as social housing.

College staff moved into the refurbished St Peter Port Secondary School at the end of the summer term in order to prepare the rooms for classes starting in September.

Finance

In the previous year, the Financial Services

Authority published its Retail Development Review (RDR) which identified the need for financial advisors to improve their qualifications to a minimum level 4. Throughout this year several finance organisations have contracted with the College to train their staff to the required level to enable them to satisfy the requirements of the RDR.

States Registered Apprenticeship Scheme

The SRAS continues to enrol approximately 400 apprentices each year with 100 new learners joining the scheme annually. The retention rate is in the region of 90%.

The 2012 Apprentice of the Year competition attracted 24 nominations. This year the award was renamed the Charles Hunt Memorial Award in honour of Charles Hunt, the first Principal of the College who died earlier in the year. Appropriately, the new trophy was designed and made by Adrian Marsh, the very first recipient of the Apprentice of the Year Award in 2001. This year's winner was Kimberley Torode, a jewellery apprentice working with Catherine Best.

Over the coming year the Apprenticeship Scheme will be reviewed.

Citizenship

Demand for ESOL (English for Speakers of Other Languages) courses continues to rise as does the number of foreign nationals applying for citizenship. Working with the Border Agency and the Bailiff's Office, we have continued to deliver the courses and examinations for the citizenship qualification. To date, more than 330 individuals have been awarded citizenship. The format of the qualification is changing and College staff are working closely with the Border Agency to implement the changes.

Cow Parade

Following the success of the Donkey Parade, in 2012 the Guernsey Adult Literacy Project organised the Cow Parade which involved fifty sponsors, artists and community groups in decorating life-size fibreglass cows. Once again, the event proved hugely successful and generated in the region of £50,000 for the charity. Eight of the cows were painted by

College staff or students, and, once again, the carpentry apprentices constructed the plinths.

The National Trust

The National Trust approached the College to discuss whether our students could help in restoring the waterwheel at their property, Moulin de Quanteraine, in St Peter's. As a result, a team of apprentices dismantled the existing wheel and, using the original metalwork, completely rebuilt the wheel. This was a huge project, taking several months and requiring complicated and precise joinery. The result is a 'new' waterwheel which should last for many more years.

Delancey Park

The trustees of the Admiral de Saumarez Trust approached the College to ask if students could help with the refurbishment of Delancey Park. As a result, the group of students with learning difficulties, based at the Delancey site, agreed to create a sensory garden in the park. Working with various sponsors, throughout the year the students have created a design for the garden and sourced the necessary materials needed to build the infrastructure. Through the coming year the plan is to build and plant the garden.

Princess Royal Centre

In December, the dance students produced a show based on the choreography of Merce Cunningham.



In February, College students performed a one-act adaptation of 'The Merry Wives of Windsor', the first time the College has tackled Shakespeare. The following week another group of students performed a physical theatre piece, 'The Unravelling', a story about story-

telling. All of these productions were very well received.

The end-of-year musical this year was 'Guys and Dolls' which ran for five, sell-out performances. At Christmas the full-time students devised, produced and performed a children's theatre piece, 'Trouble in Jingle Town'. This was seen by several hundred, very enthusiastic, primary pupils.

The centre was also used to stage the College Hair Show and various other performances and events from GADOC, St Stephen's Players, the Youth Theatre and the Youth Service. The Centre has, once again, been heavily booked throughout the year for charity events as well as conferences and seminars.



The Book Week event organised by the libraries was a particular success and the live screenings continue to be popular, attracting full houses, with major productions being shown from the National Theatre and the Opera house.

China Exchange

Three years ago, the College entertained the Chinese Ambassador, Madame Fu Ying, whilst she was on an official visit to the island. During her visit she suggested that the College should try to arrange an exchange of students with her old school. In April, 2012, with the support of Richmond Associates and Guernsey Finance, a small group of five performing arts students accompanied by their lecturer and the Principal, made a one-week visit to the Mongolian Ethnic School in Hohhot, a city in Inner Mongolia. During the visit, the College students worked with their Chinese counterparts, sharing classes

in English, Dance and Music. They were also able to meet local government officials and spent time exploring the grassland region and desert around Hohhot.

As a result of this trip, the Principal, some staff and some students from the Ethnic School, accompanied by the Deputy Mayor of the city, will be visiting Guernsey in May, 2013. Once again, this visit will be supported by Guernsey Finance.

Schools

Secondary and Post-16

La Mare de Carteret High School

La Mare de Carteret High School is a busy vibrant community. Over the course of the year there have been many changes, including the appointment of a new Headteacher, Vicky Godley. We have high expectations of our students.

Our GCSE results this year have shown a considerable improvement and the drive to continue to move forward is paramount. The whole school community, students, parents and staff have worked tirelessly to achieve this aim; we are thrilled by this achievement and intend to continue to move forward. Our curriculum has also developed and we now have a more targeted offer for students across all year groups including strong links with Guernsey College of Further Education and a range of other agencies.



We have a wide range of extra-curricular opportunities and have enjoyed our school concerts both in school and around the Island including our 24-hour music marathon. We annually perform school productions, this year 'Oliver', and participated in the National Shakespeare Schools Festival. Our many successes in sporting achievements are well deserved by students and one that holds happy memories was bringing the Lord Jersey Cup home. Our whole school sports day at Footes Lane was a fabulous afternoon and commitment of students proven.

Our students have gained awards in the Eisteddfod where we showcased our choir for the first time and gained awards for our art exhibition. The design and technology department competed in the GMex challenge and we participated with success in the Rotary Chef awards. We also achieved numerous successes in the English speaking board tests. Students represented the school at the Carnegie book awards and we were involved in the BBC Schools News Report.

We thoroughly prepare our students for their progression after high school. Our Year 9 students participated in an ACE day exploring opportunities of further education with Brighton University. Our COVE displays showcase our Year 11 students and our most successful work experience cohort to date continue to build relationships with the local community. We have also had a number of residential visits across year groups including those which support the Duke of Edinburgh award.

We have been involved in numerous fundraising events for local and national charities with our cliff walk challenge raising a significant sum. There is much of which we are proud.

We have over the course of the year worked hard to improve communication with parents through our website and have also established a Parents and Teacher Association who have held a number of events to support the school.

Partnership is crucial for the school to move forward, and we have many strong links with a range of agencies but overriding is the dialogue with parents in order to support their child.



Schools

Secondary and Post-16

Les Beaucamps High School

The academic year 2011 to 2012 will go down as a seminal year in the school's history not least because it was our final year in the old building. It was the year in which we achieved our best ever exam results and the year in which most of the preparation for how the new school would operate was thought about and discussed. Preparations included the search for a new school logo, eventually designed by Ben Adkins, and extensive consultations, managed by Miss Young, regarding a smart new modern uniform, as well as thinking about how we would best use the facilities of our fine new building.

It was also the year where a little glimpse into the future happened as we ran a project whereby all Year 8 students were provided with a netbook computer which they were able to use both at home and in school. We saw how this helped to make students into more modern learners having the ability to use technology in or out of the classroom as required.

We were pleased to host several visits to the school involving new postholders, Deputy Sillars as the new Minister for Education and Mr Buckland, the new Chief Officer. Mr Mulkerrin, as part of his report into secondary education, spent some considerable time in the school and commented on the good staff morale he saw here and the good behaviour of the students.

Alongside the intense preparations that characterised much of last year, we were keen to maintain our regular programme of school and sporting activities and to ensure that students had plenty of opportunities to make a contribution to the life of the school.

Miss Jordan directed two entertaining plays, notably the musical 'West Side, The Stories,' bringing together various well known musicals in one theme and "King Lear," for the Shakespeare in Schools' Festival.

We also entered students in the Eisteddfod. Jenna Pearce won the award for best culinary skills in the Young Chef Competition.

Our annual Art show at St James's, sponsored by Bank Julius Baer, was again a great success. In recognition of the continued support we have had from Bank Julius Bar we presented the Bank's Chairman with a still life painted by one of our most talented Art students, Ellie Cooper.

The school supported various local and international charities over the year. We were delighted to host another Senior Citizens' Party at Christmas with student, Harry Gabriel, in the role of Father Christmas.

Students took part in trips to the UK as well as a ski trip to Italy and trips to Normandy and Strasbourg. Students camped in Sark and Herm during Activities Week.



Schools

Secondary and Post-16

The Grammar School & Sixth Form Centre

The academic year 2011 – 2012 has been another very busy and successful year for the school. The framework of the school's self review and evaluation is well established and the school began the year with clear targets for development. We continue to respond to the challenges we face and seek to find ways to improve the outcomes and the experiences for all children. The students of the school never cease to amaze us by the breadth of their achievements; they are wonderful ambassadors. Nowhere is this more fully illustrated than in the eighteenth edition of the school's magazine, the Grammalogue, which provides a wonderful record of the life of the school, its richness, and diversity.

We were very saddened when in the summer, Mrs Jane Brache, a very well respected member of staff died suddenly, in service, just a few short weeks before her retirement. The manner in which the staff and the students of the school responded at this difficult time was very moving, and a testimony of the true sense of community that exists throughout the school.

We are very proud of the provision that this special institution serves on the island, the high standards it achieves at all key stages and the breadth of educational experience enjoyed by the young people which successfully develops the whole person ready for adult life. In the summer we were delighted to be accepted as an IB World School, authorised to offer the IB Diploma Programme. We received very positive and complementary feedback from the Verification Team, and now have our first, albeit small, intake of IB Diploma Students. This has had a significant impact upon the school as more staff undertake training which broadens their view of education and the world as a whole. It is having a positive impact across the whole school and clearly links with our whole school agenda of stretch and challenge.

Every year we say goodbye to valued colleagues as they retire or move to new positions both in the UK and across the world. The recruitment of staff has been a key responsibility and we are delighted to have made some excellent appointments. The staff, both teaching and non-teaching, are incredibly hard working, professional and dedicated and willingly give up considerable time to provide a wide range of extra-curricular opportunities.

This year's production of Alice By Heart; a rock musical interpretation of the story of Alice in Wonderland, was a tremendous success.



We celebrate the achievement of our talented performers and musicians whose performances at the Eisteddfod, the Carol Services and Spring Concert were outstanding. The annual Creative Arts Exhibition which showcased students' work from Art, Photography, Media Studies and Technology was celebrated by the school community and parents.

Students of all ages are involved in an amazing range and breadth of sports within the curriculum and beyond. The school competes in all local school competitions and the highlight from last year was winning eight of the eleven trophies at the Island Athletics Competition.

We continue to support a wide range of student trips to the UK and further afield including: Language trips to France and Spain, a History trip to Berlin, Sixth Form university trips, the Geography Field Trip to Wales, a ski Trip to Clavière and Project Week trips to Herm, London, Brittany and the Ardèche.

We particularly appreciate our growing links with Oldham Hulme Grammar School. The Duke of Edinburgh Award Scheme is well established in the school with increasing numbers year on year at every level. The year 2011-2012 has been the most successful year in the history of the school with 15 students gaining the Gold Award.



The school is a very vibrant and busy place and a week barely goes by without some form of focus or opportunity for students to take an active involvement, including Book Week, International Week, Science Week, Building a Conservation Garden, the Jubilee Arch Project, the Extended Study Project, the Year 9 Olympics project – to name but a few. The staff and students have always been proactive in raising money for local, national and international charities, including £7,339 this year for Children in Need.

The school values our links with parents and we are very grateful for the significant contribution of the PTA which supports so many developments in school such as the refurbishment and redevelopment of the library and support for school trips.

At the Annual School Prize Giving in July our guest of honour and former student, Major Karen Roche, reminded us all of the power of our school motto 'Qui veult peult' and that we can all realize our dreams if we set our mind to achieving them.

Schools

All Age

St. Anne's School, Alderney

St Anne's is the only school in the Bailiwick which is not only all age, from 4-16, but is all ability, too, with the whole range of learners attending. School meets their needs well and the achievements of pupils and students are remarkable for such a small and unique island community.

During the past couple of years, young people in St Anne's School have been involved in the Duke of Edinburgh's Award, achieving at both Bronze and Silver levels and going on to Gold as they leave. They have undertaken the European Computer Driving Licence in large numbers and have won Art and Photography competitions; they have been involved in the Rotary Young Chef competition; they have helped to plant trees in the biggest tree-planting project in the Channel Islands – over 6,000 of them (trees, not learners!) and they took part, once again, in the CGI Technology Challenge. We also managed to win the two top ICT awards in this year's Eisteddfod.



We aim to put on a school show every two years, which involves young actors, singers and dancers from a wide range of ages, typically from 9 to 16. The last two productions have been 'Grease' and 'Bugsy Malone' and they are genuinely community enterprises. We have recently entered the Guernsey One Act Play Festival, too, and have performed there three times. This year's show is 'The Jungle Book'.

The school's curriculum has developed too, and now includes Drama and Music in Key Stage 2 and 3 and Photography in Key Stage 4 to GCSE. Core subjects are taught largely in a 'stage-not-

age' fashion and this is opening the achievement door for all learners.

Our learners with special educational needs benefit from a robust support system which includes targeted literacy and numeracy support from a dedicated team of learning support staff.

Leaving Alderney on school visits is not only very desirable, but very beneficial. It is sadly also very expensive. We have however, ensured that all students and pupils have an opportunity to go on four trips during their time here: once in Year 2 to Jersey Zoo; in Year 6 to Guernsey; in Year 8 to Calshot Activities' Centre and in Year 10 to work experience in Guernsey. School raises money for these activities which supplements the generosity of the local community and parents' funding.

The school is an important part of the community and this was very much evidenced



when we hosted a marvellous street party for many of the 'senior' citizens on the occasion of H M The Queen's Diamond Jubilee.

We are a small, tightly-knit school, embedded in and firmly linked with the community of Alderney. 'Unique learning in a place that cares' is our proud boast and we believe that St Anne's School's small size offers enormous opportunities for everyone involved. Our guiding principles derive from our belief in the value of this size as a positive benefit for the pupils, staff, parents and community of Alderney; barriers to learning are reduced. We aim for all to learn effectively, achieve positively and progress steadily at all times.

Schools

Primary

Amherst Primary School

Every Child Every Chance Every Day

We continue to strive to encourage, challenge and support our children to be the best that they can be. We were delighted that our recent Validation in November confirmed that pupils are fully engaged in their lessons, behave well and clearly enjoy their learning.

At Amherst we aim to develop...

Successful Learners who will achieve in many fields and excel in some.

This year we have continued our drive to raise standards. In Maths we have introduced Max's Marvellous Maths, an initiative aimed at developing number confidence with our youngest learners. Staff from Investec have been trained and deliver early morning sessions with our Teaching Assistant. The children have really enjoyed the Maths games and we are seeing the benefits in our Numeracy lessons. We have implemented a number of intervention groups which are delivered outside of the numeracy lesson that are helping our children to make accelerated progress. Maths targets have been introduced across the school to improve children's rapid recall of number bonds.



The Big Write continues to help our children become successful writers. The Big Talk supports children in the process and enables them to think through their ideas before writing about them. We have seen improvements in the standards and progress made by the great majority of our children.

Confident and Motivated learners who are willing to meet a challenge:

Our curriculum provides our children with many opportunities to develop as confident

individuals. Guernsey Museum in Year 1 allows the children to become curators, shop assistants, waitresses and tour guides for the day. This is a show case for the children's work and provides the children with a wonderful opportunity to share their work with parents. The centenary of the sinking of Titanic afforded numerous opportunities for learning. These included designing life jackets, tickets for first class, describing life on board and role play.

Happy and secure children who can contribute effectively to both the school and the wider community.

Our recent Validation commended the contribution our children make to their community. During the summer term we worked with Petr Horacek an author and illustrator to design and make Ardelina, a cow which helped raise money for the Guernsey Adult Literacy Charity. The children relished the opportunity to work alongside Petr and were delighted when their cow went on display in the town centre.

Responsible and Caring citizens who have a well developed sense of right and wrong and the conscience to make the right choice.

Our children's well developed sense of responsibility is shown in their kindness to and consideration for one another. In February we were very proud to receive Enhanced status as a Healthy School. This recognises the work of the school in promoting children's emotional well being and healthy living. In July we won the schools gardening trophy and our First Aid team went to London to represent the Bailiwick at the National Finals.



Schools

Primary

Castel Primary School

According to research conducted by Peter Girard, a former Headteacher of the school, Castel School, in various buildings, has been in existence for at least three centuries and probably for longer than that.

Its current incarnation is a 340 strong Primary School, with our eyes very much to the future whilst not forgetting our past and the community we serve.

Academically we have had a good year with children making good progress in Key Stage 1 and Key Stage 2.

The school has been validated this year and the report was extremely positive and looks towards continuing high standards in the future.

We have continued with our layered targets focussing on the key skills, such as punctuation and times tables, that underpin the development in English and Maths. We have concentrated our work this year at looking at the quality of our teaching, learning and marking.

The introduction of our creative curriculum has allowed the children to embed their learning into real life situations and then share this learning with their parents. This has been developed into our skills based curriculum which ensures that all children are provided with the skills and knowledge they need to become successful learners and meet the needs of the 21st century.

The school also feels it has an important role in helping to model how children

behave and interact within society. Staff recently visited schools in Jersey to look at these



dispositions and see how they can be developed and enhanced.

The school takes a leading role in outdoor learning. We currently have three orienteering courses, a traversing wall, two trim trails, a nature reserve and a developing programme of outdoor activities that we are very proud of. We also provide opportunities for children to climb, sea swim and attend a residential week in England, thanks to the dedication and work of the staff in the school.

Sport also plays a major part in the school with children from Year 2 and upward provided with opportunities to take part in Football, Tag-Rugby, Athletics, Cricket, Squash, Netball and Hockey. Many of these sports are offered as after school activities provided by our dedicated staff. As current football and netball champions and one of the four schools representing Guernsey against Jersey in football this year, it is clear this provides opportunities to excel and experience sport at the highest level possible in Guernsey.

The Arts also play their part. We have had a school choir for three years and we now



hold a music concert that celebrates the school's singing and instrumental talents. All year groups were represented at the Eisteddfod in the Art exhibition.

Community remains an important part of the school. Activities this year included raising funds for the GSPCA and Help a Guernsey Child; carol singing at two residential homes and raising money to support the education of orphan children in Tanzania.

Schools

Primary

Forest Primary School

This was another great year for Forest Primary School, with some wonderful curriculum activities.

In the creative curriculum projects, the infants began by having to look after some puffins that had been found sheltering under a dinghy. This led to an investigation of the sea. Years 3 and 4 were asked by 'Professor Clark' to help an alien find his home planet. Their exploration of space even involved building a space-station in the classroom. Years 5 and 6 found a skeleton in their classroom, dressed as their teacher. Their reconstruction of the teacher involved an exploration of the human body and some very gory tours through our 'bits'.

Year 5 dressed up for their Victorian Day, but weren't impressed with the dunce's hat or the cane. They also held their own 'Great Exhibition'. We held a Science Week, where we investigated everything from friction to dissolving sugar. Later in the year, we held a Guernsey Week, which culminated in an exhibition of local history and geography, music, dancing, Guernsey-French and traditional foods. Year 4 dressed up for an India Day and certainly enjoyed the local delicacies. Year 1 had a Monster Day, organising their own Monster Party and Reception held their own party for Baby Bear's birthday. Our Sports Day followed the Olympic theme, complete with the flame.

For Book Week, we welcomed Chris Wormall and Metaphrog, illustrators of children's books. On other occasions we had visits from Nick Toczec, Lee Merrien and Diarmuid Gavin.

We made many visits to support our learning; these included the

Underground Hospital and the Mirus Battery when Year 6 was studying the Occupation. Year 3 went to La



Fontaine Vinery to study recycling and Year 1 learnt all about old toys at the Guernsey Museum. One of the more unusual visits was to learn about Bushcraft, cooking nettle stew and living under a parachute. We also enjoyed many concerts at St James and The Princess Royal Centre for Performing Arts.

The best 'out of school' experiences remain the residential / activity trips. For the first time, Year 3 went on a Challenge Day at Rue Mainguy, where they tried team games, bouldering and orienteering. This



was also the first time taking Year 4 to Lihou Island. They had a fantastic 24 hours orienteering, trying archery and exploring the rock pools. Year 5 went on their usual trip to Chateau Beaumont in France and Year 6 went camping 'up north' – in Guernsey.

The curriculum was well supported by a large number of extra-curricular activities. This year we were able to provide clubs in cooking, gardening, art, tag rugby, football, netball, guitar, Guernsey-French, Fit Kids and Mathemagicians. We are very grateful to the staff, parents and friends who help to run these clubs.

Finally, the school was a mass of red, white and blue when we celebrated the Queen's Diamond Jubilee. Everyone



dressed in their most patriotic costumes as they studied the 75 years of the Queen's reign. We certainly enjoyed the red, white and blue cakes at the end.

Schools

Primary

Hautes Capelles Primary

Our school development plan for the year focused on ensuring that all of the children were making good progress across the school in the key aspects of reading and writing. This resulted in a significant improvement in the children's attainment and progress in reading of which the school is very proud.



Although we worked hard academically we also strived hard to ensure that we have maintained the essence of our school. Our enriched curriculum has enabled the children to participate in first aid training, safety calling and cycling proficiency. We have also had great fun during Victorian days, theatre performances, author visits, orchestra performances, Indian cookery and countless other activities.

A problem solving week in the summer term was the launch pad for developing problem solving and independence in the curriculum. During 2012-2013 we aim to increase these skills through a variety of learning experiences.

Many of our children performed at the Eisteddfod participating in the choir, choral speaking, poetry, recorders and Guernsey French. The choir performed to an excellent standard not only at Eisteddfod but also to residential homes at Christmas and at all our school events. These experiences build the

children's self esteem and confidence which was recognised during our validation.

"Pupils grow as confident and responsible future citizens because of the wide range of experiences the school provides for them to contribute to their school and, increasingly, the local community." Validation 2012

As responsible citizens the children have keenly supported different charities within our local and the wider community. The children have actively participated in the Wildlife Walk, Tumaini Fund, Big Kids Day, Sports Relief and the World Aid Walk raising a large amount of funds with great enthusiasm. The Infant children have continued their long association with the Russels Day Centre and sponsoring a child through Action Aid.

Our new PTA committee have thrown themselves into organising events for the children through discos, bingo and film nights as well as our summer fun day. The children have thoroughly enjoyed themselves and raised a huge amount of money which has been used to develop our nature area in addition to installing a traversing wall.

The school has benefitted from the support of the Sports Commission in developing our PE curriculum and extracurricular activities. This and teacher enthusiasm has enabled a large number of children to access a variety of sporting activities and events.

Schools

Primary

La Houquette Primary

Our curriculum is designed to be inspiring, challenging, broad and relevant so that the children enjoy their learning and can't wait to get to school! We are concerned with the concepts, skills and knowledge particular to each of the thirteen subjects of the primary curriculum, alongside the attitudes, skills and dispositions needed to be successful in learning and in life. These are encapsulated in our very own Smart Skills and are supported by learning in and from our rich outdoor environment.

Determination and perseverance Smart Skills featured strongly in Olympics Week this summer which began with a spectacular opening ceremony and closed with a celebration in our special gun pit amphitheatre. The week was packed with physical activities including a morning workout, participation in a range of sports, and a sponsored swim to raise money for sports equipment. Year 4's Lihou residential trip encouraged teamwork, self management and problem solving skills as the children worked together to overcome outdoor challenges and learn about the island's unique environment.



Smart Skills took centre place in Year 6's Enterprise Project as the children worked in 'talent' groups to research cost, plan, design, evaluate, make and sell their product at the school fete. Their insightful evaluations showed that they had learned much about business and a great deal about themselves; all helpful personal and social preparation for the transition to secondary school.

To encourage children's progress and attainment in literacy and mathematics we teach skills discretely as well as through opportunities to learn and



apply them within real contexts. Daily literacy workshops teach basic phonic, sentence and punctuation skills which are applied back in class, while creative literacy planning excites the children and provides a sense of purpose and audience. Year 4 have been writing a newspaper and have interviewed children across the school about their learning. They are looking forward to visiting the Press and seeing their work in print. Year 3 created high quality leaflets about healthy eating and teeth which they shared with younger children. Year 2 enjoyed a Traditional Tales week which involved story-telling, making puppets for puppet shows, dressing up in role and sharing a tea party as part of their science learning.

To ensure children's Maths experience is deep, rigorous and challenging we plan opportunities to apply basic number skills to problem solving situations. The children enjoy such challenges and so to mark the 12/12/12, twelve classes solved problems involving the number 12 and celebrated their thinking in our whole school assembly. Hopefully a calendar day for the children to remember!



Schools

Primary

La Mare de Carteret Primary

2012 was a year of celebration at La Mare de Carteret Primary. Pupils across the whole school enjoyed many visits and learning experiences as part of our creative curriculum, making the most of the many wonderful resources available in Guernsey.

The school had its validation in May and the Validators made many positive comments, as well as identifying three key areas for improvement. A post validation follow up visit in November found that the school had made reasonable improvement in one of the key areas and good progress in the other two.

Parents had communicated that they would like more information about how the school and their child is progressing and in response we introduced Curriculum evenings for each year group so that parents could find out about the curriculum and how each year group was performing in comparison with age related expectations. These events were well received and will be held again in the summer term.

Our wonderfully dedicated and committed PTA organised many events to raise funds for the school including a bingo night, sponsored swim, Christmas fair, summer BBQ, and pupil discos. These events have been well supported by families.

We celebrated success in sports with our football, netball and tag rugby teams performing well and our athletes enjoying the challenge of competing against other schools in the Smokebusters Athletics Challenge.

We celebrated the Olympics in style with a special Olympic themes Sports day and PTA BBQ. Pupils enthusiastically researched countries participating in the Olympics. Each pupil has made a fact file for their country and we have tried food from each country as well as learning some Spanish and German words and songs. Pupils made their own flags and Olympic torches to celebrate the Olympic torch coming to Guernsey.

We had a wonderful Liberation day, with a special assembly presentation showing life in Guernsey and the UK during WW2, to remind us about why we celebrate Liberation day. Then we went out to our playground which was adorned with flags and bunting for our picnic. The weather was warm and as we ate, we listened to songs and music from WW2



Also in May, the Healthy Schools Validation team visited our school to validate our evidence in support of gaining Healthy Schools status. We were delighted to be told that we had fulfilled all the criteria and had been awarded Healthy Schools status!

Schools

Primary

Le Rondin

“Being the best we can be”

2011/2012 was a busy and exciting year for us. We had our post-validation visit as part of the Island’s on-going drive to raise achievement. The validators commented very positively on the pupils’ performance and the way in which the school is able to provide a bespoke curriculum to meet the needs of our individual pupils.



Our children were able to show that they are confident individuals during a private visit from

HRH the Princess Royal in October. Princess Anne was very keen to talk about the way Le Rondin tailors its curriculum to meet the individual needs of our pupils. She also saw the way the community supports the school when she was shown our climbing frame, (funded by the Wooden Spoon Society) and heard from the children about their RDA riding groups.

We make effective contributions to the culture of the Island, highlighted by our success in the Eisteddfod choral and art competitions, along with the entertaining of elderly people from Longue Rue House at the Harvest Festival. The whole school helped to decorate a cow named Venture, to support the Adult Literacy Project. We have the support of local organisations that allow our pupils to take part in activities such as Rotary Guernsey’s “Kids Day Out” to Herm, adventure holiday at the Calvert Trust in Devon, sailing on the Polly Agatha etc. Though the weather was difficult we had a successful growing season and our Garden Club made a

huge effort to ensure we had produce to sell on their “Hedge Veg” stall.



The introduction throughout the school of Numicon has further aided us in promoting Maths attainment and this year we are also focussing on making our pupils even more successful learners through a drive to

share quality literature. The visit by renowned authors, in Book Week was a spur for all our pupils. These active strategies are designed to ensure we maintain the “remarkable progress” made by our pupils in Maths and literacy.

The Olympic Games and Diamond Jubilee gave Le Rondin pupils a great opportunity to show many aspects of responsible citizenship. As a school we planned our own take on the Diamond jubilee. Pupils made extensive use of the VLE to share their learning, broadcast daily news and weather bulletins and join in competitions. All the pupils learned about the world wide role that the Queen has and how much other parts of the world play in the life of Guernsey. This learning was built on as the pupils studied the history of the ancient Olympics and investigated the creation of both the Modern and Para Olympics. Our ever enthusiastic parents joined the children taking part in the Rondin Olympics which gave every child first hand opportunities to take part in sports of many kinds as representatives of countries from around the world.

The pupils and staff greatly appreciated PSFA who are always willing to support events, activities and raise money that enables the school to offer a range of experiences and opportunities to enrich the pupils learning. We are also grateful to the members of other groups, both professional and charitable who assist the school in its work.

Schools

Primary

Notre Dame du Rosaire Catholic Primary

At the start of the previous year we celebrated the visit of the Holy Father to our shores and the start of the Year of Catholic Education. To mark the first anniversary of that visit we joined with all the Catholic children of Guernsey at Blanchelande for a wonderful open air Mass to



proclaim our faith together. This set the tone for the rest of the year as we continue to grow in love and service of God and one another.

Our school continues to be a very busy place. We work very hard and our academic successes speak for themselves. We also have a very wide range of other activities, too many to list here, including many sports, gardening, cycling, musical and literary activities.



For the first time we entered children in Years 3 and 5 for English Speaking Board assessments. The results were outstanding with a very high percentage of children achieving merit and distinction, including several with English as an additional language.

Once again all junior children were able to take part in a residential experience. Years 3 and 4

spend a night in Lihou, Year 5 travel to France with pupils from St Mary and St Michael School and Year 6 have a camping trip to Herm.

Our children excelled on the sports field. Our footballers were third in the Island 7-a-side competition and our rugby teams won the Plate competition and the trophy for the most sporting team at the annual tag tournament.

As a Catholic school we do not get any capital funding from the States for our building maintenance and development. This does not hold us back! Thanks to our dedicated team of fundraisers we were able to convert an old office into a fine new set of toilets for our lower junior children. Then, on 1st June, as our children were busy celebrating Her Majesty's Diamond Jubilee, a team of builders moved in to convert the top floor of the former Convent onto a new classroom. This project was jointly funded by the school and the Catholic parish through the "Living our Faith" project.

Following our very successful States validation in 2011 we were visited by more validators, this time from the Diocese of Portsmouth. We were very pleased that they endorsed our own judgement that we are a good school with outstanding features.



Schools

Primary

St. Andrew's Primary

All Different, All Special

At St Andrew's Primary we aim to create a vibrant and dynamic school community where everyone is valued, differences are celebrated and everyone is nurtured but also challenged in order to become a successful learner, a confident individual, a responsible citizen and an effective contributor.

Viking
raiders,
jousting
knights and
St Andrew's
very own
Olympic
Games were
among some



of the exciting experiences our children enjoyed last year as we continued to develop our thematic approach to the curriculum. This coupled with a greater focus on developing key skills in English and Maths, enabled our children to achieve higher standards of attainment.

In March 2012 we had our Post Validation visit. The validation team recognised the monumental changes we had made during the year in order to successfully achieve our targets for improvements; accelerating the rates of progress for all our pupils whilst retaining our many strengths. The introduction of layered writing targets for every child, discrete lessons to develop word and sentence level skills each week and daily mental calculations sessions were among some of the improvements they noted.

During the year, we celebrated the Jubilee along with the rest of the Parish in a variety of ways, e.g., by creating a Jubilee Walk in our environmental area, planting in Jubilee colours and creating a giant archway to stretch over the Route De St Andre with self portraits from every child. In February we became record breakers

when we joined the Sign2Sing Guinness Book of Records attempt. All our pupils learnt to use sign language and developed their skills of empathy. We promoted our pupils' understanding of citizenship by a holding mock



general election which included our own hustings for all the South East candidates!

The summer term ended on a high as we received several awards for the South East Parishes Floral Competition. We were delighted to welcome the minister for Health, Deputy Hunter Adam and the minister for Education, Deputy Sillars, to present the Healthy Schools Award. This was culmination of a year's work which included enhancing our children's personal, social and emotional development and promoting healthy eating through our Fruity Friday tuck shop.

Our PTA has continued to play to an active role



in the life of the school, arranging many social and fund raising events. They are supporting our plans to further enhance our outdoor learning provision which we hope to begin in 2013.

Schools

Primary

St. Martin's Primary

We are a successful, happy primary school and we aim to give our children the best possible start in life. The school is at the heart of St Martin's parish and enjoys excellent support from parents and the local community. We offer a broad curriculum that has a strong emphasis on literacy and numeracy and which promotes creativity and independent learning.

We are an inclusive school and we aim to meet the individual needs of every child. We deliver challenging, carefully planned lessons in literacy and numeracy and see these as essential skills for later success in learning. We track each child's progress and ensure that we give targeted support to children who needed extra help.

We believe that active engagement is key to good progress and the school has embraced 'Kagan' co-operative learning strategies. These are now embedded in our practice and it is having a very positive effect on our children's progress, social skills and wellbeing.

Our youngest children in Year R and Year 1 have an excellent start to their schooling through child initiated play. Both year groups have wonderful 'Discovery Zones' where learning is active, fun and hands on. This is matched with more formal teaching sessions to ensure children begin to develop essential reading, writing and mathematical skills.



ICT is an important part of our curriculum. All children use lap top computers regularly and they are a key tool in their learning. Science, history and geography are enquiry led and the children use technology to research, record and share their learning.

We are keen to promote a creative approach to learning and ensure music, drama and art are part of our curriculum both within and outside of school. For instance the Year 4 history topic on the Tudors culminated in a 'Tudor day' where the children danced, played Tudor music and showed off their independent research findings to family and friends.



To keep learning fresh and exciting we also ensure we provide variety of enrichment activities throughout the year. These include themed weeks and days such as 'The Great Victorian Exhibition', Chinese New Year and 'Guernsey Week'. During 'Olympic week' a team of College of FE sports students led a vast array of games sessions, including goal ball, zumba and golf. The climax of the week was the closing ceremony where 550+ adults and children 'zumba'd' to round off a fantastic week.

The school is very fortunate to be well supported by an active PTA, through their excellent fund raising efforts the school facilities have been greatly enhanced – climbing apparatus, trim trial, and lap top computers to name but a few!

Schools

Primary

St. Mary & St. Michael Catholic Primary

Each new school year begins with a fortnight of activities based upon our Mission Statement: "Learning together as we follow in the footsteps of Christ". Staff and pupils work together to explore the meaning of our mission statement and how this can be truly reflected in our lives.

At the beginning (and end of each term), the whole school community gather to celebrate Mass whereby pupils read from scripture and sing beautifully. Each month our pupils also take an active part in the Family Mass on Sunday morning.

Annually we participate in Christian Unity Week, this year's theme focused on personal change needed in order to play a full and active part in this search for unity. Various ministers from Christian churches on the island visited daily collective worship and shared their thoughts and reflections.

Our school curriculum draws upon the interests of our pupils thus ensuring excitement, engagement and motivation. Topics taught and explored have included: Castles, WW2, Tudors, Survival, Insects, Roald Dahl, The Titanic and The Great Fire of London, to support these areas of learning pupils visited a multitude of places around our island. Pupils, and staff, were very proud of the children's efforts and parents were invited into school to view work and join in with presentations.

Our pupils are extremely fortunate to have such a talented and dedicated team of teachers, who, as well as providing an exciting

curriculum within the school day provide a



variety of extra-curricular activities such as art, singing, chess, music, computer club and seasonal sports.



The year of 2012 will be remembered as the Year of the Olympics and the Queen's Golden Jubilee. As well as researching the first Olympics through to modern day Olympics, pupils and staff shared a wonderful afternoon of mini-Olympics at Delancey Park which culminated with each child receiving a commemorative medal.

Our Golden Jubilee celebrations had pupils dressed as Kings or Queens, a wonderfully entertaining talent show and a traditional street party along with bunting, flag waving, red, white and blue food and the singing of our National Anthem. Both of these events were organised by our thriving PTFA. Their dedication and commitment to create social events for our pupils, and their parents, as well as raising incredible amounts of money (this year for our pool refurbishment) is second to none.



Schools

Primary

Vauvert Primary

At Vauvert we are very proud of the improvements that we have made this year. We have worked specifically on the following areas:

- Developing our use of targets and expectations to improve the standards that children achieve and the progress that they make.
- Reviewing our teaching methods in reading and implementing improved processes for supporting our readers.
- Developing our monitoring processes to involve more people, produce more detailed information about our performance and to improve the analysis of our data.

We believe that as a result of this work and other initiatives in our school, children's learning is benefitting.

One particular initiative which has made a real difference to the quality of our reading is the introduction of a more formal approach to



the teaching of 'phonics'. In the Early Years Foundation Stage and Key Stage 1 we introduced the 'Letters and Sounds' Scheme and more focussed grouping of pupils. The result has been great improvements in the quality of children's reading and improved interest levels in books in general. Following on from this success we have introduced a similar programme in Year 3 and Year 4 this term. This was further enhanced by the 'Reading Volunteers' Programme which we developed to provide adult reading partners for pupils in all age groups. About 30 parents were trained and

participated in support sessions with individual children in school on a regular basis during the year. Many of these volunteers are continuing this year.

We have continued our focus on smoothing the subject boundaries and making key skills the main aim of our curriculum. Very successful projects have taken place in all age groups, for example in Year 2, The Great Fire of London Project was the inspiration for tremendous work across most subject areas while 'The Olympics' provided an ideal opportunity for cross-curricular work in all phases of the school.



Confidence and participation are two key elements in the development of any child and this year we have continued to generate opportunities for pupils to work on projects which benefit them in these areas such as the 'School Council' and the 'School Project' Competition, in collaboration with the PTA, which saw a group of our older pupils designing a mural for our playground wall. Our pupils flock to the musical, artistic and sporting clubs and activities we provide.

We are very proud of our school's achievements in 2012.

Schools

Primary

Vale Junior

All teaching staff at Vale Junior School have been working hard on reviewing and developing specific aspects of the curriculum over the past few months. Recently this has focused upon the teaching of mathematics, utilising new resources and enhancing techniques in the delivery of the subject to enable children greater success in their numeracy skills. Whilst doing so, we have also been working in partnership with our parents by holding a Maths evening and offering Maths packs to take home. The school still holds great value in delivering the Bailiwick Curriculum, providing the basis of what is taught in school. This ensures children achieve well in their learning, contribute effectively through good communication and effective team work. They are encouraged to make healthy choices, respect each other's beliefs and values and take increasing responsibility for themselves and those in the school and wider community.

Teachers are using planned units of work to good effect, sometimes across subjects, so that essential skills and concepts can be taught effectively. This creative approach has enabled all our children to investigate with enthusiasm a particular topic, often culminating in a special 'themed' days. So, children have participated in days on India, Victorians and Tudors to name a few – but also focused their attention on specific 25 year periods as part of the school's centenary celebrations. Everyone within our school community contributed greatly to our fantastic 100 year series of events to mark the centenary. The children appreciated all the different activities and opportunities that were provided for them across the week and these couldn't have happened without the excellent hard-work and support from the school staff, our brilliant PTA and parents and all those connected with the school who attended these events to properly mark the occasion.



The school has continued to be part of the Guernsey Eisteddfod this year, entering winning choral speaking groups, whilst also participating in Guernsey-French and the Art & Design event. Many sporting events have been attended by individuals and teams from the school and we are grateful that the Guernsey Sports Commission continues to offer their support to schools in developing sports across the island. Sports Day was particularly successful this year as was the athletics events held in the summer term. Older children took part in the residential camping at Pleinmont and provided the school and parents with a wonderful end of year musical production.

The school has provided the children with a host of extra-curricular activities in sport, music and drama. All staff are working tremendously hard to ensure that the range of engagement opportunities on offer continues to develop for the future, whilst endeavouring to provide excellent education for all children who attend Vale Junior School.

Schools

Primary

St. Sampson's Infant

St Sampson's Infant School is a nurturing environment where children are encouraged to be happy, successful and to develop a sense of well being. They are learning to be responsible citizens, confident enquiring learners, effective contributors and successful learners with the skills and self esteem to succeed and evaluate new challenges.



We were delighted with the VSSE post validation visit report this year that commented 'the school has energetically tackled points arising from the validation' and 'has retained its happy atmosphere and family feel'. We are continuing to develop the curriculum to meet the children's needs and interests through topics that engage them. Whole school topics have included celebrating the Queen's Jubilee and the Olympics where a medal was found in our playground and led us to try many new sports such as basketball, athletics and judo. We use our local environment and visitors to enhance

learning through visits such as a guided walk around the Bridge, learning about



James De Saumarez and visiting the Little Chapel. The Growing Club enjoyed a visit from

Diarmuid Gavin who gave the children ideas to enhance our growing areas.

We have further developed layered targets in writing and numeracy which involve the development of basic skills. These are on display around the school and have been shared with home; the children are beginning to use the targets to improve their learning. The Big Write has been introduced to give the children quality time to write using key writing skills. Standards in reading are rising due to the daily structured reading sessions and the additional help given by parents and the community. Mathematical investigations have been given a high priority.

We greatly value the partnership with our parents and the support they give St Sampson's Infants. The school has strong community links with Jubilee House and continues to send birthday cards and harvest gifts and sing carols at Christmas.



Due to tremendous community support the school was fortunate to win the Cash4Schools competition, which enabled the PTA to complete their fundraising for a Trim Trail which was opened in June and is enjoyed by all of the school. Our home challenges continue to be enjoyed by all the family. This year families have made Christmas trees, Jubilee pictures and kites which were tested during an enjoyable afternoon on Delancey Park.

Schools

Primary

Vale Infant

At Vale Infants' School, the well being of all pupils is central to everything that we do. The school provides a happy, safe and inclusive environment that encourages our school community to be supportive of one another. Our pupils are confident and enthusiastic to engage with a range of activities. They are not afraid to try out new ideas and are able to learn from their mistakes. Such skills are of pivotal importance in today's world where the future of employment is uncertain. Our vision is for all of our pupils to be equipped with the key skills to progress in life and to be lifelong learners making the most of every opportunity they are given.

As part of the Queen's Diamond Jubilee Celebrations, the pupils, through the School Council, decided to organise a Teddy Bear's Picnic.



Everyone was actively involved in organising the event which included a sum of money from the PTA to purchase all that was needed. Profits from the event were sent to Water Aid, the charity chosen by our pupils.

High standards in numeracy and literacy are pivotal to our curriculum. In addition to daily timetabled lessons in these two core subjects our creative curriculum is planned to allow for transferable key skills.

Last academic year the school focused on raising the profile and standard of mathematics. Pupils took part in a Maths investigation week and layered mental Maths targets were introduced. Parents were invited to a very successful informative Maths workshop, where they were able to partake in activities and gain an understanding of how Maths is taught in school.

The evening was outstanding success and the school received numerous positive comments.

"a well presented evening"; "fun and informative"; "thoroughly enjoyed the evening and it gave an insight into the teaching of maths. 10/10."

Our successful and popular Open Afternoons enabled the parents to share school experiences with their children which provided first hand opportunities for everyone to see how core skills are learnt in a creative and fun environment. Feedback from parents was extremely positive.

The school values the importance of enhanced activities which impact on the abilities of our pupils to gain confidence, independent learning and social skills. A range of extra-curricular activities are provided including Keep Fit, Guernsey French. Football, Art, Music and our Maths skills puzzle club. These clubs are very well attended and thoroughly enjoyed by our pupils. We appreciate the time given by the various organisations and individuals involved in running our extra-curricular activities.

Our school community is extremely supportive of all that happens in school and plays an important role in encouraging our pupils to become responsible citizens. Parents give up their time to work in school and support PTA events. They give generously and encourage their children to do so too.

Our school prides itself on its involvement with the island community including supporting the Eisteddfod. Off site visits are planned and we regularly invite members from our local community to share their expertise, such as when George Foote comes in character as Victor Hugo. Visiting theatre companies, the Explorer Dome, artists and poets enhance the curriculum provided.

We can celebrate a very successful year and look forward to new challenges and opportunities in the future.

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Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

Key Performance Indicators for 2012

Schools are primarily concerned that all learners reach their full potential and make good progress throughout their years at school. As well as achievement in tests and examinations, the progress and well being of all young people are also important factors. Schools report regularly to parents on the progress of their learners. The key performance indicators published on the following pages are one of many indicators of performance that schools achieve.

The cohort size varies from year to year and between schools of different sizes and one pupil can make a big difference in the final percentages. For example, at St. Anne's school, one pupil counted for 8.33% in 2012 whereas one pupil at Hautes Capelles Primary counted for 1.29%.

The data in this section of the Annual Report includes performance at the end of Key Stage 2 or Primary School education and at the end of Key Stage 4 of Secondary education and Post 16 at the end of Key Stage 5, when learners take external examinations.

Key Performance Indicators – Primary Schools

Bailiwick End of Key Stage 2 Attainment

Key Stage 2 covers the age range from 7 to 11 years and the school year groups 3 to 6.

Teacher Assessment

In Guernsey, unlike England, the Standards Assessment Tests (SATs) have not been taken since 2006. The assessment of primary school children is undertaken by experienced teachers based on their extensive knowledge of their pupils' everyday work rather than on a single test result.

To ensure that this assessment is rigorous and standardised from teacher to teacher and across schools, teachers meet together with external moderators and compare/moderate their judgements.

Year Group	Age of Pupils	Key Stage	Expected Level of attainment
Year 3-6	7-11	KS2	Level 4 or above
Year 9/10-11	14-16	KS4	GCSE grades A*-G
Year 12/13	16-19	KS5	A Level or BTEC Diploma Grades A*-E

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% of Bailiwick pupils achieving Level 4 or above in English, Mathematics and Science in 2012 at the end of Key Stage 2

The expected level of attainment for a pupil to reach at the end of Key Stage 2 is Level 4 or above. These results are based on teacher assessment not on test results as in England. (NB teacher assessments in Science are not currently externally moderated)

	2010	2011	2012
English	70%	67%	79%
Mathematics	71%	71%	77%
Science	77%	79%	86%

Three-Year Rolling Averages

Each year group of children has different strengths, weaknesses and abilities so comparison from year to year is difficult. Further detail is explained on the individual school tables published over the following pages.

Publishing a three-year rolling average allows these differences to be assimilated more clearly and a pattern of achievement to be tracked over a period of time.

The average percentage of pupils achieving Level 4 or above at the end of Key Stage 2 over the last three years in English, Mathematics and Science is shown below

	Three-year period		
	2008-10	2009-11	2010-12
English	71%	70%	73%
Mathematics	72%	72%	73%
Science	79%	79%	81%

Progress Measures Two levels of progress across Key Stage 2

This progress measure tracks pupil progress across their Primary years. The progress measure indicates the percentage of pupils who made two broad National Curriculum levels of progress (or more) from the end of Key Stage 1 (Year 2) to the end of Key Stage 2 (Year 6). i.e. the percentage of children who progressed from Levels 1 to 3, 2 to 4 or 3 to 5 from the end of Year 2 to the end of Year 6.

% of pupils achieving 2 levels of progress across KS2		
	2011	2012
English	78.3%	85%
Mathematics	80%	79%

Statistical Digest

Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

Amherst Primary		
Results – Attainment	Amherst Primary	Bailiwick Average
End of Key Stage 2 (Year 6)		
% Level 4+ English 2011 – 2012	77%	79%
% Level 4+ Maths 2011 – 2012	81%	77%
% Level 4+ Science 2011 – 2012	87%	86%
3 Year Rolling Average: % Level 4+ English (2010-2012)	N/A	73%
3 Year Rolling Average: % Level 4+ Maths (2010-2012)	N/A	73%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English 2012	94%	85%
% 2 Levels of progress Maths 2012	84%	79%
1 pupil at this school is equal to 3.2%		
Commentary on Results		
<p>We are very proud that English is now broadly in line with the Bailiwick average. The ‘Big Write’ has been instrumental in our drive to raise standards. The initiative has been very successful in developing the children as writers providing a structure for writing that enables the children to progress. This, together with ‘talk Homework’ has helped to improve the quality of children’s writing across the school. The continuation of phonics in both key stages has had a positive impact on Reading progress and our work with KPMG and Investec to support reading continues to make a real difference.</p> <p>Maths standards have improved significantly and this year are above the Bailiwick average. This is due to the whole school focus on raising attainment. Intensive monitoring, carefully planned intervention programmes and a common approach to planning helped us to secure improvement. We are particularly proud of the work we have done with parents, through our workshops, to support them in helping their child to learn.</p>		
Next Steps for Amherst Primary School		
<ol style="list-style-type: none"> 1. Introduction of the Reading Recovery Programme to support children in Year 1. 2. Introduction of the Better Reading Partnership in Year 2 to further develop Reading skills. 3. Develop opportunities for Writing within the Foundation Stage. 4. Implementation of layered targets in Maths throughout the school focusing on improving children’s mental recall of number facts. 5. Develop the use of models and images within Maths across the school. 6. Continue ‘Max’s Marvellous Maths’ in KS1 to develop number confidence. 7. Continue targeted intervention groups in KS1 and KS2 to enable faster progress in Maths. 		

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Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

Castel Primary		
Results – Attainment	Castel Primary	Bailiwick Average
End of Key Stage 2 (Year 6)		
% Level 4+ English 2011 – 2012	98%	79%
% Level 4+ Maths 2011 – 2012	89%	77%
% Level 4+ Science 2011 – 2012	86%	86%
3 Year Rolling Average: % Level 4+ English (2010-2012)	N/A	73%
3 Year Rolling Average: % Level 4+ Maths (2010-2012)	N/A	73%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English 2012	100%	85%
% 2 Levels of progress Maths 2012	93%	79%
1 pupil at this school is equal to 2.27%		
Commentary on Results		
<p>We congratulate all our children on their efforts and thank the staff for their hard work and the parents for their support. As predicted, this year's results improved dramatically in Key Stage 2 but also highlight the danger of looking at any single year's data.</p> <p>What is most important to the school is that all children make as much progress as possible based upon their individual ability. For this reason the percentage of children making two levels of progress is very pleasing.</p>		
Next Steps for Castel Primary School		
<p>The school continues to work hard to ensure a consistent quality of education throughout the school. This includes a review of our marking policy and our teaching of Maths and English. In the classroom we are looking at how we engage the children with their learning and how we can improve the feedback we give the children.</p> <p>We have also looked at our monitoring systems to ensure that we quickly identify areas of strength and areas for development.</p>		

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Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

Forest Primary		
Results – Attainment	Forest Primary	Bailiwick Average
End of Key Stage 2 (Year 6)		
% Level 4+ English 2011 – 2012	76%	79%
% Level 4+ Maths 2011 – 2012	84%	77%
% Level 4+ Science 2011 – 2012	88%	86%
3 Year Rolling Average: % Level 4+ English (2010-2012)	N/A	73%
3 Year Rolling Average: % Level 4+ Maths (2010-2012)	N/A	73%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English 2012	80%	85%
% 2 Levels of progress Maths 2012	88%	79%
1 pupil at this school is equal to 4.0%		
Commentary on Results		
<p>The school is very pleased with the attainment of the 2012 Year 6 cohort, particularly in Mathematics and Science. Although the English percentage was marginally below the Bailiwick average, there was a significant group of pupils with special educational needs. There were also some notable individual achievements, including a Level 6 in writing.</p> <p>Taking into account the special needs group we regard the progress in English as good. Good progress was also made by the great majority of pupils in mathematics. We believe that we are starting to see the benefits of targeted intervention strategies. However, even with these results, the school recognises that there is room for improvement, particularly in aspects of English.</p>		
Next Steps for Forest Primary School		
<ul style="list-style-type: none"> • The school has embarked on the development of an intensive programme of focussed English intervention to ensure that its standards in English remain high and we are already seeing the benefits of these strategies. • A body of parents has been trained by the English subject leader to support the progress of targeted pupils with reading. They will hear pupils read and assist with guided reading groups. • The school has joined in the 'Every Child Our Future' partnership and we now have two fully trained members of staff who can support the provision of special support for reading, when the target group has been identified. • We will develop our link with the Grammar School Sixth Form buddies to support reading. • The range of reading material is being extended to provide more stimulating texts. • We will extend the phonics programme into Year 5 to support the pupils' spelling. • We will encourage the use of better handwriting through the implementation of a Pen Licence. • We will increase the range of writing tasks across the curriculum and explore the use of ICT to support writing, which will help to raise interest levels and improve relevance. • We will develop the use of a more sophisticated data system to monitor and track pupil progress. • In mathematics, there will be an increased focus on calculations, starting with a new school policy. • The use of on-line mathematics programmes will be trialled and evaluated. • Target setting in all these areas will be strengthened to support pupils' progress. 		

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Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

Hautes Capelles Primary		
Results – Attainment End of Key Stage 2 (Year 6)	Hautes Capelles Primary	Bailiwick Average
% Level 4+ English 2011 – 2012	82%	79%
% Level 4+ Maths 2011 – 2012	68%	77%
% Level 4+ Science 2011 – 2012	92%	86%
3 Year Rolling Average: % Level 4+ English (2010-2012)	N/A	73%
3 Year Rolling Average: % Level 4+ Maths (2010-2012)	N/A	73%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English 2012	86%	85%
% 2 Levels of progress Maths 2012	71%	79%
1 pupil at this school is equal to 1.29%		
Commentary on Results		
<p>Attainment and 2 levels of progress in English were good and above the Bailiwick average. Attainment at Level 4 for English rose by 14% in 2012, this was due to focused school development priorities which included:</p> <ul style="list-style-type: none"> • The introduction of focused reading groups. • Whole school focus on reading. • The use of data to target children who were not making progress. • Layered targets for writing focusing upon areas of need. • Increased moderation of teacher assessments. • Increased curriculum time for literacy. • More able writing group. <p>Maths attainment remained consistent with previous years. However, raising the percentage of children attaining Level 4 in Maths is a key priority in the school development plan for 2012-2013. Science attainment was above the Bailiwick average with 92% attainment at Level 4. This reflects the greater emphasis being placed upon developing investigative skills in the curriculum.</p>		
Next Steps for Hautes Capelles Primary School		
<p>Our school development plan for 2012-2013 focuses on several key areas:</p> <ul style="list-style-type: none"> • Develop the teaching of Maths across the school, in particular to increase the children's number knowledge and mental Maths skills. • To secure teacher assessment of Maths through increased moderation and training. • To continue to develop writing across the curriculum. • Fine-tune the target setting process to enable the children to know the next steps for sublevel progress. • To further strengthen the monitoring cycle and the use of pupil progress data. 		

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Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

La Houquette Primary		
Results – Attainment	La Houquette Primary	Bailiwick Average
End of Key Stage 2 (Year 6)		
% Level 4+ English 2011 – 2012	71%	79%
% Level 4+ Maths 2011 – 2012	71%	77%
% Level 4+ Science 2011 – 2012	92%	86%
3 Year Rolling Average: % Level 4+ English (2010-2012)	N/A	73%
3 Year Rolling Average: % Level 4+ Maths (2010-2012)	N/A	73%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English 2012	73%	85%
% 2 Levels of progress Maths 2012	69%	79%
1 pupil at this school is equal to 2.08%		
Commentary on Results		
<p>When considering this data it must be born in mind that this cohort was not typical. The year group experienced a 37.5% pupil turnover from Year 2 and featured an unusually high level of social, emotional and learning needs.</p> <p>English: Based on the children’s progress over time the attainment of 71% Level 4 and above was better than predicted. Although lower than last year, it was close to the previous year and the school’s four year average. This signals significant value added during Years 5 and 6.</p> <p>Reading: At the higher level, attainment was consistent with last year, with a difference of one less child achieving Level 5. Writing: Due to targeted teaching, standards of Writing at Level 4 and above remained consistent with the previous three years. Attainment of learners at Level 5 was higher than last year. Speaking and listening: Assessment indicates attainment was lower than in previous years. This is a focus for development.</p> <p>Mathematics: This year’s attainment at Level 4 + was below the previous four years however achievement at Level 5 was consistent with the previous year’s attainment . While problem solving has improved, calculation and shape, space and measure are identified for development.</p> <p>Science: Standards in Science continue to rise. Attainment at Level 4 and Level 5 was higher than in the previous four years. This is due to our emphasis on ‘rich science’ and development of our Smart Skills.</p>		
Next Steps for La Houquette Primary School		
<ul style="list-style-type: none"> • Review and agree the school’s calculation policy. Share this with parents. • Ensure independent challenges in shape, space and measure. • Increase reading intervention. Inform parents of how we teach children to read. • Implement groupings for phonics and sentence level work based on learning needs. • Standardise assessment of speaking and listening • Embed the use of the VLE in all year groups. • Strengthen support for children’s social and emotional development • Further develop use of data to monitor individual children’s progress and tailor provision. 		

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Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

La Mare de Carteret Primary		
Results – Attainment	La Mare de Carteret Primary	Bailiwick Average
End of Key Stage 2 (Year 6)		
% Level 4+ English 2011 – 2012	68%	79%
% Level 4+ Maths 2011 – 2012	53%	77%
% Level 4+ Science 2011 – 2012	72%	86%
3 Year Rolling Average: % Level 4+ English (2010-2012)	N/A	73%
3 Year Rolling Average: % Level 4+ Maths (2010-2012)	N/A	73%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English 2012	89%	85%
% 2 Levels of progress Maths 2012	70%	79%
1 pupil at this school is equal to 2.12%		
Commentary on Results		
<p>Results for 2011-12 show a marked improvement on the previous year, particularly in the number of pupils achieving the higher Level 5, despite the high numbers of pupils with special needs in the year group. 2012-13 results are predicted to be higher still.</p> <p>We are particularly pleased with improvements in pupil progress for English across KS2 where 89% of pupils achieved two levels of progress, which is higher than the Bailiwick average. This is largely due to intensive support for ‘target’ readers and the embedding of successful strategies to improve opportunities for pupils to write at length and for different purposes.</p>		
Next Steps for La Mare de Carteret Primary School		
<ul style="list-style-type: none"> • Embed the use of Maths and reading targets for all pupils and continue to monitor writing targets to ensure they remain firmly embedded. • Introduce Maths passports and resources to support home learning. • Continue to strengthen teacher assessment for mathematics and reading across the school. • Continue and extend the successful programme of 1:1 support for ‘target’ readers. • Monitor to ensure that pupils with SEN continue to make good progress. • Continue the successful and well received programme of curricular information evenings for parents. 		

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Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

Notre Dame du Rosaire Catholic Primary		
Results – Attainment	Notre Dame Primary	Bailiwick Average
End of Key Stage 2 (Year 6)		
% Level 4+ English 2011 – 2012	97%	79%
% Level 4+ Maths 2011 – 2012	93%	77%
% Level 4+ Science 2011 – 2012	93%	86%
3 Year Rolling Average: % Level 4+ English (2010-2012)	N/A	73%
3 Year Rolling Average: % Level 4+ Maths (2010-2012)	N/A	73%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English 2012	93%	85%
% 2 Levels of progress Maths 2012	93%	79%
1 pupil at this school is equal to 3.44%		
Commentary on Results		
<p>The children in Year 6 have been very hard-working and motivated and have achieved exceptionally good results. In addition 50% achieved the higher Level 5 in Maths and 43% in English. The school's policy of mixed age classes and allowing children to work in groups according to their ability ensures that more able children can move forward at their own pace and those with additional needs can access the help they need.</p> <p>The introduction of the SIMS Assessment Manager 7 software has given staff a much more accurate view of progress and attainment and enables early intervention and ensures that children have clear targets to enable them to make progress.</p>		
Next Steps for Notre Dame Roman Catholic Primary School		
<ul style="list-style-type: none"> • The staff will continue to meet twice every term as a “teacher learning community” in order to share best practice in assessment for learning. • Assessment Manager 7 will continue to be developed as a tool for monitoring attainment and progress. • The quality of teaching and learning is monitored regularly to ensure that the very high standards identified during the school's validation in 2011 are maintained. 		

Statistical Digest

Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

St Andrew's Primary		
Results – Attainment	St Andrew's Primary	Bailiwick Average
End of Key Stage 2 (Year 6)		
% Level 4+ English 2011 – 2012	73%	79%
% Level 4+ Maths 2011 – 2012	85%	77%
% Level 4+ Science 2011 – 2012	85%	86%
3 Year Rolling Average: % Level 4+ English (2010-2012)	N/A	73%
3 Year Rolling Average: % Level 4+ Maths (2010-2012)	N/A	73%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English 2012	69%	85%
% 2 Levels of progress Maths 2012	89%	79%
1 pupil at this school is equal to 3.84%		
Commentary on Results		
<p>Maths: Standards in Maths were higher than in previous years and above the Bailiwick average due to our focus on developing mental calculation strategies, and the use and application of mathematical skills within the Creative Curriculum. We were also pleased that 89% of our pupils made at least two levels progress since Year 2.</p> <p>English: We were disappointed that our pupils' standards of attainment was slightly below the Bailiwick average, especially as in both reading and writing the standards attained were above the Bailiwick averages, with 73% of our pupils attaining Level 4 in writing and 85% attaining Level 4 in reading. This includes a higher proportion of our pupils attaining above age related expectations, with 35% achieving Level 5 for reading. We are currently reviewing assessment opportunities for speaking and listening in order to ensure that they more closely reflect reading and writing attainment.</p> <p>Science: Our pupils' attainment in Science has been fairly consistent over the last few years with pupils performing largely in line or above Bailiwick averages.</p>		
Next Steps for St Andrew's Primary School		
<ul style="list-style-type: none"> • Every class teacher to set long term challenging targets for each child in Maths, writing and reading. • Introduce layered Maths targets for every child. • Review our Written Calculation Policy to ensure greater consistency across the school. • Review and improve speaking and listening assessments and procedures. • Introduce a whole school writing target to work alongside our children's individual layered writing targets. 		

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Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

St Anne's Primary		
Results – Attainment	St Anne's Primary	Bailiwick Average
End of Key Stage 2 (Year 6)		
% Level 4+ English 2011 – 2012	92%	79%
% Level 4+ Maths 2011 – 2012	100%	77%
% Level 4+ Science 2011 – 2012	92%	86%
3 Year Rolling Average: % Level 4+ English (2010-2012)	N/A	73%
3 Year Rolling Average: % Level 4+ Maths (2010-2012)	N/A	73%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English 2012	75%	85%
% 2 Levels of progress Maths 2012	83%	79%
1 pupil at this school is equal to 8.33%		
Commentary on Results		
<p>Clearly, results are very good and we are very proud of the pupils' performance. In literacy, 25% achieve at Level 5+, whilst in Maths and Science the figure is 50% and 85% respectively. All pupils who have been at St Anne's for the whole of KS2 have made 2 Levels of progress, but one or two latecomers skew the data. In Science, pupils make nearly 3 Levels of progress and in Maths the increase is 2 ½ Levels of progress.</p>		
Next Steps for St Anne's Primary School		
<p>We will continue to focus on improving literacy.</p> <p>As an example, we are involved with the 'Better Reading Partnership', which actively involves the community with pupils' reading. We also seek to keep up to date with recent developments in areas such as dyslexia and phonics. Reading with understanding is also an area of focus this year.</p>		

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Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

St Martin's Primary		
Results – Attainment	St Martin's Primary	Bailiwick Average
End of Key Stage 2 (Year 6)		
% Level 4+ English 2011 – 2012	82%	79%
% Level 4+ Maths 2011 – 2012	83%	77%
% Level 4+ Science 2011 – 2012	89%	86%
3 Year Rolling Average: % Level 4+ English (2010-2012)	N/A	73%
3 Year Rolling Average: % Level 4+ Maths (2010-2012)	N/A	73%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English 2012	92%	85%
% 2 Levels of progress Maths 2012	83%	79%
1 pupil at this school is equal to 1.53%		
Commentary on Results		
<p>Standards at St Martin's Primary School remain consistently high; the school has exceeded island averages in all areas at key stage 2. Our achievement at Level 5 was excellent and the highest the school has attained in the last 4 years.</p> <p>The great majority of pupils make good or excellent progress from the end of key stage 1 to the end of key stage 2 in English. A large majority of children also make good progress in mathematics, however the school aspires to match the progress for mathematics to progress made in English. There is no significant difference between progress made by boys and the progress made by girls, however more girls reach age related expectations than boys. Pupils whose attendance was good made more progress than those pupils whose attendance was poor (less than 80%).</p> <p>Overall, progress made by the children can be attributed to high standards of teaching at the school; teaching which has an emphasis on co-operative learning, high quality feedback for pupils and targeted intervention.</p>		
Next Steps for St. Martin's Primary School		
<ul style="list-style-type: none"> • Raise standards in reading for lower attaining children, especially boys. Capitalise on support from the charity ECOF through reading recovery programme, 'Better reading partnership' training for TAs and volunteer reading partners in school. • Use whole school targets and focused interventions to improve progress in mathematics. • Embed the use of data tracking systems and pupil progress meeting to ensure all children are making appropriate progress and receiving support where needed. • Continue to implement 'Kagan' co-operative learning strategies to engage our pupil and raise attainment further. 		

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Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

St Mary and St Michael Catholic Primary		
Results – Attainment End of Key Stage 2 (Year 6)	St Mary and St Michael Primary	Bailiwick Average
% Level 4+ English 2011 – 2012	91%	79%
% Level 4+ Maths 2011 – 2012	91%	77%
% Level 4+ Science 2011 – 2012	86%	86%
3 Year Rolling Average: % Level 4+ English (2010-2012)	N/A	73%
3 Year Rolling Average: % Level 4+ Maths (2010-2012)	N/A	73%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English 2012	95%	85%
% 2 Levels of progress Maths 2012	86%	79%
1 pupil at this school is equal to 4.76%		
Commentary on Results		
<p>Our exceptional results this year demonstrate our team approach to ensuring that every child achieves; pupils, staff and parents work in partnership.</p> <p>We attribute our success to a number of influencing factors:</p> <ul style="list-style-type: none"> • An appreciation of each child's unique gifts and talents. • High quality teaching that interests and challenges pupils. • Strong discipline throughout the school that enables pupils to learn in a happy and well ordered environment. • Careful monitoring of individual pupil standards. • Early intervention support programmes for pupils who cause concern. • The setting of challenging targets which are designed to progress learning in reading, writing, Maths and Science. • Weekly homework procedures guarantee that all pupils are practising and consolidating work that takes place during the school day. 		
Next Steps for St Mary and St Michael Catholic Primary School		
<ul style="list-style-type: none"> • The school teaching team will continue to share good practice and delivery of high quality lessons, ensuring consistency of practice and high standards of learning. • Extended pieces of fiction and non-fiction writing will take place weekly in a range of subjects. • Pupils will continue to learn through ICT to enhance and extend their learning. • Together teachers and pupils will choose interesting topics of work to study which in turn, motivate pupils to learn. • Individual target setting continues to be developed in Science in order to promote scientific skills and practices. 		

Statistical Digest

Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

Vale Junior		
Results – Attainment	Vale Junior	Bailiwick Average
End of Key Stage 2 (Year 6)		
% Level 4+ English 2011 – 2012	81%	79%
% Level 4+ Maths 2011 – 2012	76%	77%
% Level 4+ Science 2011 – 2012	88%	86%
3 Year Rolling Average: % Level 4+ English (2010-2012)	N/A	73%
3 Year Rolling Average: % Level 4+ Maths (2010-2012)	N/A	73%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English 2012	84%	85%
% 2 Levels of progress Maths 2012	75%	79%
1 pupil at this school is equal to 1.49%		
Commentary on Results		
<p>Results in the percentage of children attaining Level 4+ in English, Maths and Science overall are significantly better than the previous year. The schools' results in all three subjects for Level 4+ were similar to those of the Bailiwick and in the case of English and Science slightly higher.</p> <p>The percentage of children who gained two levels of progress in English and Maths is similar to the Bailiwick average, with Maths being slightly lower. Of those children who were lower in Maths than the Bailiwick average, this equates to approximately 2 pupils who did not attain expected progress.</p>		
Next Steps for Vale Junior School		
<p>Plans for the future</p> <ul style="list-style-type: none"> ▪ Greater emphasis on the development of reading, guided reading and use of resources to promote reading across the school. ▪ Increased focus on developing the progress of children's writing ability, audiences for writing and guided writing. ▪ Development in the teaching and assessment of progress in Maths, with focus on higher attaining pupils. ▪ Continue to enhance systems and processes for tracking, assessment and monitoring children's progress. ▪ Link the above, whenever possible, to the school's creative curriculum. 		

Statistical Digest

Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

Vauvert Primary		
Results – Attainment	Vauvert Primary	Bailiwick Average
End of Key Stage 2 (Year 6)		
% Level 4+ English 2011 – 2012	53%	79%
% Level 4+ Maths 2011 – 2012	73%	77%
% Level 4+ Science 2011 – 2012	66%	86%
3 Year Rolling Average: % Level 4+ English (2010-2012)	N/A	73%
3 Year Rolling Average: % Level 4+ Maths (2010-2012)	N/A	73%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English 2012	67%	85%
% 2 Levels of progress Maths 2012	76%	79%
1 pupil at this school is equal to 2.22%		
Commentary on Results		
<p>We are pleased that the additional work we have put into English has resulted in improvements throughout the school. This year our KS2 result is 11% higher than in 2011 with a 14% increase in terms of pupils' progress. We expect this upward trend to continue as both standards and progress scores are improved in all year groups across the school. We were particularly pleased with the 26% improvement in our results for the Speaking and Listening strand of English.</p> <p>Our Maths result, in 2012, has improved in line with Bailiwick scores, being up by 9% on last year.</p> <p>Our Science scores returned to our usual levels following an excellent year in 2011.</p>		
Next Steps for Vauvert Primary School		
<ul style="list-style-type: none"> • We are participating fully in the 'Every Child Our Future' Project which will provide greatly increased levels of community participation in supporting our readers as well as targeted staff training and support for reading projects such as 'Reading Recovery' and 'The Better Reading Partnership'. • One focus of our writing development this year is to improve the quality of children's work by providing more opportunities for children to rehearse orally their ideas before writing them down. • We are revisiting our 'Calculations Policy' and focussing more acutely on the use of mental calculation skills and rapid recall of number facts in addition, subtraction, multiplication and division. • Continue to work on our assessment of pupils' levels in order to better focus our teaching in English and Maths. • This year we are looking at additional ways to challenge our more able pupils. • We are confident that by continuing the work we have started on 'Key Ideas' our children will be further develop their investigation and scientific enquiry skills. 		

Statistical Digest

Bailiwick and Individual School GCSE results

Key Performance Indicators – Secondary Schools

Bailiwick – End of Key Stage 4 Attainment Tables

In Key Stage 4 the large majority of students experience a broad curriculum offer which includes a range of GCSE courses and other qualifications. In addition to GCSE courses, students are offered, where appropriate, courses leading to nationally approved non-GCSE courses which enable students to learn in a way that best meets their needs and provides progression to Post-16 learning.

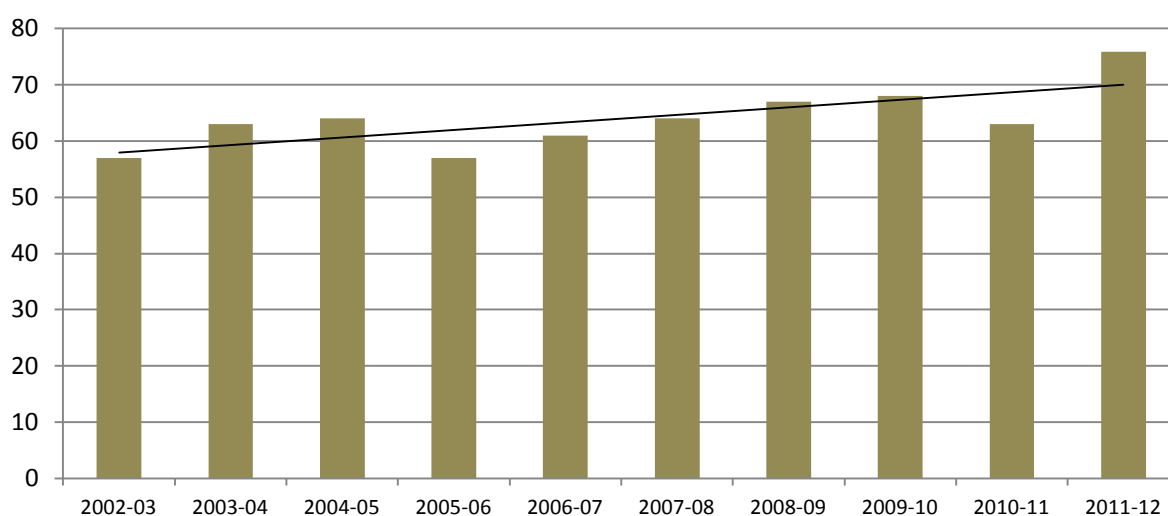
Bailiwick cohorts are small and can equate in total to three year groups of a single large UK comprehensive.

The annual variations in cohort profile can therefore have a statistical significance which in England would not be a factor due to the larger numbers. The three-year rolling average enables a pattern of achievement to be tracked over a period of time.

The Bailiwick data includes those learners attending the Link Centre which provides specialist support for pupils with social, emotional and behavioural difficulties. Young people at a similar provider in England would not be included in the English data.

Year	5+ A*-C	5+ A*-C 3-year rolling average	5+ A*-C (inc English and Maths)	5+ A*-C inc Eng & Maths 3-year rolling average	5+ A*-G
2010	68%	66.3%	55.2%	55.6%	Not collected
2011	63%	66.0%	50.8%	54.0%	88.9%
2012	75.9%	69.0%	65.6%	57.2%	94.7%

Trend data - % Bailiwick 5+ A*-C of whole cohort 2002-2012



Statistical Digest

Bailiwick and Individual School GCSE results

Guernsey Grammar School		
Results – Attainment	Guernsey Grammar	Bailiwick Average
End of Key Stage 4 (Year 11)		
% 5+A*-G GCSEs 2011-12	100%	94.7%
%5+A*-C GCSEs or equivalent 2011-2012	98.0%	75.7%
%5+A*-C GCSEs including English and Maths or equivalent 2011-2012	97.1%	65.5%
3 year Rolling Average %5+A*-C (2010-2012)	98.7%	68.9%
3 Year Rolling Average %5+A*-C including English and Maths (2010-2012)	98.3%	57.2%
Commentary on Results		
<p>The standards reached by learners remains consistently high and were in line with expectations of this cohort. Teachers predictions of results made in January 2012 were highly accurate.</p> <ul style="list-style-type: none"> • % pass rate for 7 or more 7A*-C grades including Mathematics and English Language 97.1% (98%) • 1 student did not achieve GCSE Mathematics grade C due to absence for the final module • 1 student did not achieve GCSE English grade C • % A* grades maintained 20.7% (21%) • Achievement at the highest grades A* - A 56.91% (61%), A* - B 85.33% (89%), 75% gain 3 or more A*/A grades. • 1 student gained 11A* and 2 students gained 10A* - all boys. • There was a slight gender imbalance in the pass rate with boys 97% and girls 98.5% and an average points score of 6.57 (boys) and 6.64 (girls). • Our results compare favourably with similar schools <ul style="list-style-type: none"> ○ 68.6% of student make 4 or more levels of progress in English ○ 83.3% of students make 4 or more levels of progress in Mathematics <p>The school has moved all data tracking, reviews and reports into SIMS. Target setting continues to be well embedded and the school. Many students achieved significantly above their target grades. (figures in brackets 2011)</p>		
Next Steps for Guernsey Grammar School		
<p>Our school development plan for 2012-2013 focuses on several key areas:</p> <ul style="list-style-type: none"> • Develop the teaching of Maths across the school, in particular to increase the children's number knowledge and mental Maths skills. • To secure teacher assessment of Maths through increased moderation and training. • To continue to develop writing across the curriculum. • Fine tune the target setting process to enable the children to know the next steps for sublevel progress. • To further strengthen the monitoring cycle and the use of pupil progress data. 		

Statistical Digest

Bailiwick and Individual School GCSE results

La Mare de Carteret High School		
Results – Attainment	La Mare de Carteret	Bailiwick Average
End of Key Stage 4 (Year 11)		
% 5+A*-G GCSEs 2011-12	94.6%	94.7%
%5+A*-C GCSEs or equivalent 2011-2012	58.0%	75.7%
%5+A*-C GCSEs including English and Maths or equivalent 2011-2012	42.0%	65.5%
3 year Rolling Average %5+A*-C (2010-2012)	39.8%	68.9%
3 Year Rolling Average %5+A*-C including English and Maths (2010-2012)	26.6%	57.2%
Commentary on Results		
<p>All of our key measures have improved considerably since 2011. Our 5A*-C including English and Mathematics has more than trebled since 2011. Our English and Maths results significantly increased in 2012 with over 50% of students obtaining higher grade passes in each of these subjects.</p> <p>Although not reaching the Bailiwick average we are pleased that we have met our targets for this year group and we are proud that 99.1% of students La Mare de Carteret High School have left with at least one examination certificate.</p>		
Next Steps for La Mare de Carteret High School		
<p>Attainment</p> <ul style="list-style-type: none"> To continue to improve attainment in English and Mathematics at KS3 To continue to improve attainment in Foundation subjects at KS4 <p>Progress</p> <ul style="list-style-type: none"> To continue to improve progress of boys in English and Mathematics at KS3 (L5+) To continue to improve progress of boys in English at KS4 To continue to improve progress of girls in Maths at KS4 <p>Teaching & Learning:</p> <p>We will continue to focus upon ensuring students will learn, enjoy learning and make good progress. Our teachers will use accurate assessment information to provide consistently challenging learning opportunities.</p> <p>School Leaders and managers will:</p> <ul style="list-style-type: none"> Set and maintain high expectations. Provide clear direction to improve achievement and attainment. Aim for excellence in provision and outcome. Evaluate the school effectively and have an accurate view of strengths and areas for improvement and use this information to continue to improve student outcomes. 		

Statistical Digest

Bailiwick and Individual School GCSE results

Les Beaucamps High School		
Results – Attainment	Les Beaucamps	Bailiwick Average
End of Key Stage 4 (Year 11)		
% 5+A*-G GCSEs 2011-12	91.8%	94.7%
%5+A*-C GCSEs or equivalent 2011-2012	73.2%	75.7%
%5+A*-C GCSEs including English and Maths or equivalent 2011-2012	51.5%	65.5%
3 year Rolling Average %5+A*-C (2010-2012)	61.2%	68.9%
3 Year Rolling Average %5+A*-C including English and Maths (2010-2012)	42.6%	57.2%
Commentary on Results		
<p>This year's results are well above average given the academic intake of the school. They reflect the hard work of the students, the expertise of their teachers and the support from parents. All students in the cohort achieved at least one GCSE or GCSE equivalent qualification.</p>		
Next Steps for Les Beaucamps High School		
<ul style="list-style-type: none"> • To consolidate the improvement in results so that progress can be maintained. • To improve results even further where possible. 		

Statistical Digest

Bailiwick and Individual School GCSE results

St. Sampson's High School		
Results – Attainment	St. Sampson's	Bailiwick Average
End of Key Stage 4 (Year 11)		
% 5+A*-G GCSEs 2011-12	88.0%	94.7%
%5+A*-C GCSEs or equivalent 2011-2012	53.8%	75.7%
%5+A*-C GCSEs including English and Maths or equivalent 2011-2012	43.0%	65.5%
3 year Rolling Average %5+A*-C (2010-2012)	47.1%	68.9%
3 Year Rolling Average %5+A*-C including English and Maths (2010-2012)	29.1%	57.2%
Commentary on Results		
<ul style="list-style-type: none"> • We had a dramatic improvement in results at St Sampson's High School in 2012. • In particular Maths results improved from 24% A*-C (2011) to 54% (2012). • Students and staff worked incredibly hard to achieve these best ever results. • The % of 1 A*-G and 5A*-G results continue to rise showing that more and more students are engaged with the curriculum offer. 		
Next Steps for St. Sampson's High School		
<p>This year we are looking to consolidate our good results of 2012. We are working hard to support students in our current year 11 by targeting their learning needs and to help them realise their full potential. They will need a lot of support to attain results as good as the 2012 cohort.</p>		

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Bailiwick and Individual School GCSE results

St. Anne's School		
Results – Attainment	St. Anne's	Bailiwick Average
End of Key Stage 4 (Year 11)		
% 5+A*-G GCSEs 2011-12	89.5%	94.7%
%5+A*-C GCSEs or equivalent 2011-2012	57.9%	75.7%
%5+A*-C GCSEs including English and Maths or equivalent 2011-2012	31.6%	65.5%
3 year Rolling Average %5+A*-C (2010-2012)	61.5%	68.9%
3 Year Rolling Average %5+A*-C including English and Maths (2010-2012)	43.3%	57.2%
Commentary on Results		
<p>St Anne's is unique in the Bailiwick, in that it accepts an all-ability cohort, where for some a GCSE diet is too rich. As a consequence, not all students are entered for 5 or more GCSEs.</p> <p>The results were as predicted and are thus very pleasing. In a small cohort, a single student can affect the results significantly.</p>		
Next Steps for St. Anne's School		
<p>We are focusing on reading with understanding, which should improve the English results.</p> <p>We have active intervention programmes in place, which focus particularly on the C/D borderline where necessary.</p>		

Statistical Digest

Post-16 Results

Key Performance Indicators - Key Stage 5/Post-16

Bailiwick – End of Post-16 Attainment Tables (full-time students)

Post-16 education or Key Stage 5 is for students aged between 16 and 19. It is a non-compulsory phase of education.

The Sixth Form Centre at the Grammar School provides A Level courses for young people from across the Island with students across the ability range. Successful students at A Level are awarded a grade A* to E.

The College of Further Education provides vocational courses such as the BTEC suite of qualifications. The BTEC Diploma at Level 3 is the equivalent level to A Level. BTEC courses are work-related qualifications suitable for a wide range of students and are designed to accommodate the needs of employers as well as allowing progression to university or higher education

% of Island students achieving A Level and BTEC qualifications at the end of Post-16

	2010	2011	2012
A Level Grade A*-E	99.3%	99.4%	99.6%
England	97.6%	98.5%	97.9%
BTEC Diploma Level 3	95.3%	98%	98%
England	99.1%	99.6%	99.6%

% Grade profile of Island students at A Level and BTEC

	A*	A	B	C	D	E	U
A Level	12.3	22.3	28.5	21.1	12.4	3.0	0.4
England	7.9	18.7	25.9	24.0	15.1	4.5	2.1
BTEC	n/a	41.1	7.3	33.1	4.5	11.5	2.4

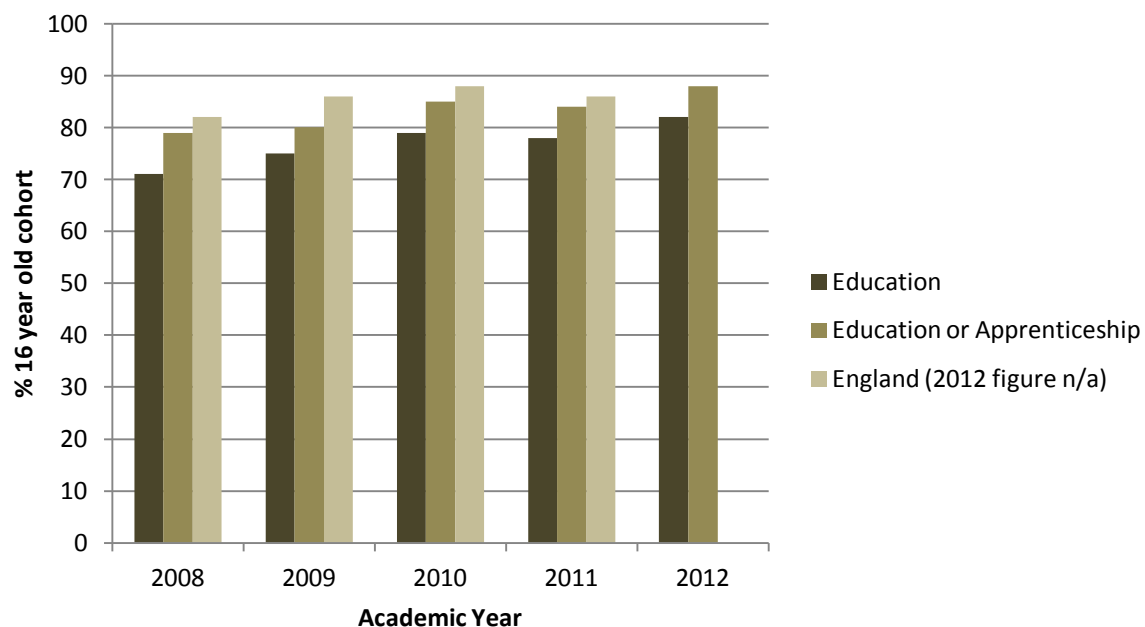
Three Year Rolling Average

Each year, learners present different strengths, weaknesses and abilities so comparison for year to year is difficult. The three year rolling average allows these differences to be assimilated more clearly and a pattern of achievement to be tracked over a period of time.

Three year rolling average	2010	2011	2012
A Level	99.6	99.4	99.4
BTEC Diploma L3	97.4	97.4	97.1

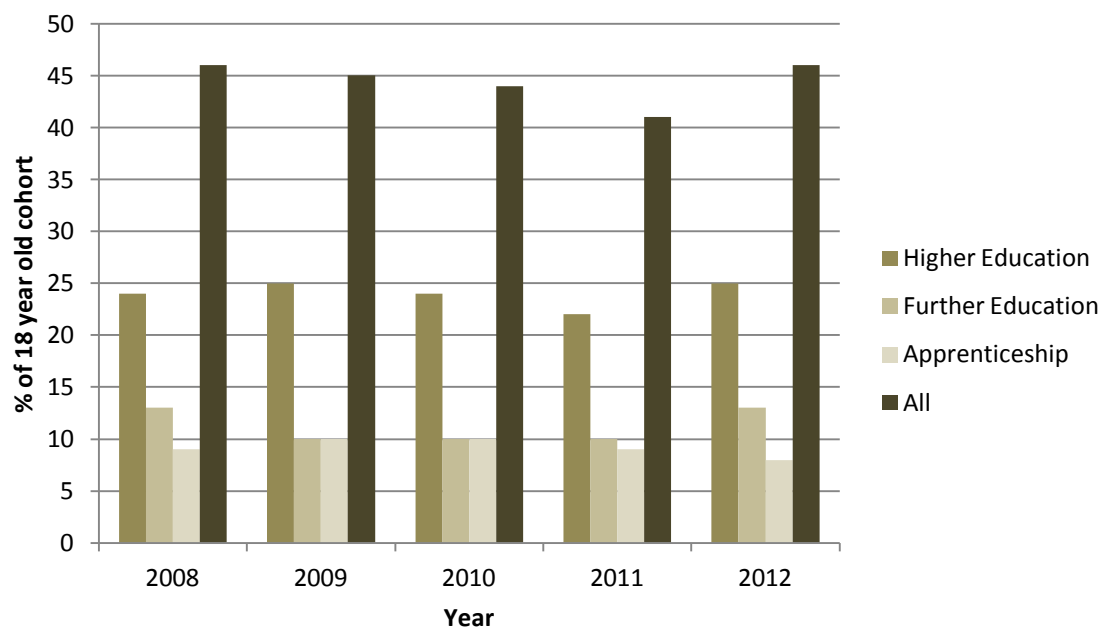
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Island-wide participation rates in full-time education or apprenticeship Post-16, 2008-2012



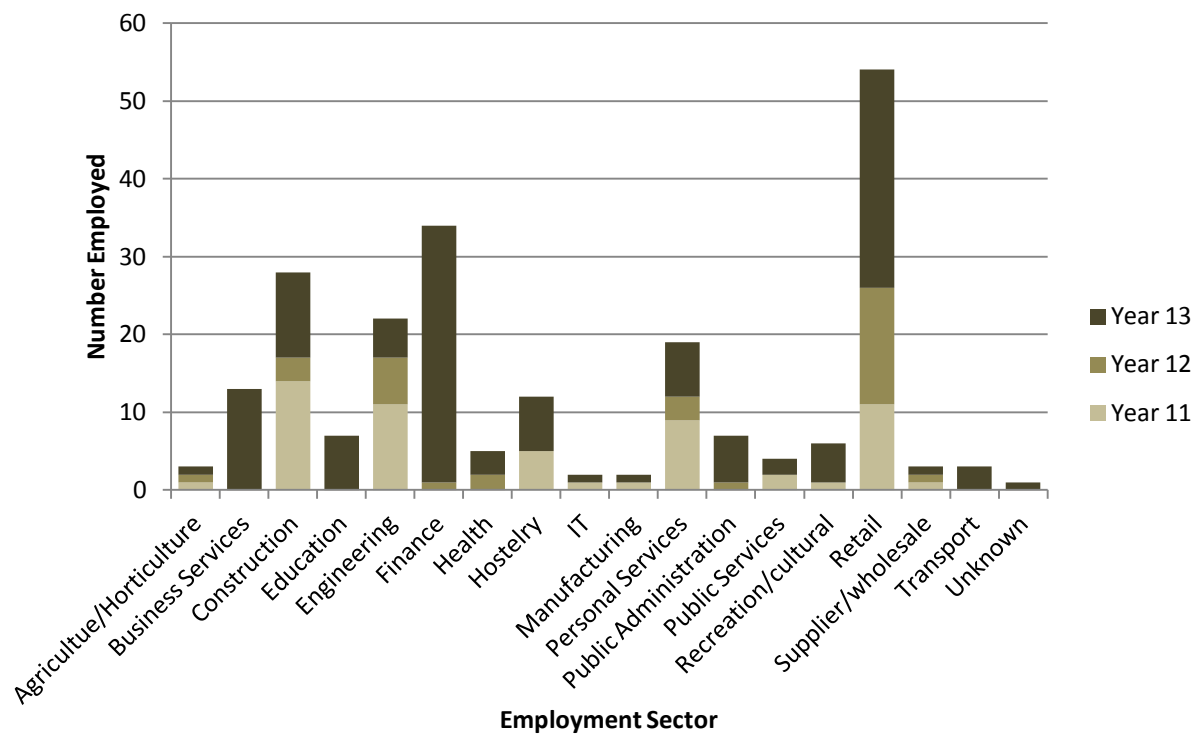
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Island-wide participation rates in full-time higher or further education or apprenticeship Post 18, 2008-2012



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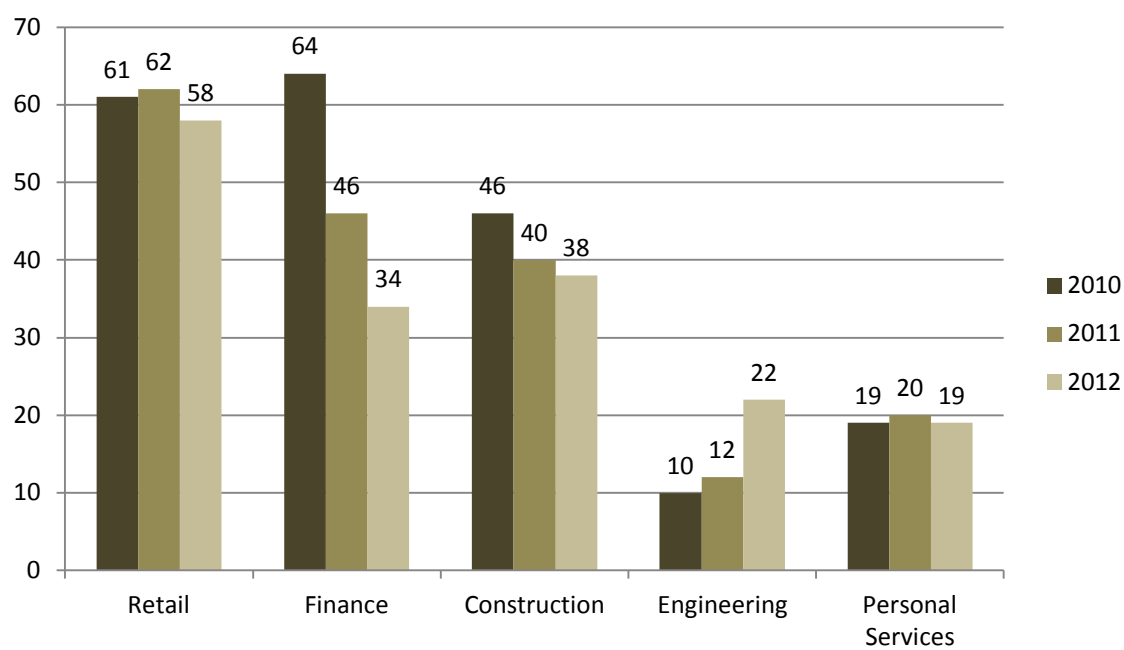
Employment by Sector – All Leavers



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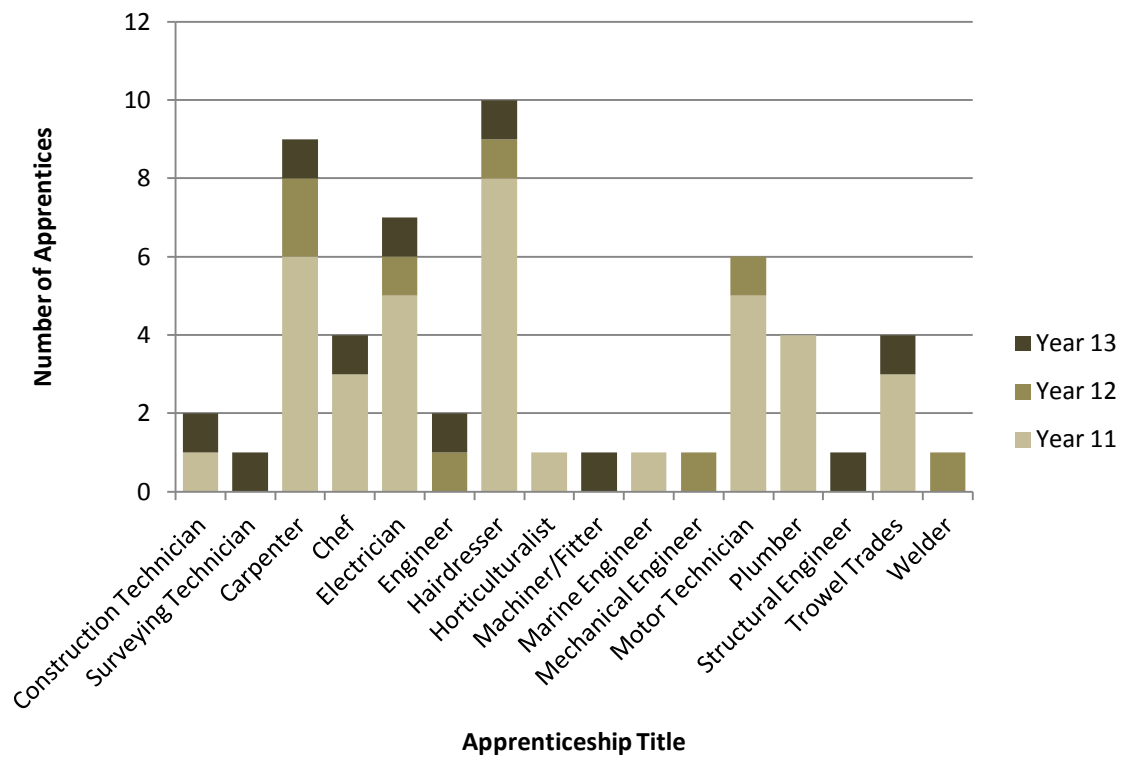
Top 5 Employment Sectors 2010-2012

In 2012, Engineering took over from Business Services as one of the top 5 most popular employment sector for school leavers.



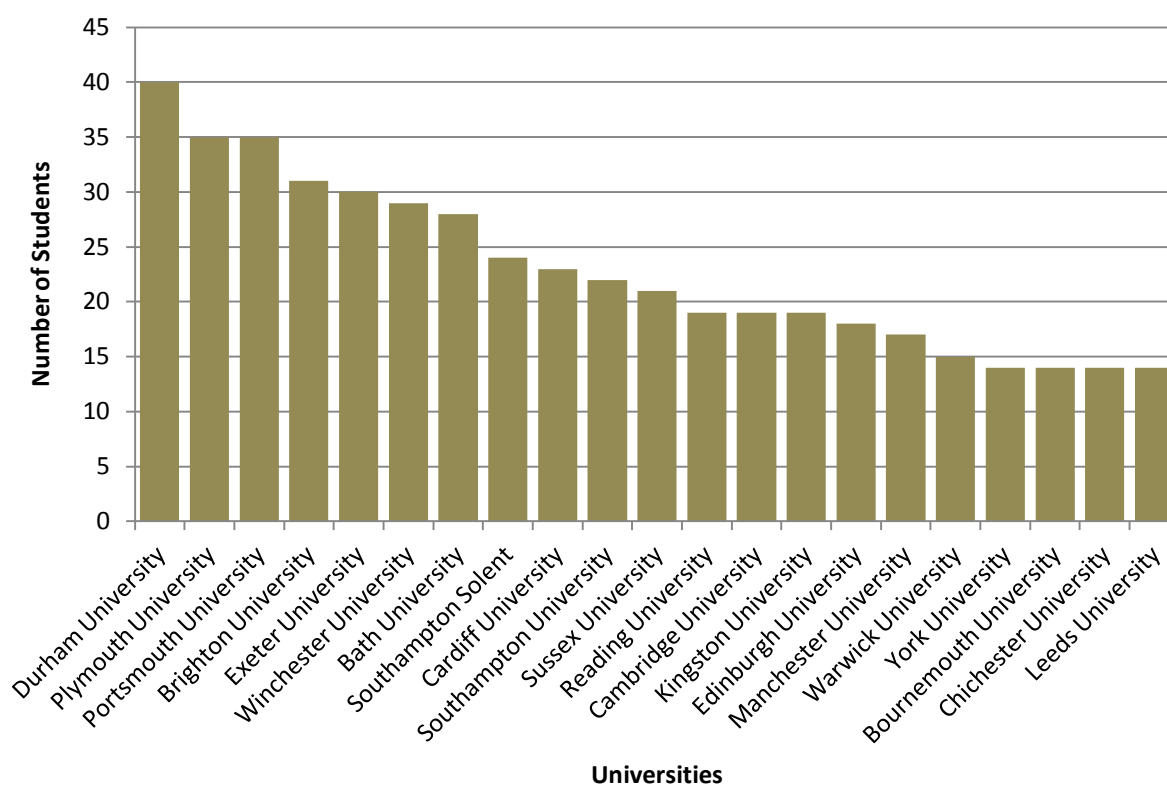
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Apprenticeships by age and type 2012



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Top 20 most popular HE institutions 2012



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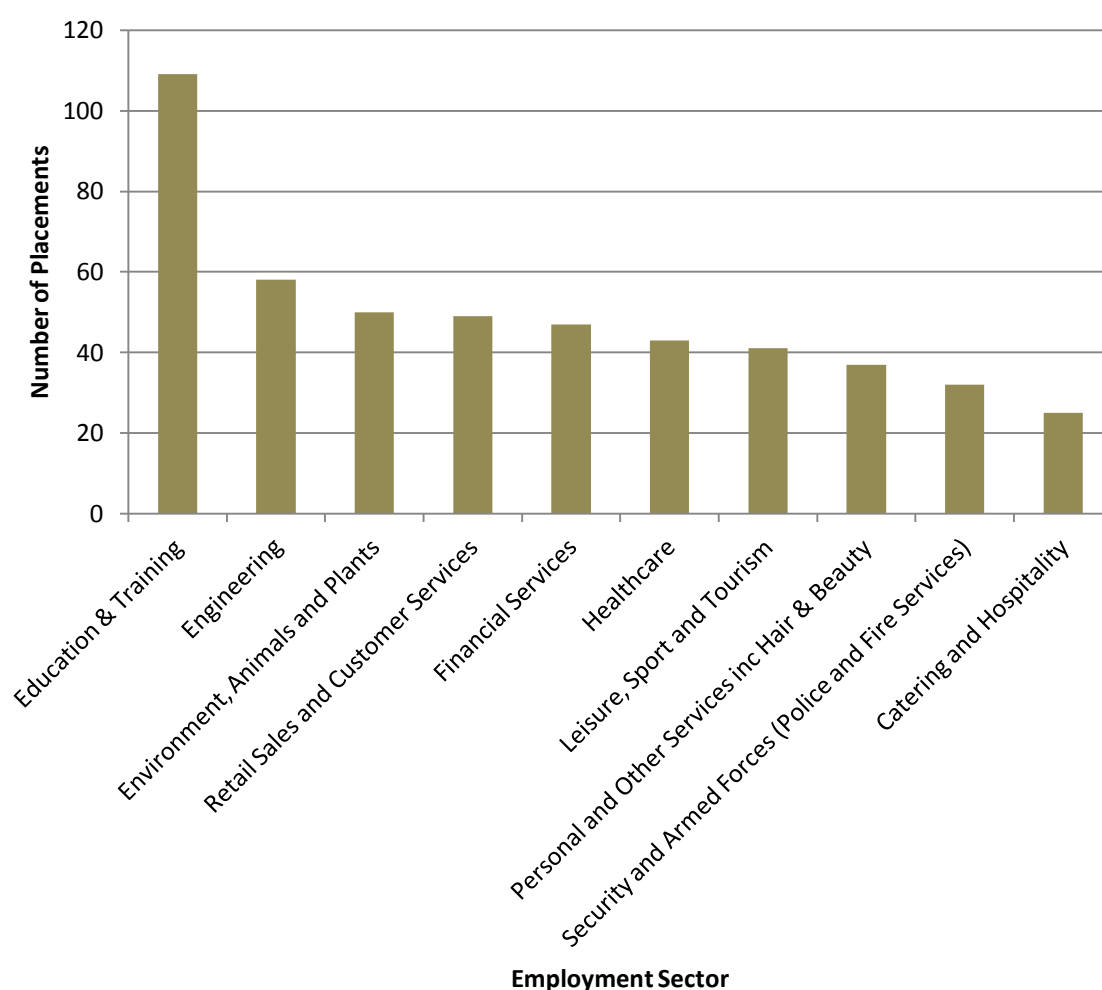
Work Experience - top choices for placements 2011-12

These are the top 10 placements for centralised work experience organised by GWEx for students at States-maintained secondary phase schools. St. Anne's in Alderney has been included for the first time in 2011-12 (14 placements)

Placements in nursery education settings have been re-classified this year from the Social Work category into Education and Training which helps explain the huge increase in placements in this category.

It should also be noted that owing to the opening of the new Les Beaucamps High School this year, both Year 10 and Year 11 students went on work experience in the same academic year 2011-12. This will affect both the 2012 statistics and also those for 2013 when no Les Beaucamps students will be going on centralised work experience placements.

Please note the statistics are for the number of work experience placements and not students as some students have more than one placement during the week.



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Bailiwick Exclusion Statistics 2010-2012

Exclusion occurs when the headteacher of a school, after careful consideration, decides that a pupil is not to attend school because of unacceptable behaviour.

There are three categories of exclusion a school can use. Depending on the seriousness of the incident involving the pupil's behaviour, the headteacher may exclude the pupil for:

- up to five school days – this is known as a Category 1 exclusion
- a period of more than five days and up to and including 20 school days – this is known as a Category 2 exclusion
- a period of more than 20 school days – this is known as a Category 3 exclusion

Further information about exclusions, including a Guide for Parents, is available at www.education.gg/exclusion

Number/Percentage of Fixed Term Exclusions – Bailiwick

	2009-10	2010-11	2011-12	3 year rolling average
Number of pupils excluded	170	117	101	
Percentage of pupils excluded	2.6%	1.8%	1.6%	2%
Number of exclusions*	344	211	191	
Exclusions as % of school population	5.3%	3.2%	2.9%	3.8%
England (fixed-term exclusions) as % of school population	4.5%	4.34%	n/a	

*A small number of pupils are excluded more than once

Statistical Digest

Individual School Exclusion Statistics 2010-2012

Numbers/Percentage of Fixed Term Exclusions

Primary Schools

School	2009-2010	2010-2011	2011-2012
Amherst	3	1	1
Castel	1	0	0
Forest	0	0	0
Hautes Capelles	1	4	0
La Houquette	0	0	0
La Mare de Carteret	1	3	5
Notre Dame du Rosaire	0	0	0
St. Andrew's	0	0	0
St. Anne's	1	0	0
St. Martin's	0	3	2
St. Mary & St. Michael	0	1	0
St. Sampson's Infant	0	0	0
Vale Infant	0	0	0
Vale Junior	1	0	0
Vauvert	0	0	0
Primary Total	8	12	8
Percentage of Primary Roll	0.2%	0.3%	0.2%
England	0.91%	0.91%	n/a

Secondary

School	2009-2010	2010-2011	2011-2012
Grammar	3	1	3
%	0.6%	0.2%	0.6%
La Mare de Carteret High	36	45	34
%	6.8%	8.6%	6.2%
Les Beaucamps High	18	20	16
%	3.3%	3.9%	3.2%
St. Sampson's High	100	35	35
%	12.8%	4.6%	4.5%
St. Anne's	2	1	1
%	2.6%	1.3%	1.4%
Secondary Total	159	102	89
% of Secondary Roll	5.6%	3.7%	3.2%
England	8.6%	8.4%	n/a

Special

School	2009-2010	2010-2011	2011-2012
Le Rondin	0	0	0
Le Murier	3	3	4
Special Total	3	3	4
% of Special Roll	1.7%	1.6%	2.0%
England (<i>not directly comparable</i>)	16.5%	15.7%	n/a

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Bailiwick and Individual School Attendance Statistics 2010-2012

Bailiwick % Attendance

	2009-2010	2010-2011	2011-2012	3-year rolling average
Primary	94.7	95.6	95.3	95.2
England (primary)	94.8	95	n/a	
Secondary	90.5	91.8	92.1	91.5
England (secondary)	93.1	93.5	n/a	
Special	91.2	90.8	92.4	91.5
England (special)	89.7	90.0	n/a	

Special Schools

School	2009-2010	2010-2011	2011-2012
Le Rondin	92.2	87.9	94.1
Le Murier	90.4	92.9	91.0

Primary Schools

School	2009-2010	2010-2011	2011-2012
Amherst	93.6	93.5	94.6
Castel	94.9	94.5	96.0
Forest	96.3	95.5	95.8
Hautes Capelles	94.6	94.5	95.1
La Houquette	95.2	95.5	95.5
La Mare de Carteret	94	94.2	95.2
Notre Dame du Rosaire	96	96	96.0
St. Andrew's	95.2	94.4	95.3
St. Martin's	95	94.5	95.6
St. Mary & St. Michael	94.8	95.5	96.2
St. Sampson's Infant	94.6	96.1	94.4
Vale Infant	94.8	94.9	95.3
Vale Junior	95.3	95	95.7
Vauvert	93.5	93.2	94.0
St. Anne's (Primary)	93.8	92.9	93.1

Secondary Schools

School	2009-2010	2010-2011	2011-2012
Grammar	94.8	94.7	95.4
La Mare de Carteret High	87.9	89.8	90.5
Les Beaucamps High	90.4	90.1	90.9
St. Sampson's High	86.7	90.5	91.8
St. Anne's	92.5	92.9	92.5

Statistical Digest

Pupil : Teacher Ratios and Average Class Sizes 2012

States-maintained schools continue to sustain favourable pupil:teacher ratios (PTRs) and small average class sizes during 2011-12.

School	Pupil Numbers	Teacher Numbers	PTR	Average Class Size
Amherst Primary	316	19	16.63	20.4
Castel Primary	329	16.5	19.94	23.5
Forest Primary	152	8.7	17.47	21.7
Hautes Capelles Primary	491	25.8	19.03	23.4
La Houquette	301	16.4	18.35	21.5
La Mare de Carteret Primary	262	18	14.56	17.9
Notre Dame du Rosaire Primary	223	13.1	17.02	20.6
St. Andrew's Primary	185	8.7	21.26	26.4
St. Martin's Primary	496	25.1	19.76	23.6
St. Mary & St. Michael Primary	149	8.7	17.13	21.3
St. Sampson's Infant	65	4.3	15.12	21.7
Vale Infants	159	8	19.88	26.5
Vale Junior	273	14.4	18.96	22.8
Vauvert Primary	309	18.6	16.61	19.5
Primary Total	3710	205.3	Median PTR 17.98	22.0

The maximum class size in the mainstream primary sector should not exceed 30 without the prior agreement of the Department.

Where possible, most schools should try to limit the maximum class size to 28 pupils.

Amherst, Vauvert and La Mare de Carteret Primary should try to limit their maximum class size to 25 pupils.

In England the latest published figures indicate that the average class size in state-funded primary schools was 26.5.

In Guernsey, based on figures returned from each school in March-April 2012, the average class size in States-maintained primary schools was 22.

Classes in the secondary sector are organised differently depending on the subject and ability of pupils. For this reason it is not possible to indicate average class sizes.

The Department aims for a pupil:teacher ratio of 15:1 in the 11-16 age range and 10:1 at post-16 level. The Grammar School and Sixth Form Centre caters for the 11-18 age range and so the pupil:teacher ratio cannot be compared with those of the High Schools but all are well within the Department's current guidelines.

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Pupil:Teacher Ratios 2012 (Secondary, Alderney and Special Schools)

Secondary

School	Pupil Numbers	Teacher Numbers	PTR
Grammar School & Sixth Form Centre (11-18)	999	84.3	11.85:1
La Mare de Carteret High (11-16)	531	42.95	12.38:1
Les Beaucamps High (11-16)	518	41.5	12.48:1
St. Sampson's High (11-16)	775	55.6	13.94:1
Secondary Total	2823	224.35	12.66:1 Median PTR

St. Anne's School in Alderney is an all-age school catering for pupils from the age of 5 to 16 across the full ability range, including a small number of pupils with special educational needs. The school is staffed according to its pupil profile.

Alderney

School	Pupil Numbers	Teacher Numbers	PTR
St. Anne's Alderney	150	20	7.5:1

Staffing in special schools is based on the range of needs of the pupils, some who will require one-to-one support.

Special

School	Pupil Numbers	Teacher Numbers	PTR
Le Murier	106	20	5.3:1
Le Rondin	82	18.2	4.51:1