



EDUCATION MATTERS 2013-14

The Annual Report of the Education Department, its schools and services 2013-14

EDUCATION
MATTERS 2013-14

CONTENTS

Introduction from the Education Board	3	Les Voies	61
Board Responsibilities	6	Statistical Digest	63
Who We Are	7	Bailiwick KS2 assessment data and individual school progress and attainment data	63
The Department Structure	7	Bailiwick and individual school GCSE results	79
Actions & Activities 2013-14	9	Post-16 results	88
How We Spend Public Money	16	Island-wide participation rates full-time education or apprenticeship Post-16 2010-2014	89
Overview of the Budget 2014	16	Island-wide participation rates full-time education, further education or apprenticeship Post-18 2010-2014	90
The General Budget	17	Employment by occupational classification – all leavers 2014	91
Staff Costs	18	Top 10 employment sectors – all leavers 2014	92
Financial Transformation Programme	19	Apprenticeships by age and type 2014	93
Reports and Consultations 2014	20	Top 20 most popular HE institutions 2014	94
VSSE Validation Events and Outcomes 2013-14	24	Students in Higher Education 2014	95
Education Support Services	35	Work experience top choices for placements 2013/14	96
Careers Guernsey	35	Bailiwick and individual school exclusion statistics 2011-2014	97
Communication and Autism Support Service	38	Bailiwick and individual school attendance statistics 2011-2014	98
Educational Psychology Service	40	Pupil: Teacher ratios and average class sizes 2013-2014	99
School Attendance Service	43		
English as an Additional Language	45		
Literacy Intervention Service	46		
PSHCE Advisor	47		
Schools' Library Service	49		
Schools' Music Service	51		
SHARE	53		
Sensory Support Service (Hearing)	54		
Sensory Support Service (Vision)	55		
Social, Emotional & Behavioural Difficulties – Les Voies Inclusion Services	56		
Youth Commission	58		
Our Special Schools	60		
Le Rondin	60		
Le Murier	61		

Introduction from the Education Board

We recognise that 2013-14 has been a period of unprecedented change within the Education Department. There has been considerable progress in implementing our Education Vision endorsed by the States of Deliberation in July 2013. Before setting out our plans for the academic year 2014-15, it is worthwhile to reflect and acknowledge some of the achievements of staff across the service that have been realised in the past 12 months.

2014 Achievements

Our primary focus has been on improving the educational outcomes for our learners and we acknowledge the efforts of our learners and staff across the service in achieving the best ever set of GCSE and Level 2 results, with just over 67% of students achieving five or more GCSEs or Level 2 equivalent qualifications including English and Maths at grade C or above.

The A Level pass rate for 2014 was 99.2% percent, and the pass rate for full time Level 3 students at the College of Further Education was 95%, continuing the trend of high performance over the previous decade. What was particularly pleasing was that all States-maintained schools improved on their results from last year, with some significant increases in the core measures at the three high schools and St. Anne's in Alderney and continued high performance, especially those achieving top grades, at the Grammar School & Sixth Form Centre and College of Further Education.

2014 was also significant in that Les Voies School also posted its first set of GCSE and Level 2 results since it opened in September 2013 with students compressing two years of study into a single year. The students leaving Les Voies at the end of Year 11 have achieved 5 or more passes at A*-G and also achieved their Duke of Edinburgh Award and John Muir conservation award. Students at Le Murier also had a successful year including students achieving City and Guilds Awards, ICT Foundation Certificates and Duke of Edinburgh Bronze Awards.

In September we announced the continuing success in our primary phase. The Bailiwick's end of Key Stage 2 attainment and progress data shows that more than 90% of children are making the expected level of progress in English, reading, writing and maths between the end of Year 2 and when they leave primary education. This is providing an excellent foundation for their secondary education and demonstrates the hard work and value added by our staff in the schools and support services.

At Key Stage 1, Bailiwick data demonstrates that our results are considerably higher in reading, writing and maths than in England. Progress in all core subjects has also improved significantly against more challenging targets. At the Early Years Foundation Stage performance is in line with England.

In January 2014 the Department announced the creation of the Guernsey Federation of Secondary Schools (GFSS) in order to achieve three key objectives:

- enhanced educational outcomes through increased collaboration between our secondary schools;
- equality of opportunity and access; and,
- efficient and effective use of resources.

The Board recognises the hard work that has gone into launching the Federation for the start of the current academic year and the changes it has required. We now have a common timetable framework across the secondary Federation. The fact that we are now starting to offer our learners a wider breadth of curriculum options, such as offering Computer Studies at Key Stage 4 for all students, is an example of how the Federated approach will help us continue to improve educational outcomes and we look forward to the further development of the Federation over the coming year.

During 2014 the Department also successfully completed the merger of St Sampson's Infant School with Vale Primary School with the construction of two new classrooms and the

refurbishment of another as well as the provision of additional toilets and a new entrance at Vale Primary School ready for the start of the new school year. At the forefront of our minds has been the impact on the children and considerable credit and thanks must go to the staff of both schools for the hard work and planning for the successful transition for the children.

We will be continuing to work with the staff, children and parents of St Andrew's Primary School over the coming year to ensure that the transition into their new schools in September 2015 is as successful as possible.

The Department has been working with and supporting the new governing body of the College of Further Education. We will be learning lessons from how this new body operates with a view to extending new governance arrangements to our secondary phase school in due course.

The Guernsey Integrated Learning Environment 2 (GILE2) project which was completed in September 2014, also represented a major step forwards in our use of technology to support teaching and learning.

Through improved infrastructure, a refresh of IT equipment in schools with a choice of devices to best meet their needs, improved access to educational resources and an increase in internet bandwidth across the service (Alderney still to come) we are laying the foundations for a network that can meet the demands of the teaching and learning community over the coming years supported by a programme of learning through technology that will enable both staff and students to fully exploit the technology.

The States of Deliberation approved our States Report on the proposed introduction of a universal entitlement to Pre-School Education and in line with the agreed resolutions we are now working with the Treasury and Resources Department on a further States Report on funding options.

The Department also announced its decision regarding the consultation on the Qualifications Framework for 14-19 year olds, placing the decision on which qualifications and exam boards will best meet the needs of our learners

squarely in the hands of the headteachers and heads of departments.

In March 2014 we took a report to the States confirming that the current system of means testing for funding for University and Higher Education courses was able to continue in the short to medium term. Through continued negotiation, all UK universities bar Cambridge and Imperial have agreed to charge Guernsey students the home tuition fee rate.

The States Report confirmed that the Department can operate within its existing Higher Education Funding budget at the moment and has actually been able to make some savings within the budget to contribute to the Department's FTP target. This means there will be no significant changes to the current means-tested grant system. Families with low earnings may have all their costs met, whereas middle and higher income families may fail to qualify for support for living costs but may still receive a contribution towards tuition fees, although this may be comparatively small based on the financial assessment.

Throughout the year the Department has played a full role in helping to take forward the new Children and Young People's Plan working collaboratively on a multi-agency basis and also with the third sector.

The Department worked with a cross-phase Headteacher Commission to introduce new professional standards for teachers that will be fully implemented through performance management during the course of 2014-15. Professional Leadership standards and new standards for Learning Support Assistants have also been introduced.

Plans for 2015

2015 will be a particularly important year for the Department as we will be independently inspected by Education Scotland, the Scottish Government's national improvement agency for education. The inspection will start in January with a report published in the summer. This inspection will fulfil the Board's commitment in its Vision for an inspection by an independent external body by quarter 1 2015. The process of self-evaluation combined with external assessment will enable us as a government department as well as an education authority to

assess the Department's strengths and the areas where we need to improve. The approach we have chosen will enable us to embed a culture of continuous improvement within the Department and is a principle which is already well embedded within our schools. We believe that the example we are setting should set a precedent for the States as a whole and we would hope to see other Departments following our lead in due course.

We were extremely disappointed not to have received the backing of the Assembly for our plans for the much-needed redevelopment of La Mare de Carteret Schools towards the end of the year. States Members instead voting for another independent review of the scale and scope of our proposals before voting again on our plans at a subsequent States Meeting. We remain concerned that this latest review may mean further delays to the completion of the project, potentially pushing the opening date for both schools back to September 2018. At the time of writing this report the status of our plans was not known although as a Board we will be fighting hard for our original proposals.

We are also planning to publish a green paper on the future of selection within the Guernsey Federation of Secondary Schools in the second half of the year. This will be one of the remaining work streams set out in the Vision for Education approved in July 2013. We will also be commencing a review of the level of subsidy to the grant-aided colleges in preparation for the end of the current seven year agreement.

During 2015 the Department will continue to develop the Guernsey Federation of Secondary Schools with the focus remaining on the outcomes for learners and sharing good practice across the Federation and moving to devolved budgets as Guernsey's form of Local Management of Schools. This will be led by the Federation Executive Leadership Team comprising the headteachers of the schools and the Director of Education which will be monitored and approved by us as the Board of the Education Department.

The Board will also continue to support the new Governing Body and Principal of the College of Further Education to achieve greater autonomy in the running of the College. The work streams in the coming months will focus on the

development of a legal framework and outcome agreement including the determination of an appropriate funding mechanism. We anticipate making announcements on this initiative early in Q1.

We will work with the Treasury and Resources Department to explore funding options for the introduction of a universal entitlement to pre-school education from September 2016. In accordance with the States Resolution, this will entail a joint States Report in the autumn 2015. The Education Department will also continue to work with the Health and Social Services Department and the Guernsey Pre School Learning Alliance to develop the regulatory quality framework for pre-school education.

The end of the 2014/15 academic year will see the closure of St Andrew's Primary School in accordance with the States Resolutions from the October 2013 meeting of the States of Deliberation and we will work to ensure the smooth transition of pupils and staff, learning from our experiences and adopting the successful methods and procedures used in the merger of St Sampson's Infants School with Vale Primary School during 2013/14.

By September 2015, performance management using the new professional standards for teachers, learning support assistants and staff on the leadership scale will be fully implemented. Negotiations with professional bodies on the standards for progression to the Upper Pay Scale will also be undertaken.

We recognise that this is an ambitious work programme and that whilst much has been achieved in a short period of time, there remains more to do. We further recognise the unprecedented pace and scale of changes that have been introduced across the Service during this political term. We wish to thank all the staff for their contributions to improving the educational outcomes of all learners and for their efforts and support to realise our objectives of equality, excellence, enjoyment and efficiency.

Deputy Robert Sillars, Education Minister

Deputy Andy Le Lievre (Deputy Minister)

Deputy Richard Conder

Deputy Chris Green

Deputy Peter Sherbourne

Board Responsibilities

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

Remit

- Determining Strategic Objectives for the Department in line with the fulfilment of Statutory Obligations (e.g. preparing the Education Vision)
- Informing and Implementing States Policy
- Assuring the Implementation of Policy and Strategy by officers and by schools
- Securing and Exercising Stewardship over the Strategic Resources in order to Implement Objectives
- Challenge and Support Senior Management Team and Build Inclusive Team across the Service
- Securing and Exercising stewardship of Operational Resources (e.g. annual budget)
- Political Accountability for Operational Performance of the Department (as set out in the Mandate of the Department)
- Sustainable Improvement in Outcomes as part of the Strategic Objectives of the Department
- Engagement with all Stakeholders

Board Membership

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.

As at the end of December 2014 the Education Board membership was:

Deputy Robert Sillars – Minister
Deputy Andrew Le Lievre – Deputy Minister
Deputy Richard Conder

Deputy Chris Green
Deputy Peter Sherbourne

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

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

Deputy Andy Le Lievre – Joint Advisory Committee, Pre-School Working Party, SACRE (Standing Advisory Council for Religious Education), 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 – College of Further Education Governing Body, College of Further Education Project Board, GILE2, Skills Strategy and the following School Committees: St. Mary & St. Michael Catholic Primary School, Vale Primary School, 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, Castel Primary School, St. Andrew's Primary School and La Mare de Carteret High School.

Deputy Peter Sherbourne – The Children and Young People's Plan Partnership Board, College of Further Education Project Board 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 and What We Do

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 12 primary schools; an all-age school in Alderney, three high schools, the Grammar School & Sixth Form Centre, the College of Further Education and three special schools; we provide grant-aid to three Colleges.
- a range of support services for children and young people (including 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.

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 Guernsey

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
- School Attendance Service
- English as an Additional Language Service
- Literacy Intervention Service
- Sensory Support Services (Hearing and Vision)
- Sexual Health and Relationship Educators (SHARE)
- Schools' Music Service

The Inclusion and Support Division also has oversight of:-

- Schools' Library Service – grant funded and provided by Guille-Allès Library; and

- Dyslexia Day Centre – grant funded (link with Literacy Intervention Service)

Communications

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

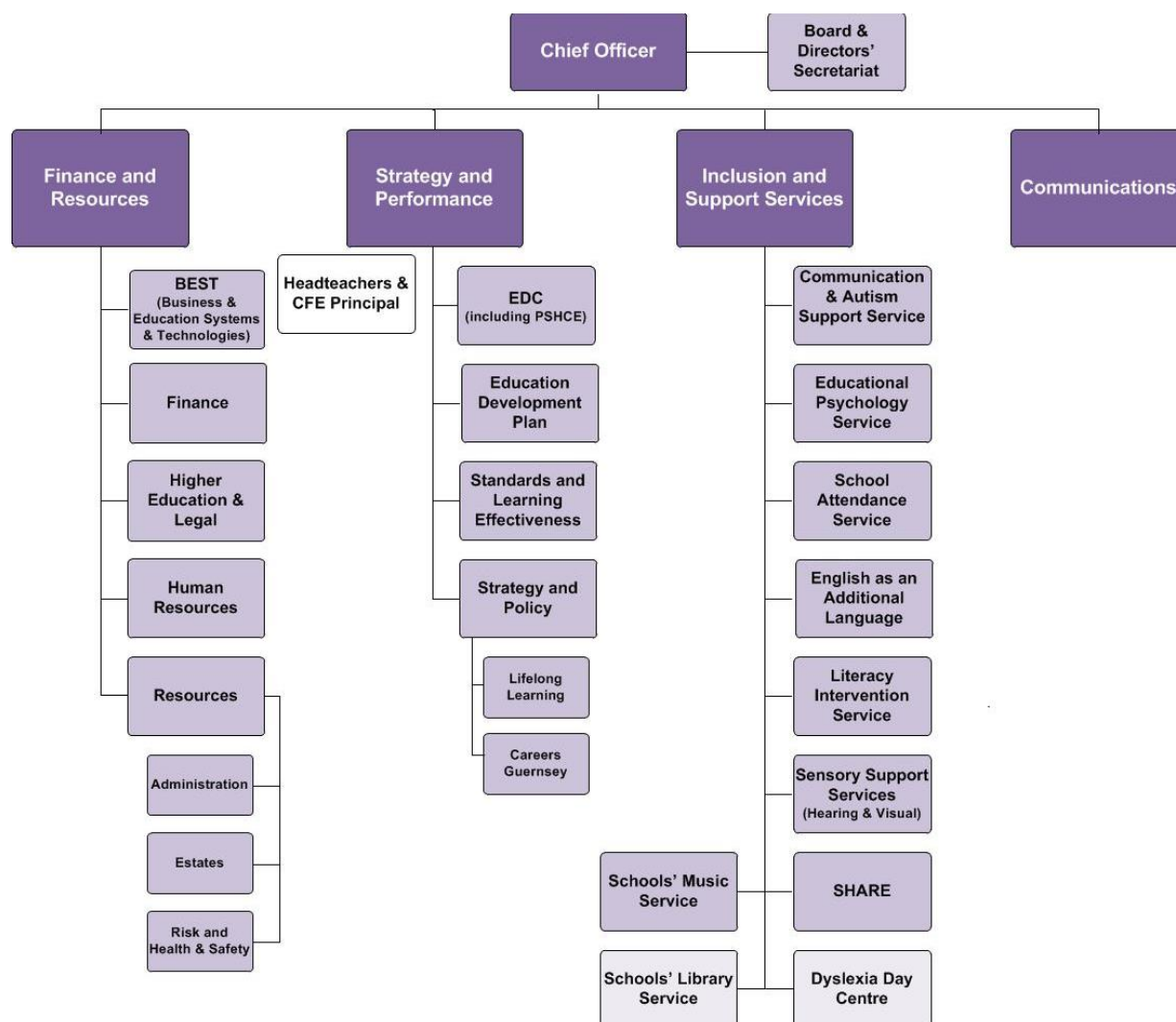
Senior Management Team

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, HR Business Partner, Head of Resources, Head of Standards and Learning Effectiveness and Head of Strategy and Policy (Deputy Director of Education).

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

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



Actions and Activities 2013-14

Finance & Resources

BEST (6.5FTE)

The role of the Business, Education and Systems Technologies Team is to contribute to enhancing teaching and learning and improving outcomes directed by education requirements. This is achieved through the delivery of professional services including analysis of systems and processes, project management, service delivery and contract management against recognised industry standards.

The team has gone through significant change over the last few years, transitioning from a technical support and data analysis team to a professional services team.

The main focus of the team for 2013-14 was the delivery of the GILE2 project, on time and within budget. The details and benefits of this project are covered later in this Report.

In response to the changing needs of the Education service, the team has also shaped and entered into a new, more stringent Network Managed Service (NMS) contract that will better support schools and services moving forward.

BEST has worked with East Harbour to provide online dashboards that show officers near real time information on key stage performance within schools, allowing officers to intervene and work with schools on a more pro-active basis.

The team has also provided a platform for student engagement, monitoring and performance at the College of Further Education with the introduction of their new Management Information System (Compass).

Finance (3.6FTE)

The Finance Team plays an important role in ensuring the financial affairs of the Department are appropriately managed.

The small team provides assurance on the economic, efficient and effective management of public funds and other resources entrusted to the Department. Its responsibilities include advice and support to the Board, budget holders

and other staff for budget preparation, monitoring and control; resource planning; the installation of effective financial procedures and controls; and the prevention and detection of fraud and other financial irregularities (in conjunction with other sections).

The Team liaises with the corporate finance function on corporate finance requirements such as the year-end accounting process and assists with corporate initiatives such as the delivery of FTP.

Further information about the financial performance of the Department in 2014 is available on page 16.

Major changes have taken place over the last two years with the introduction of SAP and the move away from central management of budgets to a more devolved system of budget management. Certain functions which previously were done in Departments have been transferred to a central transaction centre, now named the HUB. These changes led to staffing changes and a reduction in size of the team from 4.16 FTE to 2.38 FTE. This FTE has since had to be increased to cover work which did not transfer as originally intended but also because the section was not sustainable at the reduced size to allow appropriate cover in the event of leave and sickness.

The team has delivered on the core objectives of embedding SAP, helping the Department to stay within Budget, advising on how significant savings could be made and maintaining services at current or above current levels, as was the aim.

Higher Education & Legal (2.7FTE plus 1 x temporary summer support)

The small grants team continued to manage the Department's means-tested grant scheme for supporting students studying a recognised higher education course. Information about the current funding arrangements, fees and schedules are available at www.education.gg/unifunding

In 2013-14 there were 803 students in Higher Education with 748 in 2014-15.

Changes during the last academic year include a small increase in the maximum parental contribution towards tuition fees for students starting a course in 2014-15 to £8,900 per annum. Parental assessments are also now based on household income.

The Department works closely with colleagues in Jersey and the Isle of Man to ensure that local students continue to be treated as 'home' students with regards to tuition fees charged by UK Universities and has largely been successful in its joint negotiations with only two institutions continuing to charge higher fees to Island students.

The Department's expenditure from its HE budget remains well within budget and savings have contributed to the Department's overall Financial Transformation Programme savings target.

During the latter part of 2014 the Department carried out a high level consultation using crowd sourcing technology to gauge the community's views on the future of higher education and how support for Bailiwick students could continue, including whether more opportunities should be provided for study on-Island. The Department is now considering the responses.

HR (5FTE + 1 part-time temporary)

The Education Department HR Team is part of an integrated HR service for the States of Guernsey. The team provides professional support, advice and guidance on strategic and operational matters which support the Education Business Plan to enable the delivery of high quality education within schools and services. The team encourages the adoption of best HR practice in the management of staff in accordance with current legislation and States of Guernsey policies and procedures.

As with the Finance team, the Department's HR Team has undergone significant change over the past two years, both in terms of membership and role.

The creation of a central States-wide shared transaction service centre called the Hub in 2012 was initiated to help standardise

approaches across the States, avoid duplication and eventually lead to cost savings and increased efficiency.

The Department's HR Team reduced from 8 to 5 permanent members of staff.

During 2014 the HR Team supported more than 100 new appointments, worked with a recruitment partner to help recruit to hard to fill vacancies, successfully trialled some new approaches to recruiting to PSE posts, worked with the Housing Department to secure additional Housing Licences where needed and extend others for key posts, managed and implemented new States-wide HR processes, producing guidance to schools and services on how to manage the new processes.

The team has also been involved in managing workforce reform through the establishment of revised contracts, a revised staff handbook, the preparation of generic job descriptions and person specifications and the development of a new career pathway and pay structure for Learning Support Assistants and Learning Mentors.

The team has also supported staff and line managers through change projects, including the redeployment of staff following the primary transformation process, staff changes at St Anne's School and the College of Further Education, the creation of Les Voies School, and the transfer of staff to the Youth Commission.

The HR team has also been instrumental in the development of a mental health and wellbeing project for the Department, carried out two staff satisfaction surveys and managed capability, disciplinary and grievance cases in partnership with line managers, depending on their confidence and experience.

Resources – Estates (6.5FTE)

The Estates team provides support to all Education Department sections, schools and services by ensuring the facilities used (buildings, building services, fixed equipment and land), are adequate, well-maintained and altered, upgraded or refurbished to meet changing circumstances.

Over the last year the team has:

- Ensured safe sites and properties.
- Maintained assets with our revenue funding allocation.
- Delivered various significant projects within the Department's routine capital and other funding mechanisms.
- Reduced energy consumption across the overall estate.
- Carried out benchmarking of premises staff resourcing across the estate.
- Reviewed and improved induction processes for premises staff.
- Implemented a new cleaning contract and monitored performance.
- Developed a premises staff handbook.

One of the team's key capital projects during the last academic year was the construction project at Vale Primary School to enable the school's merger with St Sampson's Infant School. The project involved the creation of a new entrance and administration office, two new classrooms and the remodelling of a third classroom, plus the installation of additional sanitary facilities and some general refurbishment. Car parking was also increased on the site to support the revised operational arrangements. Much of the work had to be carried out while the school was still in operation and was successfully completed with minimal disruption, within budget and in time for the start of the new academic year in September 2014.

As part of the plans for the merger, the Department and school worked closely with the Environment Department and Guernsey Police to improve access and road safety both on the school site and in the surrounding roads.

Resources – Administration (4.3FTE + 1 full-time and 13 part-time minibus drivers, 14 part-time minibus escorts and 1 part-time cleaner)

The Administration and Procurement Team is responsible for pupil admission and selection procedures; the provision of transport services for young learners with Special Educational Needs; the management and provision of transport to support off-site school activities; providing assistance and support for the

procurement of goods and services; school accidents; insurance; letting of primary school facilities for community use; providing customer-focused reception, secretarial and administrative support services; office management; and severe weather coordination.

As well as managing all these processes and services in line with the Department's established policies, during 2014 the team reviewed and updated the Reception admissions process in light of the changes brought about by primary transformation, they also reviewed and tightened up the management of 11+ selection process following errors made in the allocation of places in 2014.

The SEN Transport Service has continued to provide a service for more than 180 pupils who require transport to and from the Island's special schools. The team of drivers also provided ad-hoc transport to all schools during the day. More than 8,000 on-Island journeys were carried out, supporting curriculum delivery and other off-site activities, with external providers being used to supplement capacity where necessary.

Risk Management and Health & Safety (1.56FTE + 0.8 part time temporary)

The team seeks to embed, promote and support effective enterprise risk management and the operational management of health and safety across all areas of the Department and business functions. It also supports and advises on the safe, effective delivery of Learning Outside the Classroom and educational off-site visits in line with recognised best practice.

During the last year the team continued to work closely with the external Corporate Risk Management Advisor on the risk management improvement initiative. As part of the initiative, senior managers and heads of section undertook risk management training. The team worked closely with the States Risk Officer and other Departments' Risk Champions to continue embedding effective risk management throughout Education Department and the wider States. During 2014 the team has, through increased awareness of risk

management, helped reduce the Corporate Insurance Premium costs. The Department's risk register was regularly reviewed by the Senior Management Team and presented to the Board. In accordance with the Corporate Risk Management Directive, key risks were escalated through the corporate framework.

The team reviewed and revised high-level health and safety policy documents and organisational arrangements, improved the Department's capability for monitoring, analysing and reporting accidents to provide a safer working and learning environment and improved the monitoring of specialist subject areas, with an initial auditing process put in place.

Procedures for supporting Learning Outside the Classroom were regularly reviewed and revised, with additional resources added for teachers to access. The monitoring process for off-site and residential visits approval was improved in order to maintain compliance with national best practice standards. This also enabled the ongoing gathering of meaningful statistics helping to identify various trends and future needs. Training was delivered to school staff to increase competence in a number of areas including the supervision of adventurous activities (climbing), swimming (pool and sea), outdoor learning associated with beach and forest school activities, and general off-site visit awareness training.

Strategy & Performance

Education Development Centre (3.67 FTE)

The Education Development Centre (EDC) provides high quality Professional Development and Training opportunities which support the Education Vision and enable all staff in school to develop professionally, access up-to-date and relevant knowledge, share ideas and experience that impacts positively on day to day practice and helps raise educational standards and outcomes for pupils. The team is responsible for facilitating the professional development of all staffing groups in school.

During the last years training and INSET programmes have been focused on raising

standards, adapting to change and meeting new challenges and developments.

The EDC now provides access to a broader range of on-Island HE programmes and bespoke training for staff. This includes the continuation of the on-Island Initial Teacher Training Programme in partnership with the University of Brighton and NPQH and NPQSL (National Professional Qualifications for Headteachers and Senior Leaders) in partnership with the University of Winchester.

The Professional Development opportunities for Learning Support Assistants has been extended, again in partnership with Brighton University and the EDC has also introduced the [Outstanding Teaching Intervention Programme](#) to raise the quality of teaching and learning in the secondary phase.

The EDC Team also includes the Department's ICT Advisor Teacher who provides training and supports schools to remodel teaching and learning using new technology to raise standards.

Education Development Plan (5.72FTE)

The EDP1 Team is tasked with managing the reorganisation and rebuilding of facilities in the secondary, Post 16 and special needs sectors.

The overall aim of EDP1 is to provide modern, fit for purpose facilities in attractive, low-maintenance buildings. The new buildings are all designed to last for at least 50 years, to be flexible to cope with any future changes in the delivery of education on the Island, to incorporate natural light and ventilation and to have a 15-year minimum period before the first major maintenance re-fit.

The completion of EDP1 will allow the Education Department to provide equality of educational opportunity to all students in the secondary, special needs and Post-16 sectors. The new buildings, and the reorganisation opportunities they provide, will improve the efficiency and effectiveness of the schools. They will also lead to better curriculum opportunities and better facilities for children and young people.

Over the last year the EDP1 team has managed the successful completion of the final phase of the redevelopment of Les Beaucamps High

School – the completion of the Preston Sports Building and community facilities.

The team has also been responsible for working with the contractor to ensure that all remaining building snags and defects are rectified within the terms of the contract.

The EDP1 Team and Les Beaucamps High School Project has also won the following prestigious awards:

- 2013 RIBA Awards (South East) Client of the Year Award
- 2013 RIBA Awards (South East) Les Beaucamps High School
- 2014 (March) Civic Trust Awards Les Beaucamps High School
- 2014 (April) Guernsey Design Awards Les Beaucamps High School

The team has also successfully progressed the La Mare de Carteret redevelopment project through the necessary stages of the States Capital Investment Portfolio process, bringing the project to the States for approval in November 2014. The SCIP process reported that La Mare de Carteret was ‘an extremely well-planned and managed project’. Following the States debate the project is now subject to a further independent review of the size, scale and scope of the proposals.

Strategy & Policy (4.6FTE)

The Strategy & Policy section aims to provide a high quality service to the Education Service in the effective formulation, development, implementation, monitoring, evaluation and co-ordination of strategies, policies and procedures to support, influence and drive change to deliver improving outcomes.

The team works closely with members of staff from other sections as and when necessary.

The establishment of the Board’s Vision has largely driven the work of the team over the last year. The team ensures that the agenda for change outlined in the Vision is underscored by evidence-based, coherent strategy and policy. Major ongoing projects include:

- Primary Rationalisation

- Secondary Federation
- Education Department Inspection and Self-Evaluation Framework
- Workforce Reform
- Curriculum Review
- Governance Framework for CFE

The team has also carried out a full audit of education policies and guidance and has begun the process of refreshing and updating as necessary and ensuring that copies are available to all staff via the Department intranet, ConnectED.

Standards & Learning Effectiveness (8.66FTE)

The Standards and Learning Effectiveness Team (SLE) essentially acts as the Bailiwick School Improvement Team and has at its core the remit to ‘Support, Challenge, Monitor and if necessary Intervene’.

The team works closely with schools, colleges, parents and partners to deliver improved outcomes for children, young people and their families within the community.

Collaboration across schools and colleges is an essential element of the team’s work and increases and supports the capacity to deliver the vision for education in the Bailiwick. The SLE team facilitates and promotes opportunities for schools and colleges to support each other to provide:

- Leadership development across all aspects and levels
- A broad and personalised curriculum
- Shared professional development opportunities
- Shared strategies to reduce exclusions and increase attendance
- Shared strategies to promote inclusion
- A joined up approach to working with other services and departments to meet the broader needs of parents, children and families

Each school is allocated a lead Education Development Officer (EDO).

The EDO is the key Education Department contact for schools, with visits to each school by an EDO occurring throughout the academic year. The visits determine and establish a programme of support and consultancy over and above the universal access that all schools have to the SLE Team. The programme is agreed by the Head of Standards & Learning Effectiveness, EDO and the school.

Operationally, the team provides a 'service' covering all aspects of school improvement and professional development. This is led by the EDO, whose role is to:

- Provide external challenge to the school's leadership team, enabling them to accurately evaluate their school's performance, identify priorities for improvement and plan for effective change and improvement
- Provide an objective review of the school's performance data by considering its most recent national test results, trends over time, other pupil achievement and well-being data, and the evidence of the school's improvement
- Discuss and agree school targets and priorities for the forthcoming year to ensure that they are aspirational and ambitious
- Challenge the school on its capacity to improve and its priorities for improvement
- Evaluate the impact of any school support package or intervention
- Lead and support the performance management of the Headteacher
- Work with a range of support services and partners to deliver challenge and support for schools
- Lead and/or support review visits to each of their allocated schools each year
- Advice and support immediately before, during and after inspection
- Provide regular briefings on national policies and professional development

forums, e.g. Primary headteachers, SENCo, secondary raising achievement & curriculum forums

- Support access to useful resources, e.g. available to school use
- Offer advice and guidance on all statutory duties, e.g. assessment and moderation, curriculum, child protection, governance, SEN
- Lead and support moderation and quality assurance
- Support appointment of new senior staff
- Offer specialised and specific support and guidance e.g. SEN, Early Years
- Additionally the team is increasingly involved in arranging and delivering CPD in schools

Over the last three years across all phases of education there has been a significant upward trend in performance. Key Performance indicators are included in the Statistical Digest section of this Report.

Inclusion & Support Services (1FTE + 9 Services)

The aim of the Inclusion and Support Services Division is to foster, articulate and communicate the culture of inclusive practice and equality of opportunity; putting the learner at the centre, intervening early and raising expectations, so that all learners are included in education.

It also advises on and implements procedures to ensure statutory provision and functions are in place for the:

- identification, assessment and provision for Special Educational Needs (as set out in the Education (Guernsey) Law 1987);
- enforcement of school attendance (as set out in the Education (Guernsey) Law 1970 and Children (Guernsey and Alderney) Law 2010); and
- administration of the Uniform Grant.

The Division advises on and implements procedures to ensure statutory functions of the Education Department (ED) are met as set out in the Children (Guernsey and Alderney) Law (2010) and leads on Child Protection across the education service.

Collaborative working is essential and the Division develops the strategic direction for joint working practices between the Education Department, Health and Social Services Department (HSSD), Home Department (HD) and Office of the Children's Convenor (OCC).

The Division:

- Ensures the efficient and effective delivery of 9 specialist services to schools, learners and their families
- Provides line management; support, guidance, monitoring and challenge to those services.

During 2013-14 the Division:

- Developed a self-evaluation framework for the services, enabling them to reflect more systematically on their performance and impact as part of the process of continuous professional development – this framework links to the Quality Management in Education framework developed in Scotland.
- Enabled 44 new learners to access specialist provision based on a formal assessment of their needs
- Established a bi-annual forum for Schools' Child Protection Officers to share good practice
- Provided support and guidance directly to schools in relation to individual learners, ensuring they have their needs met
- Advised the Education Board on developments and education/school contribution to;
 - Mental Health & Wellbeing Strategy
 - Disability and Inclusion Strategy
 - Domestic Abuse Strategy

- Represented the Education Department at cross-departmental groups;
 - Islands Child Protection Committee and sub-committees
 - Safeguarder Service Advisory Group
 - Off-Island Placement Panel for Children

The roles and actions and activities of each of the individual support services are included in the subsequent sections of this report.

Communications (1FTE)

The role of the Director of Communications is to work with others to build and then protect our reputation as a well-managed, modern States Department delivering a high standard of service to the Bailiwick's learners, families, the wider community and business.

All key transformation projects require comprehensive communications plans to ensure that all stakeholders are advised, consulted and informed at the various stages of the process.

Major projects over the last year requiring considerable communications planning include the launch of the Guernsey Federation of Secondary Schools, public consultation on the future qualifications framework for 14-19 year olds, pre-school proposals, the redevelopment of La Mare de Carteret Schools and the merger of St Sampson's Infant School with Vale Primary.

Communication pathways continue to grow and improve through the wider use and development of the service intranet and public facing website.

Over the last calendar year more than 250 individual media enquiries were dealt with including interest from national media outlets, specifically about the secondary Federation and the Department's decision over the qualifications framework for 14-19 year-olds.

How We Spend Public Money

Overview of Budget 2014

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 2014 where the need for resource management has had enhanced focus via the Financial Transformation Programme.

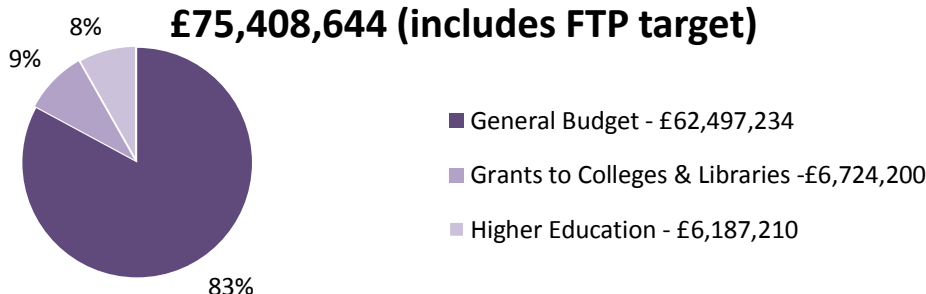
For the last 20 years the Education Department has delivered a financial position within the overall budget. Between 2012 and 2014 the department has also achieved £6.3million of

general efficiency savings as part of the FTP programme

The 2014 revenue budget total for the Education Department is currently £75,408,644, split into three main areas: the Grants to Colleges & Libraries, the Higher Education Budget and the General Budget.

* Some of the cash savings crystallize between 2015 and 2017

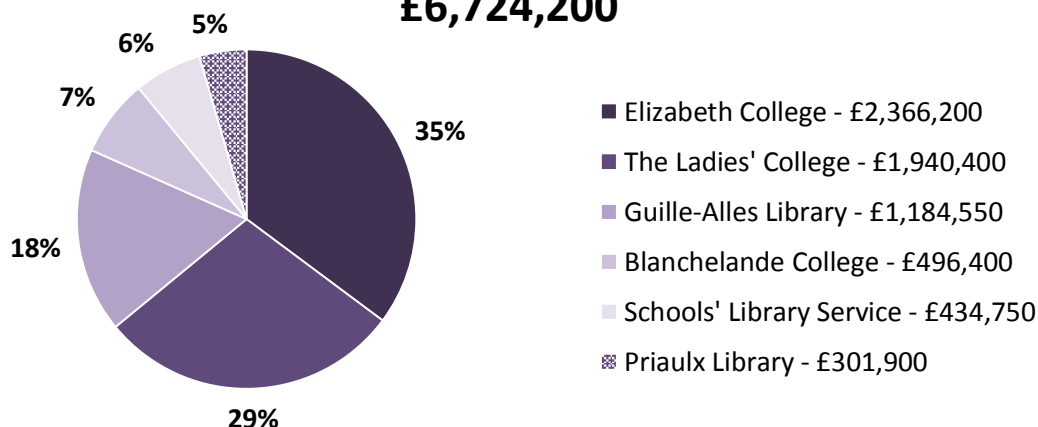
Education Department Authorised Budget 2014- £75,408,644 (includes FTP target)



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 budget split by College or Library is highlighted in the chart below.

Grants to Colleges & Libraries 2014 £6,724,200



How We Spend Public Money

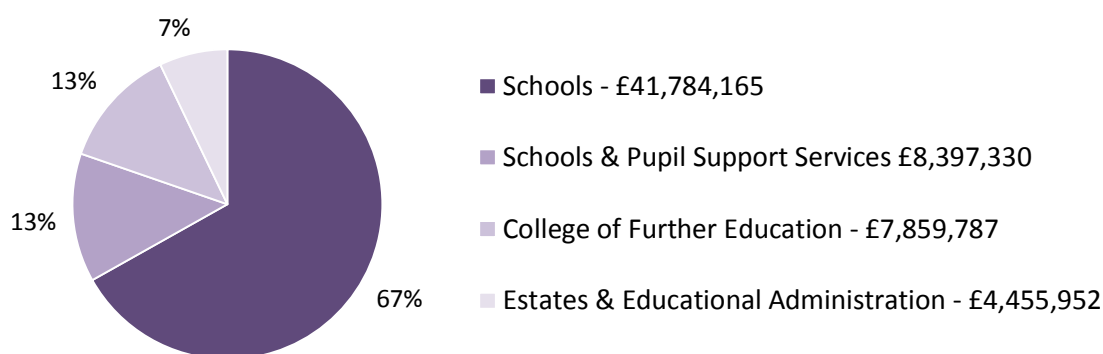
The General Budget

The General Budget of £62,497,234 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 Intervention Service, and Sensory Support Service as well as the

Educational Psychology Service, School Attendance Service, Careers Guernsey and Schools' Music Service, amongst others.

The chart below shows how the General Budget was allocated during 2014. Included in these figures is £2,901,544 of the Department's 2014 FTP target savings not yet allocated.

General Budget - £62,497,234



Nearly 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 £41,784,165 includes

£654,000 for shared resources such as HR activities. The remaining £41,130,165 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 £8,397,330 we allocate to the services under Schools & Pupil Support Services.

School Type	2014 Budget	Pupil numbers	Per Pupil
Primary (inc Alderney)	£14,763,447	3,430	£4,304
Secondary (inc Alderney)	£19,256,994	2,659	£7,242
Special	£5,319,159	228	£23,330
Voluntary	£1,790,565	388	£4,615
Total	£41,130,165	6,705	£6,134

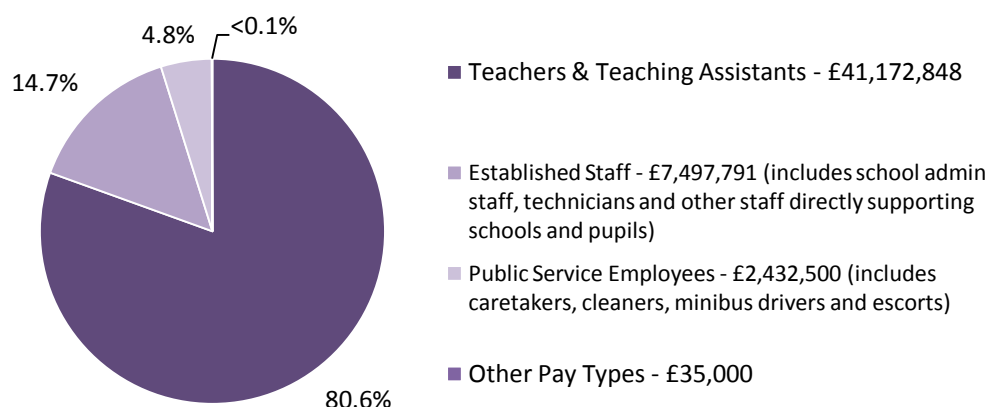
How We Spend Public Money

Staff Costs

Pay costs within the General Budget total £51,138,139, so 81% of the General Budget is spent on staff with 81% 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.

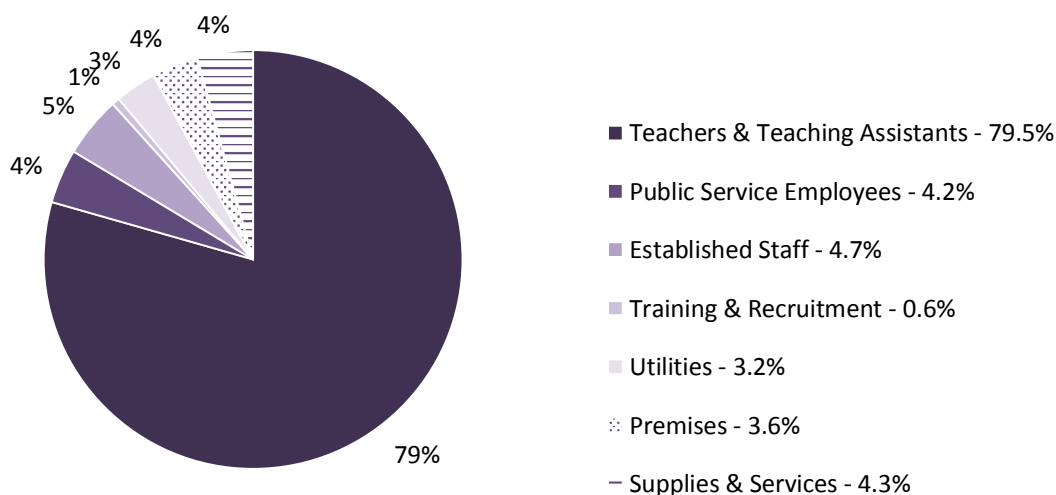
Staffing Budget 2014



Within the individual School budgets the focus on pay is also clear, with pay-related budgets representing 87% 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 2014 - £41,784,165



How We Spend Public Money

Financial Transformation Programme

In 2011 the Department was set a challenge to reduce its operational costs by £7.12m per annum (approximately 10% of the Department's budget) by the end of 2014, without impacting upon the services it provides. At the end of 2014 projects to the value of £6.32m had been completed leaving an additional £0.8m of savings to be found. The Department has identified potential further savings of £1m, to help close the gap but noted that these savings might not all come to fruition in the short term as they would require substantial investment and rationalisation to achieve.

In 2014, the Education Department set up a programme of projects that, once complete, will deliver more than £1.48m in efficiency savings benefits. The efficiency benefits have been achieved with the key objective of providing the same (or more) for less, without adversely affecting educational outcomes.

The Department's achievement is in response to the States' Financial Transformation Programme to reduce the financial deficit by £31.1m, through a range of sustainable efficiency measures, by 2014.

Here are some examples of how the Department achieved the 2014 efficiency savings:

- The Higher Education Grants system (providing assistance with charges for tuition fees and living costs at UK Universities) was reviewed during 2013. The means testing thresholds for the grants were revised to realise a total of £912k annually recurring savings; these savings will be fully realised by 2018, to be phased in gradually, applying to first year students from 2013.
- The Assembly approved a range of recommendations for the transformation of the Primary sector in

October 2013. The recommendations include the rationalisation of smaller primary schools, which will see ongoing savings growing to in excess of £700k per annum over the next few years. In addition to making the best use of available resources, by targeting them to pupils more effectively, the Department will also focus on improving leadership and teaching and learning outcomes.

- A general review of staff levels across the department following departmental restructuring resulted in savings of £492k.
- In preparation for the move to the Guernsey Federation of secondary schools the staff requirements were reviewed and savings identified of £198k.
- The management of retained properties is now undertaken centrally by the states. This is leading to savings across departments. The Education department has relinquished the leases on a number of properties it no longer requires saving £50k.

The Department's efficiency programme includes a range of transformational projects as well as smaller projects and initiatives across the primary, secondary and tertiary education sectors. A number of the transformational projects will continue into 2014 and beyond.

There will be a number of significant challenges ahead, whilst the Department will continue to bring together a range of co-ordinated reforms to improve efficiency, educational outcomes and standards for our Island community.

Reports, Projects and Consultations 2013-14

School Inspections (VSSE)

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.

Between November 2013 and November 2014, six schools were inspected: St Anne's Alderney, St Martin's Primary, the Grammar School & Sixth Form Centre, Le Rondin, Les Voies, St Mary & St Michael Catholic Primary. Copies of the full validation reports are available on our [website](#).

This brings to an end Phase 3 of the VSSE process with the Department now working with Education Scotland on implementing Phase 4.

An overview of the last year's validations produced by the lead inspectors is available in the following section starting on page 24.

Inspection of the Department

As outlined in the Department's Vision, during 2015 the whole Department will be independently inspected.

During 2014 an agreement was reached with Education Scotland, the Scottish Government's national improvement agency for education, to carry out the inspection based on their Quality Management in Education 2 (QMIE2) self-evaluation for quality improvement framework which itself is adapted from the EFQM excellence model which is a business-orientated framework used by more than 30,000 business across Europe.

The team of inspectors from Education Scotland will make two visits to the Department during 2015 with a view to publishing their inspection report in June/July.

Qualifications Framework for 14-19 year olds – staff and public consultation

Early in 2014, the Department sent out a consultation paper to staff working across the Education Service to gauge their views on the future qualifications framework for 14-19 year-olds the Bailiwick should implement following major changes in the home countries of England, Wales and Northern Ireland. Scotland has always offered a different qualifications framework.

This staff consultation was followed in March by a full public consultation on the issue.

Taking into account the feedback from both consultations and further discussions with headteachers from across the Service, it was agreed that schools would be able to access a range of qualifications including the new GCSEs being introduced in England, GCSEs from Wales and Ireland, international GCSEs and accredited vocational qualifications. This framework would also include recognised non-examined programmes such as Duke of Edinburgh Award, ASDAN and Prince's Trust. At Post 16 level students will be able to access AS and A Levels from England, Wales or Northern Ireland, International AS and A Levels, the Cambridge

Pre-U qualification and International Baccalaureate Diploma plus BTEC qualifications and other recognised vocational qualifications.

All schools, including the grant-aided Colleges, have signed up to the framework which will offer a suite of qualifications for 14-19 year olds and will see subject leaders across schools working together to agree a common awarding body across the Bailiwick, wherever possible.

Transformation of Secondary Education – the creation of the Guernsey Federation of Secondary Schools

Restructuring and modernising secondary education was highlighted as one of the Board's priorities in its Vision and Business Plan.

The Education Department believes that a collaborative approach, whereby our five mainstream secondary schools work in partnership, will deliver key benefits for the students, schools and their staff, as well as the Education Department and the taxpayer.

The Benefits include:

For students:

1. Equality of provision through the introduction of a common wider school curriculum (irrespective of which school attended);
2. Equality of teaching time – all students would receive 25 hours of tuition per week
3. Increased personalisation of the curricula for every student;
4. Enabling logical, planned progression across a wider range of courses and key levels;
5. An extension of the range of extended school activities offered to pupils.

For Teaching and Learning Standards:

1. Larger teams working across schools, sharing best practice to improve learning;

2. More staff focusing on and delivering within specialist areas; and
3. More representative performance measures to guide future actions, through the elimination of biases of results from small cohorts.

For Staffing in the Schools:

1. Greater flexibility of staff deployment across subjects;
2. Avoiding single teacher “departments”; and
3. The ability to introduce more effective and cost efficient staffing structures.

For Recruitment:

1. More attractive jobs because teachers would be able to teach across all key stages through secondary education, including Post 16, thus enhancing career opportunities and progression; and
2. Greater promotion opportunities to encourage and reward effective teachers within larger overall teams;
3. Opportunity to broaden experience through working across different schools.

For Tax Payers:

1. More efficient use of limited resources (including money) by avoiding duplication across the schools, and enabling economies of scale;
2. Maximises efficient use of staff across schools; and
3. Gives greater accountability and more authority to the schools in the use of their resources (including budgets).

From September 2014 the three High Schools and Grammar School & Sixth Form Centre moved to a common timetable framework to facilitate the collaborative approach envisaged

by the creation of the Guernsey Federation of Secondary Schools. St Anne's parents have been consulted on the timings of the school day and there is the possibility of change in the future.

Students now have the same amount of time in lessons, regardless of which school they attend.

One of the first collaborative courses started in September 2014; a GCSE Computer Science course is now being successfully run at one school, attended by students from all of our Guernsey secondary schools. We have established cross-school development groups of staff who meet regularly working on areas such as developing the curriculum, continuous professional development for staff and exploring options for future GCSE examinations in maths and English. The headteachers meet regularly to discuss issues pertinent to the whole secondary phase and to plan for the continued development of the Federation.

The Education Department believes that significant progress has been made in a very short time and congratulates the headteachers and staff for their continued work and commitment to collaborative working.

Pre-School

In May 2014, the Assembly gave its support for the Department's plans to introduce a universal entitlement to States-funded quality pre-school education.

Under the proposals all three to four-year-olds would be entitled to receive 15 hours a week of pre-school education, term-time only. This will be delivered by working in partnership with existing pre-school providers. The majority of places would be provided by the private sector using pre-schools and nurseries who meet new Quality Standards.

The Department is continuing to work with the Health and Social Services Department, the Guernsey Pre-School Learning Alliance and the Treasury & Resources Department to further develop the implementation plan and options for funding the entitlement.

We will return to the States in September 2015 with funding proposals to allow the entitlement to be delivered from September 2016.

ICT and Technology – the GILE2 Project

2014 was a busy year for the BEST Team (Business and Education Systems and Technologies) with the roll out of the programme known as GILE2.

GILE2 represents a number of key projects in support of transforming teaching and learning and developing 21st Century skills. These skills are identified as:

- Collaborating,
- Problem solving,
- Thinking critically,
- Communicating,
- Creating and Innovating.

The projects undertaken to enable this environment include refreshing the IT equipment in schools and providing schools with a choice of devices that best meet their learners' needs. Over the summer of 2014 more than 3,800 new devices ranging from iPad minis to iMacs; Chromebooks to desktops were deployed across our schools.

We have also improved access to educational resources on the internet with a five-fold increase in bandwidth from 100mb to 500mb.

File storage has been greatly improved thanks to the introduction of cloud technology and extra wireless points have been installed in schools to support BYOD (bring your own device) access.

Other developments include the use of Google apps and internet filtering and management solutions delegated to schools.

These improvements have been largely achieved through a partnership between the Education Department and its suppliers XMA, JT and the States of Guernsey ITU team.

La Mare de Carteret Schools Redevelopment

We published our proposals for the much-awaited redevelopment of La Mare de Carteret

Schools in October 2014 with the Assembly debating them in November.

Our plans include the construction of a new five-form entry High School for up to 600 pupils, a new two-form entry Primary School for up to 420 pupils, a Communication and Autism Base, a new Pre-School facility plus enhanced indoor sports facilities for use by the community out of hours.

The plans also include outdoor sports facilities, landscaping, car parking, improved drainage and flood defences and a new school access road.

Full details of the proposals can be found at www.education.gg/LMDC

The States, by a small majority, supported a last minute amendment to the proposals which means they are now subject to an independent review of the size, scope and specification of the school buildings and associated facilities. This review is due to take place early in 2015 with the Department bringing a further States Report to the Assembly.

VSSE Validation Events and Outcomes 2013-14

Introduction

This is the fourth and final summative report on validated school self-evaluations (VSSE) carried out under the Phase 3 arrangements. The first was issued in December 2011 and provided an overview of the development and implementation of Phase 3 and the outcomes from the validation events that took place up to June 2011. The second was issued in July 2012 and provided an overview of the findings from the validation activities in the 2011 to 2012 academic year. The third annual report was published in July 2013 and provided an overview of the findings from the validation activities in the 2012 to 2013 academic year. All three reports are available on the Education Department's website at www.education.gg/VSSSE.

It was agreed that this final report should summarise the VSSE events and findings for the final period of Phase 3 that took place between the end of the 2013 academic year and November 2014. Its purpose is to:

- provide a brief overview of the VSSE process, noting changes implemented during the past year
- outline the involvement of schools in the validation process
- summarise the main findings from the validation events that occurred between the end of the academic year 2013 and November 2014
- describe the main areas in which schools need to improve, indicating the most important themes that run across schools
- outline the findings from the follow-up visits to schools to evaluate how well they had implemented changes to tackle areas for improvement

- indicate responses of schools to the VSSE process
- evaluate how the findings from the most recent year's validations compare with those documented in the previous report on VSSE Phase 3
- provide an update on the parallel validation procedures being developed for the Guernsey College of Further Education.

This annual report is the last to be written under the Phase 3 arrangements.

The validation process

The development of VSSE Phase 3 mostly took place during the pilot phase, which involved six schools trialling the emerging instruments and guidance to be used by schools. Most of the development work was completed by the end of the autumn term in 2010. In response to schools' requests for a period of stability, no changes of substance have been made to the VSSE process since then. However, there have been a number of more minor changes, for example in the period of notice before validation visits and in the structure of reports. A more detailed explanation of the development and nature of VSSE is contained in the first Phase 3 annual report (to be found at www.education.gg/VSSSE). Below is a summary of the main features of the Phase 3 validation process.

- Validations take place on a **four-year cycle**, so that all schools will be validated in the period January 2011 to the end of 2014.
- Schools complete, on an annual basis, a **report on evaluation and planning (REP)**; validators, at the time of their visit, validate the conclusions in the REP that is current.

- Schools and validators use a **common evaluation schedule** under eight headings, through which they evaluate how well learners achieve and develop, the quality of the provision that underpins these outcomes, and the quality of leadership and management in evaluating performance and driving school improvement. (See Annex 1 for details.)
- Schools and validators use a **five-point scale** in making their judgements. (See Annex 1 for details.)
- **Validation teams** consist of highly experienced inspectors from the mainland, who have had extended briefings on the Guernsey context. Most now have considerable experience of working in Guernsey schools. They provide an impartial and objective view of a school's performance, spending three days in the school observing its work.
- As well as holding schools to account for the quality of education provided, the **validation process** is designed to be as developmental as possible. This is achieved by involving school leaders in the process, providing feedback to teachers and sharing ideas of best practice.
- **Validation reports** are completed shortly after the validation. They consist of a full report under each of the eight headings, an executive summary and a shorter summary for parents. All three elements indicate the main areas for school improvement.
- **Follow-up visits** to evaluate how well schools have acted upon the areas for improvement identified during the validation are conducted between six months and two years after the validation. These visits have smaller teams and last for two days.

A note on fitness for purpose

Every effort is made to ensure that the profile of validation teams is matched to the type of school inspected. For example, primary teams always contain a member with expertise in the education of children in their early years; special school teams have personnel from special education; and secondary teams usually have specialists in English and mathematics.

The arrangements for validations are flexible so that '**proportionality**' is achieved; that is, the planning for validations takes account of which schools need the more intensive and immediate validation and support. This is achieved in a number of ways:

- larger teams for larger schools and/or schools that are experiencing difficulties
- the timing of the validation, so that any schools that might give rise to concerns are validated at earlier dates
- the timing of the follow-up visit, so that schools which show greater capacity for continued improvement are followed up at later dates, and vice-versa
- extra follow-up visits as required.

In addition, the Education Department allocates its Education Development Officers according to the degree of need of schools, for example in mounting pre-validation school reviews and validation-style follow-up visits when necessary.

Continuity and change in the validation process during 2012-13

Following observations made by Mr Denis Mulkerrin CBE in his review of education services in Guernsey, it was decided to implement two changes to VSSE procedures for the academic year 2012-13:

- shortening of the notice period to schools, to three weeks
- modifying the structure of the written report so that it contains an easy-to-read one-page summary for parents,

while retaining the longer summary for executive use and the full report for use by schools and the Education Department.

In addition, the Education Department had decided to make validation outcomes, where available, an integral part of each headteacher's performance review.

Given the importance of maintaining a largely consistent approach to validation over the four-year period, so that all schools are evaluated on an equal basis, it was agreed that the current evaluation framework and validation model should be maintained as far as possible over the four-year period to the end of 2014. As the current cycle of validation is now complete, the Board, in consultation with the Education Department and schools, is considering the future shape of the VSSE service.

The involvement of schools in the validation process

During the period from November 2013 to November 2014, six full validations of schools were carried out, including the first validation for Les Voies School (previously known as The Link Centre). The other five full validations took place in schools that were part of the pilot in 2009/10. The sixth pilot school had been visited during the 2012/13 academic year. In addition, there were three follow-up visits to schools that had already had a full validation.

All of the Bailiwick's schools have now received a full validation since the beginning of Phase 3 of VSSE. Following the appointment of a new Principal, the Education Department decided not to continue with plans for the validation of the Guernsey College of Further Education at this point in time.

Altogether, there have been 17 follow-up visits to schools. All schools in the pilot phase have been revisited, along with ten others. The Education Department has decided that no further follow-up visits will take place in Phase 3.

The full list of schools subject to validation events in the past 12 months is as follows.

Validations during the period November 2013- November 2014

St Anne's, Alderney	November 2013
St Martin's Primary	November 2013
Grammar School and Sixth Form Centre	February 2014
Le Rondin	June 2014
Les Voies	October 2014
St Mary and St Michael	November 2014

Post-validation follow-up visits in the period November 2013 to November 2014

The date in brackets indicates the time of the previous validation.

Le Murier	December 2013
(November 2011)	
St Anne's, Alderney	May 2014 (November 2013)
Forest Primary School	November 2014
(November 2012)	

The quality of education: evidence from the validation events

The conclusions below are drawn from the six schools validated between November 2013 and November 2014. The schools are not a full cross-section of the types of schools in the Bailiwick and they should not be taken as fully representative of the quality of Guernsey's educational provision. During this past year there were validations of two primary schools, one all-age school (Alderney), the grammar school, one special school and one school for pupils with SEBD.

The conclusions are also informed by the follow-up visits to three schools, although this report also contains a separate section on these.

This report does not interpret trends in education in the Bailiwick, for example in terms of test and examination results.

Enjoyment and achievement

Learners' enjoyment and achievement were excellent in two of the schools, well developed in two, proficient in one and less than proficient in another school. For the most part, pupils were keen learners who thoroughly enjoyed lessons. They were well motivated and concentrated well on their work. In the two schools where pupils' enjoyment and attitudes to learning were excellent, this had a marked impact on their rates of progress. In two of the schools, pupils' enjoyment was less consistent. In one school, this often resulted from pupils' additional learning difficulties and lack of confidence. In another school, a small but significant minority of Key Stage 4 students did not enjoy school and were reluctant to engage in lessons. This was also reflected in declining attendance in Key Stage 4.

Despite wide variations between different schools, all of the validations were able to point to improvements in pupils' achievement to a greater or lesser degree. This was attributed to an increased focus by school leaders on improving the quality of teaching and learning and a strong commitment to raising standards. In all the schools that provide for children in Nursery and/or Reception classes, well developed or excellent provision resulted in at least good progress for children in the early years, especially in developing their basic language, literacy and communication skills which formed a solid foundation for future learning. In two schools, pupils achieved exceptionally well overall because teachers planned learning to meet their specific individual needs. The most successful schools employed a variety of strategies and a wide range of resources to enhance learning for all groups of pupils, which in many cases effectively reduced or eliminated differences in their rates of progress. Where outcomes for learners were proficient or less than proficient, teachers did not always adapt lesson content well enough to meet the needs of different groups, particularly the more able pupils and those who required extra support. Weaknesses in ongoing assessment were also an underlying factor in these schools.

In the two schools, one primary school and one special, where achievement was excellent, validators highlighted a number of strengths, including:

- excellent relationships that formed a highly effective basis for learning
- memorable learning experiences that captured pupils' interest and imagination
- very thorough ongoing assessment that provided precise and accurate information about pupils' attainment and progress, which teachers used to inform their planning
- rigorous identification of gaps in individual pupils' knowledge and understanding and specific barriers to learning through regular pupil progress meetings between senior leaders and teachers.

While other schools also demonstrated some of these features, there is still work to be done to disseminate this excellent practice more widely in order to ensure that pupils of all abilities make consistently rapid progress.

Personal development and well-being

Learners' personal development and well-being encompass three of the outcomes in the *Bailiwick's* curriculum statement, namely the development of learners as confident individuals, responsible citizens and effective contributors. These outcomes were excellent in two schools, well developed in two, proficient in one and less than proficient in one school.

The development of pupils' confidence and self-esteem emerged as a strength in all of the validations, often built on a foundation of warm and trusting relationships with staff within a harmonious school community. Pupils were given many opportunities to develop confidence in most of the schools, for example through working both collaboratively and independently, although opportunities for developing independence were not fully exploited in two of the schools. Schools placed appropriate emphasis on developing pupils' emotional and

spiritual wellbeing, for example through assemblies and visiting speakers, as well as through charity initiatives and fund-raising projects, which helped pupils to understand and empathise with those less fortunate than themselves. Most learners appreciated the importance of keeping healthy and were keen to take part in sports and other physical activities in lessons and clubs, as well as at break times.

Learners demonstrated responsibility in a number of ways. They showed concern for other pupils and treated them with respect. Most behaved well in the playground, around school and in lessons. Learners knew how to keep themselves safe, including when using computers. They were proud of their school and of their Guernsey heritage, as well as demonstrating good awareness of life beyond the Bailiwick, including different cultures and beliefs. Relative weaknesses often related to loss of interest in particular subjects amongst secondary age students or a lack of stimulating and engaging teaching which resulted in low-level disruption that went unchallenged.

Learners made worthwhile contributions to the life of the school and the wider community. Many enjoyed taking on posts of responsibility, for example as school councillors, prefects, 'play pals' and representatives in the Youth Parliament. Pupils also enjoyed the opportunity to take part in the many opportunities to engage with other schools and the local community, for example in the Island Youth Games and the Guernsey Eisteddfod. Partnership and team work were common features across schools that help pupils to develop a range of personal qualities and social skills. In most schools, pupils made effective use of a range of technologies to support learning, although occasionally this was a relatively weaker aspect. Learners were generally well equipped for the next stage of education or the world of work.

Teaching and assessment

In all of the schools visited, there was evidence that leaders had taken action to improve teaching. The quality of teaching was excellent

in one school, well developed in three, proficient in one and less than proficient in the other. Assessment was excellent in two schools, well developed in one, proficient in two and less than proficient in one school.

Teaching was typically characterised by good relationships between teachers and learners and a calm productive atmosphere in most lessons. These were key factors in ensuring that learners worked hard, concentrated well and enjoyed learning. Other strong features in most schools included:

- teachers' high expectations which ensured suitably challenging tasks for all groups of learners
- well planned, interesting tasks and a variety of different teaching styles, which motivated pupils to learn
- tailored support for pupils with additional needs which enabled them to make good progress.

Where teaching was not consistently well developed, this was often because teachers' expectations were not high enough, especially for the more able learners. In addition, lessons were not planned carefully enough to ensure that planned tasks built effectively on pupils' previous learning. Lack of rigour in using assessment information to inform planning was a key element here. In other schools, the hallmarks of effective assessment included accurate and robust procedures that informed teachers' planning and enabled learners to progress at a good pace, and well established systems for tracking pupils' progress. The marking of pupils' work remains an area where there are wide variations in quality, regularity and effectiveness. In some cases, teachers' comments did not show pupils how to improve their work. In others, pupils were not given the time to respond to or follow up such comments when teachers pointed out the next steps in learning.

In most schools, the teaching of literacy and mathematics skills was either a significant strength or strongly improving, and this was

reflected in the rising standards achieved by pupils.

However, there were still relative weaknesses that were specific to particular schools. These included:

- too few opportunities for primary aged pupils to read to an adult in school
- guided reading activities that were too hard or too easy for some pupils
- too many basic spelling and grammatical errors in older students' writing
- lack of systematic planning for the development of literacy and numeracy skills across the curriculum
- too few opportunities for pupils to use and apply their mathematical skills and knowledge in meaningful contexts.

Curriculum

The curriculum was judged to be excellent in two schools, well developed in two others and proficient in three schools. In most schools, the quality of the curriculum was a key factor in generating enthusiasm for learning, as well as making a valuable contribution to pupils' personal development and well-being. For primary aged children, learning is often planned around central topics or themes that encompass a wide range of subjects. These are often enhanced through a variety of first-hand experiences, such as visits to places of interest and practical investigations. In two of the schools that cater for older students, the relatively small number of staff and lack of expertise in certain subjects limited the range of subjects taught. In one of these schools, this was cited as a reason for slower progress in Key Stage 3.

There were significant differences in the range and quality of extra-curricular provision. In most schools it enriched learning considerably and contributed much to learners' spiritual, moral, social and cultural development. In one school it was described as 'narrow', and this was also linked to the small size of the school and the relatively small number of staff.

The quality of provision for pupils with special education needs also varied greatly from school to school. There were differences in provision between mainstream schools and between those that provide specifically for pupils with additional needs. Where it was most effective, it was meticulously planned to meet learners' diverse and often complex needs. However, this was not always the case because of some teachers' lack of rigour in using ongoing assessment to plan the next stage in learning for each pupil. Another area which continued to be variable across the Bailiwick is the development of ICT skills. Some schools have developed this aspect of the curriculum to a high level, including the use of a Virtual Learning Environment, while others are still at an earlier stage of development.

Care, guidance and support

The care, guidance and support for learners were excellent in two schools, well developed in two and proficient in two others. This represents a more mixed picture than last year. Safety and welfare were given high priority in all schools so that pupils felt safe and were well cared for. Safeguarding procedures fully met Bailiwick requirements in all schools. Most schools offered a comprehensive personal, social and health education programme which helped to give pupils a well-rounded education. Effective links with external agencies contributed much to providing high quality support and guidance for pupils with additional needs.

There were no significant issues with bullying and pupils reported that, when it did arise, they were confident that staff would deal with it promptly. In most schools, pupils' enthusiasm for learning was reflected in their regular attendance, but in one school a small minority of pupils became disaffected and their attendance declined by Year 11. Induction procedures were generally successful in preparing pupils for school, while productive links between schools helped to ease the transition both from primary to secondary education and from special to mainstream, where this was possible.

The systems for setting targets for learners and monitoring their progress towards them were highly effective in some schools and required improvement in others, in keeping with the differences already seen in teaching and the curriculum. In the most effective examples, teachers used accurate assessment information to set targets with just the right level of challenge for each learner. They then met with senior leaders regularly to discuss pupils' progress and decide on future action if deemed necessary. In some schools, this aspect was less consistent and lacked rigour. It was noted that some staff are still not fully confident in using and analysing assessment data accurately.

Self-evaluation

The quality of self-evaluation was excellent in two schools, well developed in one, proficient in two schools and less than proficient in one. Each school made judgements in its report on evaluation and planning (REP) about how well it performed under the eight headings of the evaluation framework, which are the headings used in this section of this report. Validators confirmed just under three-quarters of the 48 judgements made by the six schools as accurate. All of the judgements were confirmed as accurate in four of the six schools. In one school, validators differed in five of the judgements and confirmed the other three. In one other school, validators disagreed with all eight judgements. All of the schools' judgements that were not accurate were too generous.

Common strengths in those schools where self-evaluation was strongest included:

- the involvement of staff, parents and pupils in the process
- increasingly rigorous analysis of progress data which highlighted the achievement of different groups of pupils
- regular monitoring of the quality of teaching through classroom observation, learning walks and scrutiny of teachers' planning and pupils' work

- timely pupil progress meetings between senior leaders and staff to discuss the needs of individual learners
- subject leaders becoming increasingly skilled at checking the quality of provision and its impact on pupils' progress.

While some of these features were also evident in other schools, they were at a less advanced stage of development. Validators found that, in two of the schools where self-evaluation was proficient, there was a need to involve subject leaders more fully in monitoring quality and supporting and coaching other teachers. In the school where self-evaluation was weakest, although the monitoring of teaching was being undertaken more regularly, it was still not systematic or rigorous enough to drive the rapid improvement required. In addition, the school had not targeted staff training well enough to those who needed it most, and leaders were not analysing data effectively enough to give them a clear picture of pupils' progress. This school had not taken sufficiently robust action to address the issues raised by its previous validation in 2010.

Leadership and management

The quality of leadership and management was excellent in two schools, well developed in two, proficient in one and less than proficient in one other school.

In four of the schools, the headteacher's leadership featured prominently as a driving force for improvement. Reports referred variously to vision, ambition, clarity of purpose, enthusiasm and commitment. Another important attribute was the strong teamwork amongst senior leaders, who led by example and shared their expertise with staff to raise the quality of teaching. Morale was high in these schools and staff shared a strong sense of direction, all striving for continuous improvement. The impact of this work could be seen in the increasingly effective use of data systems to track learners' progress, which led to swift intervention when any were found to be falling behind. Accurate data were used

effectively to set realistic but challenging targets for learners in most of these schools, although this progress was further advanced in some than others. In some schools, teachers' use of data on a day-to-day basis remained an area for development. Although there was still a degree of inconsistency in the quality of teaching in these schools, this had reduced considerably.

In one recently opened school, where leadership and management were proficient, the essential pre-requisites for success were firmly in place. The headteacher and deputy headteacher had formed a strong and effective partnership with a clear vision for the future. They were already having a positive impact on improving students' behaviour, attitudes and attendance and, consequently, their achievement. In the school where leadership and management were less than proficient, leaders had introduced a number of new initiatives and were developing the roles of senior and middle leaders in monitoring the school's performance. However, they had not yet improved the quality of teaching sufficiently to ensure all pupils made the progress they were capable of. The use of data for setting targets and checking pupils' progress was at a relatively early stage of development.

All schools were successful in building a strong sense of community, both within and beyond the school. They worked well in partnership with other schools, external support agencies and a range of charities and businesses to enhance pupils' learning and their awareness of life beyond the Bailiwick.

The most common aspects of leadership and management that required improvement were:

- developing the skills of middle leaders in coaching and supporting staff to raise the quality of teaching and pupils' achievement
- continuing to develop the use of data to monitor learners' progress and inform planning and target-setting.

Capacity to improve

Schools' capacity to improve was judged to be excellent in two schools, well developed in three and less than proficient in one.

Schools' increasingly robust capacity to improve was, for the most part, reflected in rising standards and much improved teaching. The generally improving pattern across the Bailiwick that was noted in the previous Annual Report had largely been sustained. There was a continuing focus on raising achievement and on implementing and refining data systems to set targets, monitor pupils' progress and take prompt action to address identified weaknesses.

In most schools, reasonably rigorous self-evaluation procedures led to the identification of appropriate priorities and high quality improvement plans, although in one school these lacked sufficient detail about the required actions and how the school would measure its success. In one school, although over-generous self-evaluation gave the school an inflated view of its performance, the priorities in the improvement plan were well chosen and understood by staff.

Schools' areas for improvement

In the six validations over the last 12 months there were two main themes in the areas identified for improvement:

- improving the consistency of teaching and learning by ensuring that:
 - teachers make effective use of assessment information to plan work in lessons that meets all pupils' needs and builds on their previous learning, especially
 - the more able pupils are always given suitably challenging work
 - marking is consistently helpful in showing pupils how to improve their work
 - teachers' questioning allows pupils to think things through for themselves and

develops their speaking skills, while enabling teachers to assess their understanding

- strengthening the impact of leadership and management by:
 - developing the monitoring and coaching skills of senior and middle managers so that they make a stronger contribution to improving the quality of teaching across the school and in different subjects
 - making more effective use of data about pupils' progress to inform self-evaluation and to measure the impact of improvement initiatives, and, in some schools, providing more training for staff in the use and analysis of data

In addition, five of the schools had recommendations that included improving aspects of the teaching of reading, writing and oracy. In three schools, the issues were not widespread but included areas such as providing word lists to help pupils' writing, ensuring guided reading activities were always purposeful and providing more frequent opportunities for pupils to read to an adult. In the all-age school there was a need to raise attainment generally through more explicit teaching of oracy, reading and writing skills. In the grammar school, students needed to improve their skills in proofreading their own work in order to avoid making basic errors in spelling, punctuation and grammar, while teachers were asked to pick up these errors more rigorously when marking students' work. In this school there was also a need for consistent whole-school approaches to the teaching and organisation of extended writing.

In two schools there were recommendations to improve aspects of the curriculum. One primary school needed to provide more opportunities and hardware for pupils to apply their technology skills in different subjects. Les Voies needed to extend its curriculum offer at each key stage, as soon as resources became available.

The findings from the follow-up visits to schools

These visits, made between five months and two years after the full validation, are chiefly to evaluate progress on the areas for improvement identified by the validation. The evaluation of each issue for improvement is made on a three-point scale: good, reasonable and unsatisfactory. In making their evaluations, validators take account of the amount of time the school has had to implement improvements, with more progress expected the longer the period since the school's validation.

There is no overall judgement on the school's improvement. Validators take stock of a school's overall performance but do not, in these visits, evaluate it under the eight headings found in Annex 1.

There were, in all, 11 areas for improvement across the three schools that had follow-up visits. Good progress was made on seven of them and reasonable progress on four, with progress on no issue judged to be unsatisfactory. This was, overall, a particularly good response to the areas for improvement, and broadly similar to the outcomes of follow-up visits in the previous year, especially when taking into the account the fact that one of these visits took place only five months after the validation. This reflects the sustained upward trend in school improvement in the Bailiwick, the commitment and determination of schools to bring about positive change and the effective support provided by the Education Department's Education Officers.

The primary school made consistently good progress in all three of its areas for improvement, while improvement was more variable in the other two schools. The primary school's two remaining recommendations were to continue with the actions already underway to improve the quality of teaching and to persevere with plans to ensure that boys achieve as well as girls in all subjects.

The special school made good progress in improving the quality of teaching and the rate of

pupils' progress, especially the more able. However, there were still not enough opportunities for these pupils to write creatively at length. Pupils were generally making stronger progress in literacy and numeracy as a result of new curriculum frameworks that enabled them to build on their knowledge and understanding from lesson to lesson. All of the teaching seen by validators on the follow-up visit was at least well developed and some was excellent. Good improvements in leadership and management centred primarily on the steps taken to formalise and extend monitoring procedures to include more senior leaders, as well as joint lesson observations. Progress was reasonable in two areas: strengthening self-evaluation and improving the use of data to set academic and personal targets for students. While things were clearly moving forward, the full impact of the changes had yet to be seen and the role of middle leaders in evaluating their specific areas of responsibility was still developing. In addition, the school had yet to find a way of incorporating parents' views systematically into its self-evaluation. All of these aspects were already at various stages of being addressed.

In the all-age school, which was visited five months after its original validation, reasonable progress had been made in both of the areas for development. Improvements in the quality of teaching included more vibrant classrooms with useful displays to support learning and a strong emphasis on raising attainment in oracy, literacy and numeracy. Teachers' secure subject knowledge, augmented by valuable links with colleagues in schools in Guernsey, was also a feature. While new initiatives to improve assessment and target-setting were starting to have an impact, practice was still inconsistent. The quality of marking was also uneven, with good examples of constructive feedback but guidance not yet being replicated across the school. Teachers' use of assessment information to inform their lesson planning was also inconsistent, especially in ensuring challenge for the most able pupils. Lack of clarity about learning intentions and further training for teaching assistants were other areas requiring further development. Validators also recommended that the school should intensify its coaching programme in order to improve

teaching and ensure a greater proportion of well-developed and excellent lessons.

Responses of schools to the VSSE process

For the most part, schools were well prepared for their validations. They were assisted in this by the school reviews carried out by their Education Officers in advance of the validations. During the visits, the validation teams found staff very willing to work cooperatively with them and always very helpful in providing the information that was required. Schools continued to develop and refine their skills in writing the REP in a way that aids the validation process, and most were realistic in applying the Guernsey framework and criteria to their own situation, although there was still a lack of rigour in this respect in two of the schools. Schools' positive attitudes towards validation were also shown in the good response to the areas of improvement seen in the follow-up visits.

Comparison between validation events in the period November 2013 to November 2014 with earlier Phase 3 validations

The number of schools validated in the last 12 months of the contract (six) is too small to make reliable comparisons with the six schools validated in the previous year, especially as their profile and contexts are very different. Nevertheless, for the record, the evaluations were higher this year, with more aspects being judged excellent, particularly in one special school and one primary school. Overall, judgements were stronger in terms of pupils' enjoyment and achievement and the quality of teaching and assessment.

It was noted in the reports on the schools that were validated in 2012-13 that one of the most striking findings was the improvement in standards and the way schools were gradually eliminating the gaps in achievement between

different groups of pupils. These improvements were underpinned by increasingly rigorous use of data to set targets for pupils and to monitor their progress towards them. This was attributed to a much stronger focus by school leaders on improving the quality of teaching. Last year's annual report referred to an 'achievement culture' across the Bailiwick that was systematically raising academic standards. The most recent validations and follow-up visits have provided further confirmation of this continuing trend of improvement, driven by ambitious leadership and management in most schools as well as the strong direction and effective support provided by the Education Department's Education Officers. Nevertheless a few schools still have a fair amount of ground to make up in order to give all pupils the best possible education.

Guernsey College of Further Education

The Annual Report for 2012/13 noted that the college had recently made great strides in improving the procedures for self-evaluation by working in close collaboration with education officers. Since that time, a new principal has been appointed who is continuing this work. In light of this, the Education Department decided not to proceed with the college validation until a later date.

Carole Skinner
November 2014

Education Services

Careers Guernsey



Careers Guernsey is an all-age careers service providing free, impartial careers information, advice and guidance to help raise aspirations, raise awareness of the labour market and support progression. Guernsey Work Experience (GWEx) is also part of Careers Guernsey co-ordinating work experience for schools and employers. Find out more at www.careers.gg

Vision

To encourage and guide people of all ages and abilities to realise and fulfil their potential, develop career management skills and enter sustainable and realistic opportunities.

Aims

We aim to increase access to free, professional, impartial and independent career support at the most appropriate time so that we can help to:

- Raise aspirations
- Raise awareness of the labour market
- Improve self-awareness
- Support progression and sustainable destinations
- Develop effective lifelong career management skills

Careers Guernsey works with schools/Post-16, community groups, parents, employers, Higher Education providers, university students, adults, agencies and States Departments.

Highlights of 2013-14

Completed the development of our new website www.careers.gg

The website is now more query-based 'I want to find out about...' and useful resources are organised into each query. User analytics

demonstrate broader use of the new website than the old site with more information available for Adults and Employers.

98,339 page views since the launch of the new site with the most popular sections 'Adult – I am looking for a career change' and '16-19 – I need help to find a job'.

Communicating with stakeholders

Introduced Twitter @CareersGuernsey to help improve communication with stakeholders and to raise awareness of our service with a 'broader' reach.

Provided information about options through school newsletters, parent evenings and our website to keep parents up to date to support their son/daughter's career planning [I am a parent and want to find out more](#)

Introduced My Future, My Choice, My Island & Beyond to help promote the service in schools/Post-16 so that students are encouraged to access careers advice and guidance at the right time for them.



More interactive Careers Show

Enhanced the Careers Show with new 'Have a Go' activities and Stage Demonstrations to help raise aspirations and awareness of skills and opportunities. Very positive feedback from students, teachers and exhibitors about the new

format of the Show 'one of the best shows yet!' Encouraged more visitors to the Show with different advertising and 1000 more visitors to the website www.careersshow.gg

"Our Lego game was interesting as it really demonstrated student's strengths, the way they approached the challenge, their strength of character, how well they worked under pressure and we even managed to persuade teachers to join in"



Promoting Employability and working with employers in partnership with Skills Guernsey. Delivering sessions in schools/Post-16 to provide students with the same message about the skills required for work including an employability day in St. Anne's, Alderney and CIPD delivering CV and interview skills. Feedback showed that students found it valuable hearing directly from employers about skills and now feel more confident about identifying and presenting their employability skills.

Improved GWEx (Guernsey Work Experience)
Reviewed the GWEx process for organising work experience for students so that the process is now quicker, cheaper and more environmentally conscious with less paper and printing. Feedback from employers, students and teachers remains positive about the value

of work experience with 90% of students saying their work experience has helped them with their career choice. Employers evaluate the skills the student has developed during a week placement and this year, employers were provided with some student feedback about the placement [Employers - working with schools](#)

Developed Labour Market information (LMI) Resources

Careers Guernsey provides the only source of statistics for school leaver participation in education, employment and training which is used to help provide information for effective career planning. School leaver and graduate destination codes have been aligned with the Policy Research Unit codes for industry and occupations, so that school leaver and graduate destination information contributes to a more accurate profile of the labour market in Guernsey. This LMI is used in Group works in school, career guidance interviews with students, parent evenings, advisory meetings at officer level and as a resource on our website. Student feedback from the LMI sessions showed they agreed or strongly agreed that the information will be of practical use to them and that they understood things better. [What do school leavers do?](#)

Developing careers support all-age

Careers Guernsey begun work on a new Careers Education, Information, Advice and Guidance Strategy for schools/Post-16. This will support schools/Post-16 and Careers Guernsey to deliver quality and effective CEIAG to help prepare young people for their future.

Careers Advisers continue to provide advice and guidance to students in secondary/Post-16 and they also researched the option of providing Key Stage 2 Careers Education to Year 6 students, with the aim of raising aspirations and developing skills and attitudes towards their career planning. A primary project is being delivered in 2014-15 to 8 schools.

Discussions with Guernsey Prison have helped focus the careers support for prisoners so that it will be more closely linked with sentence planning. Careers Guernsey has previously provided support to prisoners but a new

structure for 2014-15 provides greater opportunity for prisoners to access careers support at the right time.

Careers Guernsey provided careers support to young people and adults with over 2300 contacts including over 400 face to face guidance interviews, 50 group works, more than 470 emails/letters/texts/telephone calls, advocacy and follow up support. The focus of the support can include:

- Improving knowledge and awareness
- Raising aspirations and motivation
- Providing reliable, accurate information about education, employment or training
- Reducing anxiety and stress about the next step
- Improving career planning and management skills
- Increasing optimism and confidence
- Improving search strategies and approaches to decision-making
- Supporting a successful transition e.g. taking up an opportunity, re-entering the job market, changing career role

Education Services

Communication & Autism Support Service

The Communication and Autism Support Service provides specialist advice to schools and the Education Department for learners with language and communication difficulties, including autism.

It provides:

- direct intervention and support for named learners; and
- support and training to teachers.

It manages the Communication Bases within Amherst Primary School and St. Sampson's High School.

Actions & Activities 2014

Over the academic year 2013-14, the Communication and Autism Service continued to work with increasing numbers of young people with complex needs and a diagnosis of autism or social communication difficulty. There was a 9% increase in the number of young people we support. In order to plan for future long term provision the service put forward a detailed proposal to the Education Board to have appropriate and increased Primary and Secondary Communication and Autism support base provision as part of the proposed rebuild of the La Mare De Carteret schools. The service eagerly awaits the decision of the States.

The service continued to work alongside other professionals including those from Health, Social Services, Educational Psychology and Speech and Language in order to ensure that there was a consistent approach to diagnosis and support. We increasingly worked with the Autism Guernsey Charity who offer support to young adults and families.

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. Regular visits to use the

hydrotherapy facilities at Le Rondin for children with sensory needs were planned as well as several trips out of school, including residential camp, to help develop independence skills. Pupils enjoyed horse riding sessions delivered by the Riding for the Disabled Charity and were awarded the Sarah Enderson Award for Endeavour. Two pupils won prizes in the Guernsey Press Design and Advert Competition. In school, base pupils received numerous behaviour and attitude awards and one child achieved his cycling proficiency award. The Communication Base was voluntarily decorated by staff over the Easter holidays in order to try to provide a more appropriate facility for the children.

Students from the Communication Base at St Sampson High School played a full part in the life of the school, ranging from being elected as House Sports Captains and Prefects, through to singing in the Choir and acting in school productions. We welcomed five year 7 students into the base at the start of the academic year. Academically, our students achieved excellent results in public examinations. Two year 11 students completed their studies and moved onto Sixth Form and the College of Further Education after benefiting from a "bespoke" transition process where staff from receiving establishments visits the CAS Base, and students carry out several "familiarisation" visits to their chosen venue. It was agreed that they would continue to receive support from this service. At the St Sampson's High Awards Evening, Max Everitt, a year 11 student, received the Derek Walker Prize for Mathematics and Alisha Le Sauvage, also in year 11, was presented with the Reverend J Ironside RE Shield. Students are "set" within the curriculum to allow intensive group work to take place within the CAS base on social communication, organisational and memory skills. This is complemented by Work Related Learning PSHE sessions for specific students as appropriate.

The Service supported children with communication or autistic difficulties across the islands schools. Specialist Teaching Assistants supported children in class and our teachers

offered advice and strategies to schools. We delivered numerous social skills and language development groups.

The Service delivered training on Communication and Autism to 140 teachers and Learning Support 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.

Two former Learning Support Assistants from this service were appointed as teachers in Primary schools and another continues with her degree studies in order to qualify as a teacher.

Education Services

Educational Psychology Service

The Educational Psychology Service (EPS) helps others to understand children and young people and how to help them progress in learning and emotional development.

The EPS Team:

- helps identify, assess and make recommendation on the educational placement of learners to the Education Department in accordance with the Education (Guernsey) (Amendment) Law 1987; and
- provides specialist advice and support for learners and adults in the learning environment during and after a Critical Incident.

schools. In September 2013, the EPS facilitated a mindfulness interest group for the Guernsey community, with a particular focus on inviting school staff. The meeting was well attended and led to individuals who attended pursuing their own development activities. Key actions by the EPS included:

- joining the Headteacher of St Martin's Primary to review the Paws.b mindfulness programme in place with the year 5 pupils of the school
- regular liaison with local mindfulness trainers
- presenting two papers about mindful schools to the Education Department SMT, the second of which incorporated an opportunity for members of SMT to experience a mindful session

Actions & Activities 2013-14

The EPS continued to provide high quality psychological perspective to Education Department issues, individual casework, joint agency thematic groups (e.g. ADHD clinic) and strategic work. The team continued to be stable and hardworking, forward thinking and reflective.

A notable event was the development of the bespoke REP framework and the subsequent Development meetings to address the priorities identified. This allowed the EPS to reflect on the infrastructure of the service in more detail than had been the case in previous years, and the Development meetings led to a wide range of matters being resolved or improved.

Further areas of work distinctive to the year were activities recorded in the Education Department 2014 Business Plan:

Support schools to introduce mindfulness.

The nature of mindfulness is such that it is more effective to invite people to engage with it and to then 'seize the moments' that arise, rather than set out a grand plan of how to embed it in

By the end of the academic year, mindfulness had a significantly higher profile within Guernsey schools than it had at the start of the year, and continues to be an area of significant interest.

Deliver the Growth Mindset Project as defined during 2013

The project's aim is to embed the principles of growth mindset in schools across the Island. A growth mindset encompasses the belief that abilities and intelligence are not fixed, but that they can change with effort, perseverance, seeing struggle as a key to learning, and taking on challenges and feedback. The first year of the Project succeeded in achieving a range of successes, as detailed in Appendix B of this REP. Work undertaken during the year includes:

- Development of training packages developed at different levels and delivery of that training to school staff (463 staff from at least 17 schools); other agencies and the 3rd sector (144 personnel); parents (70); pupils/students (135); states employees in other Departments (43)

- Development of ten steps for fostering a growth mindset. These are practical ways of applying mindset theory
- Coaching and mentoring school staff to develop Growth mindset within their schools
- Development of significant expertise in this field leading to requests to share this both within Guernsey and internationally including Invitation to present on the project at a national education conference in London attended by Carol Dweck (who identified the concept of Growth Mindset)

The impact of the work for learners was significant and interest was huge, leading to requests made for further support to implement growth mindset have resulted in an increased commitment from the Education Department to deliver the Mindset in Schools Project.

Participate in Education Service Literacy Group

The EPS was willing and able to participate in this group throughout the year. The Group formed in September 2014 and EPS role will be reported on within the REP for 2014-15.

Support Schools to support learners with Social, Emotional and Behavioural difficulties

This in addition to 'business as usual' through:

- contributing to the continued development of the Agencies School Engagement Team (ASET). The EPS made significant contributions to the scoping for this group and has remained a key partner in the development of protocols for ASET and in signposting appropriate strategies for the children and young people referred to the Team.
- setting up and facilitating a joint agency project on self-harm. The EPS put considerable time and skill in to this piece of work, but in the event the response of partners in schools and other agencies (who had in fact requested the project) indicated that

the time was not right for this piece of work to become embedded.

Continue to develop measures of outcomes and impact

The priorities for the year included outcome and impact measures. Of particular note are:

- the casework feedback questionnaire developed by the EPS and circulated to a range of stakeholders. There was a good level of response to the survey, the findings of which will be analysed in 2014-15, acted on as appropriate during the year and reported in within the REP for 2014-15.
- difficulties with the collection of numerical data about the work of the service. For reasons that the EPS understands, the Education Department ceased to fund the provision of the IT software system that the EPS used to record information about time delivered to the tasks we undertake. The withdrawal of the system was unanticipated by the EPS and resulted in the loss of annual data about the range of work carried out, which is disappointing. However, pending the finalisation of the Education Department project regarding casework management systems, during 2013-14 the EPS created an interim, spreadsheet based, casework recording system which will be in place from September 2014.

Deployment of EPS time and casework numbers

The EPS has a framework for broad allocation of time to the various elements of our work which is adjusted each year in response to priorities for the coming year. See Appendix B for the 2013-14 framework.

As noted above, during 2013-14 the collection of data about EPS time actually delivered to each elements of our work and data about the numbers of learners with whom casework was carried out was compromised by the Education Department (unanticipated) withdrawal of the

IT system that collated the information. However, a manual trawl of the records indicates that during the academic year 2013 –

14 the EPS carried out direct casework as noted below. The figures are broadly within the same range as the figures of previous years.

Number of individual cases with whom EPS carried out work* for the academic year 2013-2014

Preschool	Mainstream primary	Mainstream secondary	CFE	Special provision	Off-island	Home educated	Total
28	91	52	5	105	7	1	289

Of the 289 cases, 88 were new referrals during 2013-2014.

**Casework for an individual in a given year can be as little as one letter taking half an hour to write or as much as 8 days-worth of work. Most casework is around the equivalent of 2 or 3 days- worth of work. It is noted that whilst numbers of cases undertaken are important to know in terms of accountability, numbers themselves do not illustrate the impact of the work of an EP.*

Education Services

School Attendance Service

The School Attendance Service (SAS) supports schools in supporting learners to have good levels of attendance.

The SAS team provides:

- information and advice to parents and schools on strategies to deal with issues that impact on school attendance such as anxiety; and
- direct intervention with parents and learners.

The team enforces regular school attendance in accordance with the Education (Guernsey) Law 1970 and the Children (Guernsey and Alderney) Law 2010. It also manages the process for awarding the school uniform grant.

Actions & Activities 2013-14

The SAS continued to provide high quality casework with learners and their families where there are poor levels of attendance, as well as making operational contributions to related areas of Education Department work. The team continued to be stable and hardworking, and forward thinking.

Change of Name of Service from Education Welfare Service to School Attendance Service. This has had a positive impact on the team and what we represent – other services and schools hopefully have more understanding of what our role is, the process of intervention and support we can provide – who would have thought a change of name could have such an impact!.

Equality. The SAS take pride in our shared values which include inclusion and equality for all young people in the Bailiwick. Of the many young people the SAS supports to be included, this is one example:

I had been involved with one particular student since February 2012, she had had sporadic

*attendance at school for a significant period of time. My initial visits to the family home were not successful, the student locked herself in her bedroom and refused to communicate on any level. The student had become completely withdrawn and socially isolated, by October 2012 she stopped attending school completely. Other professionals, the School Nurse and a Safeguarder were asked to become involved with this student in an attempt to gain a greater understanding of her thoughts and feelings. Both were unsuccessful, the pupil refused to meet with or speak to either professional over a prolonged period of time. During supervision with my line manager we decided that a whole new approach to this student would have to be undertaken. I started to communicate by writing letters, sending cards and by text message. This new approach worked immediately and I received several responses from the student, this continued throughout the remainder of her time in compulsory education. These forms of communication formed the basis for a build-up of trust between us. Over the weeks and months ahead the pupil began to trust me enough to meet me at her home, these visits increased in frequency. Although the student never returned to school she did, with support, manage to attend school to sit her Adult Numeracy and Literacy and English exam. During the time that I worked with this student she grew in confidence and self-esteem and with my support she has had a very successful transition to the College of Further Education. Working with this student was challenging, it took a lot of hard work and persistence, the fact that she didn't return to school must not be viewed as a failure. At Christmas last year I received a card from this pupil it said **'thank you very much for helping me. You've helped a lot'**. For this student to be able to express herself in this way was extremely rewarding and this proved that the methods used to communicate with her really did work.*

Excellence. In addition to high quality casework and excellent work with the Convenor and Tribunal System, each team member brings specialist skills that have been developed as a

result of our varied life experiences and early career choices.

- *Bereavement Work – Being given the opportunity to work on the ‘Handbook for Schools’ and work with other colleagues outside of the team; present the Handbook to various other agencies throughout the Island and offer support when necessary.*
- *The Youth work I do with the quiet club at Styx, (which is for young people with Anxieties, or feel socially isolated) makes me smile! I have the pleasure to be working with some amazing young people who I can see growing in confidence each week. I am proud that I have been instrumental in helping these young people with their confidence and social skills.*
- *During 2013/14 I was proud to be involved in facilitating the first two School Readiness programmes at Amherst Primary School. Those involved with the programme feel that it has the potential to be life-changing for the families involved and provide a strong link with education.*
- *I am a trained Restorative Justice Practitioner and I was asked by the Restorative Development Officer to become involved in a Restorative Justice Conference. This was an ideal case for conference because although the victim and offender were not known to each other, the victim’s son and the offender’s step son were in the same class at school and these young boys had become best friends. I was involved in all the preparation work, this included prison visits to meet the offender and the victim. The conference was extremely successful, at the end both males stood up and shook hands. The men have been able to move on peaceably in their lives and their sons’ friendship has not been compromised.*

Efficiency. Under the guidance and direction of our team manager we have begun to streamline our procedures and endeavour to provide an

efficient and impartial approach to our service users.

Since September 2012 we have been overseen and managed in a very efficient way. We have regular team meetings, development time and regular and precise supervision. We also have clear direction from our manager and over the past two years we have changed our working practices, we now have clear processes and procedures in place. This enables us to work in a more effective and efficient way. We are encouraged and supported to continually develop professionally, by attending courses, research, reading and collaborative working with our colleagues from other agencies.

The 2013-14 collection of data about number and profile of learners with whom casework was carried out was compromised by the Education Department unanticipated withdrawal of the IT system that collated the information. However, a manual trawl of the records indicates that during the academic year 2013 – 14 the SAS carried out direct casework as follows:

Primary school	Y7	Y8	Y9	Y10	Y11	Total
16	8	14	21	25	24	93

Enjoyment. There have been plenty of enjoyable moments with colleagues in the SAS! There have also been memorable moments with the young people we work with.

Being a School Attendance Officer is a very worthwhile and challenging job. It is extremely enjoyable, however, it is made so much more rewarding by working within a supportive and responsive team of colleagues. Working with a great team of colleagues is great: being able to say what you think and knowing that the team will be there for you in good times and bad!

With the learners, it is enjoyable to see them progress, for example, TB, Year 11 – made a significant improvement in attendance and attitude to education and learning. She is youngest of five siblings and the first to study at GCSE level. Quote sent by text message, “If I had the chance to go back to Year 7 I would start all over again. Thank you for all your help over these years.”

Education Services

English as an Additional Language (EAL)

The EAL staff work in partnership with Bailiwick schools to raise levels of competence in spoken English to help meet the needs of learners who arrive in Guernsey and have English as an Additional Language (EAL).

The Service provides:

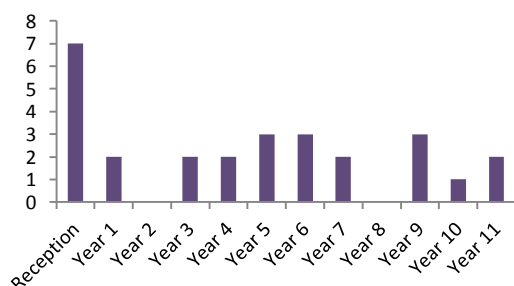
- information and advice to schools on the inclusion of newly arrived learners with EAL;
- assessment of gaps in English language competency, setting targets for improvement;
- intervention for learners on an individual or small group basis; and
- monitoring and reporting on progress to schools and parents.

Actions & Activities 2013-14

There has been a total of 27 pupils receiving support this year.

Support has been utilised across the age range. However, it serves more primary pupils than secondary age ones.

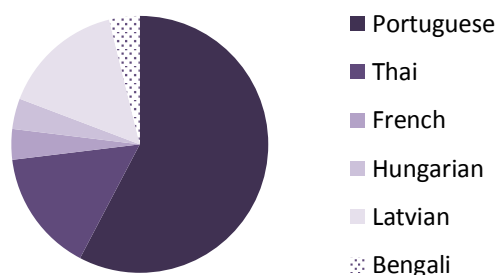
No. of EAL Pupils in Each Year Group Receiving Support 2013-14



As in previous years, there remain pupils from a range of European and several Asian countries. However, the majority of pupils receiving support speak Portuguese as their first language, with all of them originating from Madeira.

Some of the other first languages spoken include French, Thai, Latvian and Hungarian.

The chart below shows the breakdown in first languages spoken by pupils currently receiving support.



Pupils in 11 Bailiwick schools have received support during the academic year 2013-2014.

As in previous years, the **NASSEA EAL Steps** have been used as the assessment tool of choice. The steps have allowed teachers to monitor progression and attainment. Class teachers have been reassured that when a pupil is not able to be assessed using National Curriculum, that a recognised assessment tool is being applied.

A written evaluation of each session is recorded and given as feedback to the class teacher. Pupils are also assessed each half term and a formative assessment is given to the class teacher/EAL contact. Feedback has been positive about this as it allows teachers to see exactly what the EAL teacher is covering and how this can complement mainstream lessons.

We continue to use the Discharge /leaver's form when support is no longer required.

The form records a pupil's personal details such as name, date of birth, country of origin and first language spoken. The reason for discharging a pupil is also given.

Feedback on pupil attainment and needs from class teachers has improved slightly this year but the impetus to plan sessions more closely linked to mainstream lessons has come from the EAL teacher.

Education Services

Literacy Intervention Service

The Literary Intervention Service work in partnership with mainstream maintained primary schools to meet the needs of learners with difficulties acquiring literacy skills by providing a child-centred, developmental approach which:

- empowers schools to include all learners in the curriculum;
- enables pupils to become independent and successful learners; and
- allows parents and carers to understand their child's difficulties and the means to help.

It provides:

- information and specialist advice to schools on strategies and resources;
- assessment and intervention programmes for named learners; and
- support and training for teachers and Learning Support Assistants.

The team liaises with the Dyslexia Day Centre, whose teachers provide specialist teaching intervention for named learners identified through the Dyslexia Panel.

Alderney. In service training was provided at three schools

- LIS teachers, in conjunction with staff of the Dyslexia Day Centre, organised an open-forum evening for parents focusing on reading and writing difficulties.
- Lis teachers attended and played an active role in schools' staff meetings and parents' evenings
- One further member of staff graduated as a Reading Recovery teacher, bringing the total of trained RR teachers on the LIS staff to three
- The Head of Service worked with staff and pupils at Key Stages 1, 2 and 3 at St. Anne's, Alderney over 4 days
- LIS teachers and staff from the Dyslexia Day Centre met on three occasions to plan interventions, and to focus on professional development and shared practice
- Further progress was made in developing a training and resources package for teachers, with a focus on the development of the teaching of spelling

Actions & Activities 2013-14

- During the last academic year we worked with 224 pupils at Key Stages 1 & 2 and 8 pupils at Key Stages 3 & 4
- More than 500 assessments were carried out, resulting in summary reports for schools to share with parents and carers
- Staff from the Dyslexia Day Centre worked with an additional 92 children
- Advice on strategies and resources was provided in each of the primary, infant and junior schools, The Link Centre (now Les Voies) and at St. Anne's,

Education Services

PSHCE Adviser and Support Agencies

The role of Personal Social Health and Citizenship Education Adviser is currently undertaken by 1 full-time qualified teacher. This post was previously a secondment but was made permanent in March 2014. The post is part-funded by an annual grant from both HSSD and the Home Department.

The role of the PSHCE adviser is to provide;

- Corporate and strategic approach to the development of the PSHE and Citizenship curriculum in schools
- Advice and support on PSHE to the Education Department, Health Promotion Unit, schools and support agencies.

How we do it

The role requires the PSHCE Adviser to work closely with Primary and Secondary PSHCE co-ordinators in schools by supporting the planning, delivery, assessment and development of the PSHCE curriculum. The adviser also works in partnership with Support Agencies by providing a link between the Education Departments, schools and agencies and offering advice and support as necessary.

Actions and Activities 2013-2014

- Gained recognition of the importance of the role of PSHCE Adviser when the post was made permanent in March 2014.
- Worked closely with PSHE co-ordinators. 72% of both Primary and Secondary PSHE co-ordinators attended PSHE training days.
- Worked in partnership with Support Agencies delivering part of the PSHCE curriculum in schools. Observed 16 lessons delivered by Support Agencies enabling quality assurance to be carried

out across the PSHE curriculum in schools. Feedback and advice, as necessary, was given to the individual Support Agencies.

- The ASSIST programme (smoking intervention programme for Year 8 pupils) was delivered in the 3 High Schools and at Blanchelande and St Anne's in Alderney (HSSD's target of reaching 50% of schools was exceeded). The feedback received was very positive.
- Underwent a Quality Assurance visit from the external provider of the ASSIST programme. The training observed was graded as 'Excellent'.
- Marked and collated 103 end of Year 9 and Year 5 Support Agencies input questionnaires. Results shared with Support Agencies and schools.
- Worked closely with the new Children and Young Peoples Healthy Lifestyle Worker, delivering tobacco education in schools. Delivered 'Train the trainers' course for the ASSIST programme and reviewed all the tobacco education lessons.
- Collated pre and post 'Last Orders' questionnaires and produced a report for the DAS co-ordinator.
- Worked with new PSHE co-ordinators at La Mare Primary, Forest, St Mary & St Michael's, Les Voies and Castel.
- Delivered various training sessions to students, teachers, NQT's, TA's, Support Agencies, PSHCE co-ordinators.
- Supported schools currently working on their Healthy Schools award.
- Updated various policies including the Policy on Using Support Agencies in Schools, A Whole School Food Policy, and Sun Safe Policy.

- Delivered Bereavement & Loss presentations to 6 groups including Home-Start, School Nurses and the Pre-School Alliance.
- Created a new lesson plan and resources to be delivered by the Guernsey Police to Year 11 students on knife crime and updated the Year 9 lesson and produced new resources for several lessons.
- Delivered School Council training in 4 Primary schools
- Attended the Anne Frank in schools exhibition training and co-ordinated the visit from the UK to the 3 High schools and Grammar school
- Helped set up, manage and take down Safety Calling (involving 615 Year 6 pupils from across the Bailiwick)
- Attended e-safety committee meetings and was involved in the planning of Safer Internet Day
- Attended FIGS, CAP group & Sexual Health Forum meetings.
- Attended training courses and conferences including the PSHE CPD Certificate course, Hidden Sentence training at the Prison, Resilience in children & YP training, the ASSIST annual conference and the Association for Citizenship Teaching annual conference.
- Co-ordinated various visits from external agencies from the UK including visitors to schools from the Fairtrade Foundation, Teenage Cancer Trust and FIT (homophobic bullying workshops).

Education Services

Schools' Library Service

Over the last academic year the Schools' Library Service has worked with all schools to support them in developing their school libraries. A library has an important role in the development of vital literacy skills, promoting reading for pleasure and in encouraging independent learning.

The Education Department pays an annual grant to the Guille-Allès Library to provide a Schools' Library Service.

Under a new Memorandum of Understanding agreed in July 2014, the objectives of the Schools' Library Service are to:

- Enable schools to develop their library resources to support the whole school curriculum and meet the learning needs of the individual.
- Assist and advise schools in engendering a lifelong love of literature and learning by fostering and encouraging excellence in our school libraries.

In delivering services to schools, the Schools' Library Service, the Education Department and Schools uphold the following principles and values:

- To assist schools to develop school libraries that are up to date, attractive, well-used and fit for purpose in the 21st Century
- To involve staff and learners in the development of their school library and the resources it contains.
- To work with the school to ensure that school library accommodation is pleasant and safe, and accessible to all abilities and disabilities within the school
- To ensure that book and non-book resources are attractive, up to date,

accurate and relevant to the Bailiwick of Guernsey curriculum whilst being a balanced collection catering for individual interests and a range of reading abilities

- To work in partnership with relevant statutory and voluntary agencies to ensure the best outcomes for learners in schools



The Schools' Library Service team

Actions & Activities 2013-14

- Book Week – Ann Bryant, Katherine Cave and Alex Scarrow talked to nearly 5,000 children over the course of the week.
- Carnegie and Greenaway book awards were shadowed by all primary and some secondary schools accumulating in an event at the Guille-Allès Library where many children came together to discuss the books.
- We set up a blog with children from Guernsey with children in Canada about our Greenaway awards and the Canadian Chocolate Lily awards which allowed discussions about books and reading that were truly international. This finished with the children Skyping to talk to each other about the winners.
- Children in primary schools were encouraged to join in the Red House book awards, where their vote was

counted towards deciding the winner. This included Skype sessions to Alderney so they could be included.

- The Summer Reading Challenge was promoted in all primary schools through assemblies by the liaison officers and a record number of children signed up and over 1000
- Teaching of independent learning through the CWICER framework has increased.
- Visits to the Guille-Allès Library for study skills workshops have increased.
- Seasonal story weeks for primary schools where children are invited into the Guille-Allès for stories and activities.
- Events are run for schools doing special projects such as 'Guernsey week'. Where we offer a tour of the Guille-Allès library with activity and story session.

The Schools' Library Centre continues to provide fiction loans and project loans to all schools across the island. As with every other year we continue to teach research skills and support reading for pleasure, from simple introduction to your school library in reception through to plagiarism and referencing lessons in 6th form. The Liaison officers also continue to support the teacher with library responsibility to ensure all schools have well-run libraries.



***Notre Dame Primary School visiting the
Schools' Library Centre***

Education Services

Schools' Music Service

The Schools' Music Service complements and enriches the music curriculum offered by schools and colleges.

The Schools' Music Service complements and enriches the music curriculum offered by schools and colleges.

The SMS:

- supports schools in the delivery of the music curriculum to all pupils through its Wider Opportunities scheme, vocal work and high quality performances for schools;
- identifies those pupils who can benefit most from continuing regular lessons, and provide teaching that enable pupils to gain maximum enjoyment and make the best possible progress, encouraging them to develop the self-discipline of regular practice towards long-term aims; and
- provides a range of excellent, enjoyable and progressive music making opportunities, developing a range of transferable skills at Music Centre such as confidence, reliability and teamwork.

The Service taught nearly 700 instrumental and singing pupils in schools and colleges, either in small groups or individually, and delivered a half term of Wider Opportunity lessons to all Year 4 classes. Service staff were also involved in supporting school-based performances and in preparing GCSE and A level candidates for the practical components of their public examinations.

Over 300 pupils were entered for graded examinations and 174 performed at grade 5 level and above. 886 pupils attended Music Centre where the following ensembles took place:

- A new Brass Band
- 6 Primary groups for beginner pupils
- 7 Orchestras
- 5 Wind Bands

- 2 Jazz Orchestras
- 6 Choirs
- Various chamber groups including an electric string quartet
- Aural and theory lessons

Master classes and lessons by visiting teachers were also arranged, including some provided through the Southbank Sinfonia by Guernsey Bursary Holder, bassoonist Holly Reardon.

The Guernsey Girls' Choir visited the Anvil concert hall in Basingstoke where they received a highly commended certificate in The Choir of the Year Competition. Over 400 pupils took part in a massed performance of *Joseph & the Amazing Technicolor Dreamcoat* involving nearly all Guernsey primary schools. A large-scale combined Music Centre choirs Concert also took place at St James.

Music Centre pupils took part in 2 Open Mornings at the Grammar School, and 4 major concerts and a Jazz concert at St James. The Service supported the Guernsey Eisteddfod with many individuals and groups taking part.

A range of other performances included:

- Government House for HM The Queen's Birthday Reception
- A Celebration of Achievement at the Performing Arts Centre
- High Achievers' Concert at Hautes Capelles Methodist Church
- Performance for Senior Citizens arranged by the Lions Club
- Guernsey Choral and Orchestral Society Christmas Concerts
- Concert at the Town Church
- 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

fundraising efforts including a successful Jazz Concert and Supper at St James.

At the end of the academic year Music Centre took 70 advanced musicians to Cardiff where they performed at a range of venues including alongside members of the Four Counties Youth Orchestra at The Millennium Centre and Porthcawl Pavilion.

The Service organised two Channel Island Music Council concerts which enabled 600 school pupils to experience concerts by professional performers. It also organised and delivered performances by its own staff to pupils in their schools.

The sheet music library was administered online and made available to schools and others.



Guernsey Music Centre students performing alongside the Four Counties Youth Orchestra in Porthcawl Pavilion

Education Services

Sexual Health and Relationship Education Service (SHARE)

SHARE comprises of 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 schools and colleges Sex and Relationship education programme. The service delivers sessions in all the schools 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 will provide the individual with the necessary skills, attitudes and knowledge to make healthy, safe and informed decisions in relation to their personal & 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 schools 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 often grouped by ability and understanding. Depending on their needs at the time, they often require extra sessions.

As we are part time, we try to arrange that someone is in the office by 8am to check any emails and phone messages before we go out to schools. Enquiries may be from Parents, Teachers, or other professionals wanting to borrow resources from our well stocked resource centre, or perhaps a parent with a question about their child's Sex and Relationship programme, or a related issue. We do often return to the office during the day to

pick up our messages between teaching in the schools.

Actions and Activities 2013

SHARE enjoyed a trip to Sark in the summer term where they provided sessions on Growing up and Sexual Health for students aged 9 -14. They also visited Alderney for two days in September and delivered sessions for pupils from age 9 -16.

As well as teaching in schools the Share nurses regularly attend youth clubs, parent's evenings and events, and provide training for newly qualified teachers, Student Nurses and Youth Workers, on SRE and working with young people.

SHARE has been very fortunate to have been supported by the MUG and Pink Ladies charities. This has enabled the purchase new resources for use in Cancer Awareness sessions in year 11.

The SHARE team are enjoying delivering additional sessions in the secondary key stage 3 programme on relationships and teen parents. This lesson gives the opportunity to highlight important qualities in a relationship and identify good reasons for delaying sex. SHARE nurses attended training in London which enabled them to have the skills and knowledge to include the topic of internet safety. Secondary students are learning about issues such as sexting, young people accessing pornography, social media and dangers of playing computer games that have been produced for adults. During SHARE lessons students have the opportunity to discuss various issues and situations that could arise and they learn about how to stay safe and where to access help and advice if they need it.

Education Services

Sensory Support Service (Hearing)

During 2013/14, ten students received direct, ongoing support from the service; a further 53 were included on the service database for regular monitoring, ranging in age from preschool to 18+.

The service was involved in many innovations and successes for the children and young people with a hearing impairment that are supported. This was possible due to the hard work, commitment and dedication of all of the staff involved, the pupils and their parents. Following the retirement and departure of several experienced staff 80% of the team took and passed British Sign Language Level 1. This is a serious commitment in terms of time and effort and they should all be congratulated for passing. Well done.

Many students without a hearing impairment continued to attend the lunchtime Signing Club at Vale Primary School. This, in turn, really helps the children with hearing impairment to integrate more effectively with the other children.

It should be noted that the Hearing Support Base at Vale Primary School closed at the end of the academic year 2013-2014. This was partly due to a comparative drop in the number of hearing impaired students requiring such a facility but also due to the successful Inclusion work that has been undertaken by the Service and Infant/Junior/Primary schools working together across the island. The Service would like to take this opportunity to offer all past and present staff at Vale Primary school and from the Service itself that have been involved with the base our heartfelt thanks. The Base was hugely helpful to all the children that had the benefit of accessing it over the years.

Once again The Guernsey Deaf Children's Society continued to provide significant financial

support to the Service 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,
- providing suitably differentiated intervention programmes,
- expanding the use of ICT to support learning and assessment,
- developing opportunities for staff development within the Service

The Service has delivered training to schools, parents, Learning Support Assistants and newly qualified teachers. Feedback has been very positive and participants have continued to rate the training excellent in the majority of cases.

The Service continues to actively foster and develop close links with other professionals, both on and off island, 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)

This past year, the Sensory Support Service – Vision (VISS) supported 12 children and young people with a significant visual impairment.

Gender	
Female	Male
3	9

Setting	
Home	3
Pre-School	1
SEN School	6
Mainstream	1
CFE	1

The majority of these pupils have additional disabilities which affect their physical, cognitive and/or language development. To address these needs, our team worked closely with professionals from many different disciplines and members of the wider community, such as charities and respite centres.

Specifically, St Martin's Community Centre and Interwork invited us to present for the first time this past year. St. Martin's asked us to conduct a risk assessment of their facility prior to the arrival of pupils just leaving school and Interwork was interested in technology to help make the workplace more accessible for the visually impaired.

Once again, Specsavers and Guernsey Blind Association made very generous donations to our service. Specsavers purchased a state-of-the-art *Ebot* electronic magnifier for one of our college students. The Guernsey Blind Association (GBA) organised the donation of 4 iPads for our children which was featured in the Guernsey Press. We would like to thank John Healy, Stuart Sealley and Shaun Robins for organising a Charity Football Match 'Guernsey v Rest of the World', in order to raise funds for

the Guernsey Blind Association. Special thanks to St Martin's Football Club for use of the facilities on the day, to Rob Lihou for the trophies, and to Pete's Bouncy Castles. Thank you to all of the staff at J W Rihoy's & Sons, at La Grande Courtil Building site for a great day, and for their generous sponsorship and donations. The fantastic sum of £460.61 was raised from this event.

We sent 2 members of staff to London for a 2-day seminar at Great Ormond Street Hospital. We joined the Jersey VISS there to learn about best practices in promoting the purposeful use of functional vision and assessment. The presenters were medical and educational specialists and provided an abundance of useful clinical as well as practical information.

Our crowning achievement, however, has been the continued excellent progress of all of our pupils! Thanks to all the hard work from pupils, families, colleagues and friends, 2013-2014 was a year of milestone successes and inspiration for the future.

Education Services

Les Voies Inclusion Service

The Les Voies Inclusion Service works across all schools in the Bailiwick to support and develop inclusive practices, ensuring all students with social, emotional and behavioural needs are given the greatest possible opportunities to succeed. The Service was established in September 2013 and is led by the headteacher of Les Voies School and managed by a primary inclusion lead and a secondary inclusion lead. They are assisted by a small team of inclusion specialists.

What We Do

The aims of the Inclusion Service are:

- To support schools, students and parents/carers in ensuring that all children with SEBD needs have the greatest access possible to the school curriculum
- To provide advice and support to teachers, parents/carers and others on the social, emotional and learning needs of their children
- To provide a training and consultancy service to schools
- To work with other Bailiwick services to provide positive outcomes for all students
- Assisting schools with aspects on a child's development that are causing concern, specifically social, emotional and behavioural difficulties
- Assisting schools in identifying and addressing problems associated with disaffection and their effects on behaviour
- Promoting the development of a multi-staged approach to behaviour management within the various management teams within schools
- Providing specific advice and support to schools in relation to particular students

or groups of students causing concerns with regard to SEBD

- Helping with the placement of students by working in close cooperation with schools, parents and students to increase the likelihood of success
- Working in close cooperation with schools in the preparation of individual behaviour plans (IBP) and pastoral support plans (PSP). This includes developing ways to use all appropriate resources and personnel within, and outside school
- Developing effective liaison with all agencies involved in the management and care of these students including those 'looked after'.
- Using a range of assessment strategies and develop shared criteria for referral to associated agencies
- Assisting schools in their management of behaviour in order to improve the educational experiences of children with behavioural difficulties and to reduce the number of exclusions across the Bailiwick
- Providing effective programmes for the reintegration of excluded students
- Providing advice and support during transition between infant and junior and primary to secondary school for those students with SEBD.

Actions & Activities 2013-14

- Providing strategic support to the secondary schools to establish inclusion bases to reduce exclusions
- Strategic support to primary schools involved developing policy into practice, whole school inclusion, differentiating for underachievers, providing quality intervention programmes
- Delivered training to NQT, college staff, LSA's and individual schools on the inclusive classroom and SEBD in Guernsey

- Successful transition for St Andrews pupils to other primaries and transition to other secondary schools for the most vulnerable students
- Chronic non-attendance of certain students has been reversed and a successful return to education
- Feedback from students, parents and schools have been 100% positive in outlining the professionalism and effectiveness of staff members
- Collaborative approaches with other agencies has provided the best outcomes for many students

Agency School Engagement (ASE) Team

The ASE Team provides multi-agency specialist advice and support to schools to promote inclusion and a joined up approach to breaking down barriers to learning. Members of the team may work directly with young people and/or their families/carers both in and out of school.

The team aims to:

- Identify the underlying reasons for the perceived difficulties that the young people may have;
- Identify ways forward so that services can assess and respond dynamically for an individual need;
- Support coordinated responses from a range of services to address the holistic needs of the young people and their families
- Review, monitor and recommend involvement on a case by case basis

Youth Commission

About the Youth Commission



The Youth Commission for Guernsey & Alderney (YC) was established in January 2011 and combined the previous roles of the Bailiwick of Guernsey Youth Association and the Youth Service Committee of the States of Guernsey. In 2012

the YC took over responsibility for Youth Services across the Bailiwick in an innovative partnership with the States of Guernsey Education Department.

The Youth Commission has the vision of a Bailiwick where all young people reach their full potential and our mission is to provide safe, supportive environments where young people can experience new opportunities, overcome barriers, develop skills and build confidence.

This is undertaken in a variety of ways: directly, through the provision of the Youth Commission's staff team to deliver non-formal learning opportunities through youth club provision at the North Youth Centre (La Moye), the Western Parishes Youth & Community Centre (Styx), Les Ozouets, the Caves Youth Centre in St Peter Port, The Space at The Bridge, at Les Butes in Alderney, in the High schools and through the Duke of Edinburgh's Award Scheme; and indirectly through supporting other agencies, such as The Hub (Barnardos), other independent youth clubs/groups and the independent voluntary uniformed organisations such as the Scouts and Guides etc.



Actions & Activities 2013-14

2014 was an exciting year of development for the Youth Commission with highlights including:

- The appointment of our first **Chief Executive Officer**, Roddy Winsor OBE. Roddy has been instrumental in raising the profile of the Youth Commission and in driving through changes to improve the governance and structure of the organisation as well as improved co-ordination of services for young people provided by government as well as through the Third Sector and voluntary organisations.
- **Increased provision for young people** primarily through the development of new programmes via additional funding received through corporate and charitable giving e.g. Princes Trust xl programme with 3 schools & a new outreach project now operating for 5 days per week.
- **Improved and enhanced training opportunities** for volunteers, sessional staff and other professionals across the sector inc. nationally accredited qualifications in youth work and specific events on topics relevant to work with young people e.g. self-harm, mental health issues, coaching, sexual health, etc.
- **Management of two further centres** at the Caves in St. Peter Port and the Space on St. Sampson's Bridge.
- The appointment of **nationally qualified and experienced staff** initially on temporary housing licenses but also through providing degree and higher level training courses for local staff thereby enabling succession planning.
- Increased opportunities for young people to have their voices and opinions heard by local decision makers and influencers through the development of a **Youth Forum**.

- Input to the development of a visionary **Children and Young People's Plan** through involvement on the planning and implementation group.
- Increased evidence of the impact and outcomes for young people of our work through more rigorous and consistent data gathering and analysis.



For further information on the Youth Commission please visit www.education.gg/youthcommission



We also have ambitious plans for 2015 and beyond including:

- Further increasing opportunities for young people to engage with positive activities that support their personal and social development e.g. the Princes Trust Team programme designed to develop employability skills with 16 – 25 year olds.
- Fulfilment of our strategic objectives to:
 - Build capacity within the YC and more widely within the youth sector so that more high quality staff, both paid and voluntary, become involved in the delivery of the Youth Offer
 - Further improve opportunities for the voice of young people to inform and influence policy and services affecting them
 - Encourage wider participation in youth voluntary work
 - Provide effective support for youth organisations across the Bailiwick
 - Further establish the YC as an organisation that influences and informs the development of services for children and young people in the Bailiwick.

Our Special Schools

We acknowledge the attainment and progress made by children and young people in our mainstream schools within the Statistical Digest section of this Report. It is important to also recognise the achievements of those within our special schools.

Le Rondin School & Centre

Our Validation visit in the Summer Term highlighted the range of education experiences provided at Le Rondin. The Validation team drew attention to the care and support that is given to our pupils in all aspects of their learning and how the bespoke curriculum enables the great majority to make better than expected/exceptional progress. The Validators complimented the schools management systems, the care and guidance practices and Le Rondin's good relationships with outside agencies and the wider community.

The report stated that:

"Pupils' enjoyment and achievement are excellent. They clearly enjoy every moment of life and learning at Le Rondin. All pupils make excellent progress in their academic and personal skills. Pupils' personal development and well-being are excellent. They thrive in the warm, supportive ethos and grow into confident and happy pupils who succeed in all aspects of school life, despite considerable academic and physical difficulties".



Our introduction of a 'Supporting Learning at Home' policy was well received by the parents and adds to the liaison systems used at Le Rondin to engage in parent partnership. The parents were also helpful in reviewing the schools Calculation Policy which is now established in school. Reception pupils' parents were invited to learn more about the acquisition of early numeracy skill and how Numicon can support this when they attended an evening meeting at the school. This, together with the introduction of 'Mathletics', has engaged many of our pupils in improving their skills more independently. Receiving their gold, silver or bronze certificates in Celebrations Assemblies publicly rewards their hard work.

Creating a bespoke Literacy package to deliver a broader range of skills across the school has been a major initiative throughout the year. A reading language intervention programme (RLI) was successfully trialed with targeted pupils to improve their literacy knowledge. Pupils with little or no verbal communication have benefitted from individually prepared communication books. Together these have enabled all pupils to make improvements to their language, literacy and communication levels in our school which is often filled with 'sparkly' words.

Family Group Assemblies were introduced weekly. Pupils from across school are allocated to small groups where they work, think and interact collaboratively on topics ranging from filling and wrapping shoeboxes for the Rotary Appeal, learning more about Les Bourges Hospice, acting out scenarios to learn about the importance of being polite or locating countries around the world from an atlas. Our pupils are always keen to take on new challenges and opportunities. They enjoy engaging with each other and making new friendship groups. This is borne out by the way the Family Group, each representing a different country took part in our football World Cup event during the Summer Term



Highlights for Le Rondin during the year include joining children and adults from across the island for the first Guernsey Lantern Parade. Year 5 pupils were involved in learning lantern making skills alongside pupils from Forest School and enjoyed walking in the dark to Candie Gardens. We were one of many other schools to take part in the Magical Day in the Park. Our success in designing the winning Garden in a Wheelbarrow focused on 'Pick your Own' was a proud moment for our Growing Crew members. We are all enjoying working much more closely with Forest Primary and being joined by our friends from Forest School to welcome the Queen's Baton Relay was a unique moment for all involved.

Le Murier (Baubigny Schools)

Le Murier offers a broad and balanced skills curriculum, which ensures success to students with moderate, severe, profound and multiple learning difficulties, and students with communication and sensory difficulties, who are not able to achieve this in mainstream schools. It is important that all of our students acquire appropriate levels of literacy, numeracy and information skills throughout their education. All students enter Le Murier School on the Life Skills Pathway to develop their independence, communication and living skills. Some students may spend all their time at Le Murier developing these skills and focussing on this pathway. Ongoing assessment, target setting and personal development determine whether or when students move onto the Work Skills Pathway where they can extend these skills for gaining and sustaining employment.

Monty, our PAT (Pets as Therapy) dog, has become the most popular member of our staff, working mainly with our Sensory & Communication students!

32 KS4 students successfully passed the Edexcel ICT Foundations Skills exam at Entry Level 3.

4 Y11 students completed the City and Guilds Level 1 Award in Engineering / Construction

2 Y11 students gained distinction in the City and Guilds Award in Salon Services.

17 Y10 students completed the Duke of Edinburgh award at Bronze level and have now embarked on their Silver award.

45 Y10 and Y11 students are registered for the Duke of Edinburgh Award this year.

KS4 students achieved successful work experiences in most of the 72 placements within the local community, with one student getting a full time job at Cycle World and another securing work with Aurigny. The rest have continued their education at the College of Further Education. Outdoor, offsite and residential educational experiences and activities remain an important part of our curriculum to promote physical, social, communication and behaviour skills as well as direct links to specific learning. New experiences included chess, judo, ukulele band and yoga. Girls joined the boys this year on the annual cricket tour to Sussex.

We continue to maintain strong links with the community and our students benefit enormously from their generosity and support. Once again, Northern Trust has been an outstanding example.

This wide range of learning experiences and activities enable our students to gain the skills necessary to become valued members of our community.

Les Voies Schools

Les Voies opened in September 2013, replacing the former Link Centre. The school takes responsibility to support all learners across the Bailiwick that have social, emotional and behavioural difficulties.



The school has and continues to move through phases of rapid change and underwent its first validation towards the end of 2014.

The independent validators found that Les Voies is a caring school that parents value greatly which has made 'significant improvements over the last year demonstrating a well-developed capacity to continue on its journey of improvement.'

Data on the progress and attainment of pupils attending Les Voies is reported in the Statistical Digest section of this report.

The great majority of learners at Les Voies enjoy their time at school and have made significant improvements in their attendance. Data shows 2012 attendance to be 35%, 2013 data 65% and the summer term of 2014 to be 84%.

Wider enjoyment of school comes through John Muir, Duke of Edinburgh, Prince's Trust, being part of the school council (Junior Leadership Team), completing projects around the school such as the legacy garden, giving up their own time to be involved in bike sales at the weekend and/or doing volunteer work with GSPCA.

The school offers break and lunchtime activities such as pool, football, ICT, gaming, cards and magazines.

The students have a basketball fixture to play against another school and have participated in challenges like the Everest Challenge (a charity climb) as a school. The school is looking to develop further opportunities to take part in inter school activities.

The school has also been actively involved in the wider community, for example the P.T.F.A. Christmas Fayre, the Bailiff's Christmas card competition, being involved in the Campaign for School Gardening Level 3, winning the Co-op garden £500 award and taking part in the Moonpig Cash for Schools.

Different agencies have also contributed to the school curriculum, for example The Hub visits every week, the SHARE (Sexual Health and Relationships) team have a programme for all secondary students that is delivered throughout the year and the Guernsey Fire and Rescue Service has visited.

Statistical Digest

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

Key Performance Indicators for 2014

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 wellbeing 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 around 12% of their GCSE results in 2014 whereas one pupil at Vale Primary counted for 1.47% in the Key Stage 2 attainment and progress data.

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.

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

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.

Other Activities and Achievements

It should be recognised that schools are about much more than just performance data. All our schools provide a rich and varied [curriculum](#) that is designed to develop:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

Schools celebrate the wider achievements of their pupils in many ways. Please visit [school websites](#) for further information.

Statistical Digest

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

% of Bailiwick pupils achieving Level 4 or above in English, Mathematics and Science in 2014 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)

	2012	2013	2014
English Overall	79%	86%	84%
Reading	83%	86%	87%
Writing	72%	80%	78%
Mathematics	77%	85%	86%
Science	86%	89%	87%

For this first time this year individual schools are reporting their attainment in Reading, Writing and Maths at both Level 4+ and Level 5+. Those reaching a Level 5 are performing at a higher level than that expected for a child of that age.

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 and mathematics

is shown below

	Three-year period		
	2010-12	2011-13	2012-14
English	73%	77%	83%
Mathematics	73%	78%	83%

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			
	2012	2013	2014
English	85%	88%	90%
Mathematics	79%	88%	91%

Statistical Digest

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

Amherst Primary School 2013-14		
Results – Attainment (End of Key Stage 2 Year 6)	Amherst Primary	Bailiwick Average
% Level 4+ Reading	86.7%	86.9%
% Level 4+ Writing	64.4%	77.8%
% Level 4+ Maths	88.9%	86.3%
% Level 5+ Reading	28.9%	40.8%
% Level 5+ Writing	22.2%	26.0%
% Level 5+ Maths	31.1%	37.2%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	95.6%	93.2%
% 2 Levels of progress Writing	80.0%	90.5%
% 2 Levels of progress Maths	91.1%	91.1%
1 pupil/student at this school is equal to 2.22%		
Commentary on Results		
<p>We are delighted to have met the Bailiwick average in Reading at level 4. This is following our drive in recent years to raise standards in Reading across the school. This year we exceeded the Bailiwick average for 2 levels of progress in Reading and are particularly pleased that 46% of the cohort made accelerated progress, achieving more than the expected points progress.</p> <p>We are proud that 81 % of our girls achieved level 4 in writing. This cohort however, had a high number of reluctant boy writers which brought our percentage down considerably. This was despite focused intervention to support boys writing. It is important to note however, that 31% of the cohort made accelerated progress in writing- achieving above the expected 12 points progress.</p> <p>In Maths we exceeded the Bailiwick average at level 4. This is testimony to the hard work of the staff who have worked tirelessly to raise standards. The number of children achieving Level 5 Maths has increased by 12.5%. In addition we achieved Bailiwick average for children making 2 levels of progress.</p>		
Next Steps for Amherst Primary School		
<p>We will continue to focus on raising standards in writing and increase the number of children attaining level 4 by:</p> <ul style="list-style-type: none"> • Implementation of Talk for Writing • Focused guided writing • Revising writing planning/introduction of new texts • Using ICT to inspire and engage writers <p>We will endeavour to increase the number of children attaining level 5 in Reading by:</p> <ul style="list-style-type: none"> • Providing additional quality texts in liaison with School's Library Service • The purchase of electronic books to motivate and inspire readers 		

Statistical Digest

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

Castel Primary 2013-2014		
Results – Attainment	Castel Primary	Bailiwick Average
End of Key Stage 2 (Year 6)		
% Level 4+ Reading	90.0%	86.9%
% Level 4+ Writing	90.0%	77.8%
% Level 4+ Maths	88.0%	86.3%
% Level 5+ Reading	40.0%	40.8%
% Level 5+ Writing	20.0%	26.0%
% Level 5+ Maths	28.0%	37.2%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	88.0%	93.2%
% 2 Levels of progress Writing	96.0%	90.5%
% 2 Levels of progress Maths	92.0%	91.1%
1 pupil at this school is equal to 2.0%		
Commentary on Results		
<p>We are very pleased with the progress that all our children made at the end of Key Stage 2. Whilst cohort's ability changes from year to year, Castel focuses upon the progress each individual makes.</p> <p>Particularly pleasing is the fact that we have over 90% of our children making two levels progress in Writing and Maths. We would like to achieve the same success in Reading next year.</p> <p>This is due to the hard work of the children, teachers and parents. The school seeks to produce well rounded children and places equal emphasis on academic success as well as personal and social skills. Every cohort is different and should be celebrated for all their achievements. This cohort also excelled in the musical and sporting arenas this year.</p>		
Next Steps for Castel Primary School		
<p>2015 marks a time for change at Castel School. We welcome the rest of our new students from St Andrews and will look to integrate them into Castel School as quickly as possible. We also welcome a new Headteacher who will join us in September.</p> <p>Our focus this year has been upon reading- How we assess and teach reading and how to extend reading skills. We have also begun a longer term project to reassess and restructure our teaching of maths.</p> <p>As part of our aim to produce well rounded children, the school is also looking at how we can ensure all members of the school community can develop the mental well-being and resilience to be successful.</p>		

Statistical Digest

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

Forest Primary 2013-2014		
Results – Attainment End of Key Stage 2 (Year 6)	Forest Primary	Bailiwick Average
% Level 4+ Reading	90.5%	86.9%
% Level 4+ Writing	85.7%	77.8%
% Level 4+ Maths	90.5%	86.3%
% Level 5+ Reading	47.6%	40.8%
% Level 5+ Writing	38.1%	26.0%
% Level 5+ Maths	52.4%	37.2%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	95.2%	93.2%
% 2 Levels of progress Writing	95.2%	90.5%
% 2 Levels of progress Maths	90.5%	91.1%
1 pupil at this school is equal to 4.76%		
Commentary on Results		
<p>We are delighted with the attainment and progress results of our 2013/2014 Year 6 cohort which are a testimony to the hard work and commitment of our learners, parents and our school.</p> <p>The Level 4 results were very positive and showed the impact of support and intervention work that had taken place throughout Year 6 and before. This is also reflected in the progress data which in line with / above Bailiwick average.</p> <p>The excellent Level 5 results are a cause for celebration and reflect the consistent learning by the higher achieving pupils.</p>		
Next Steps for Forest Primary School		
<ul style="list-style-type: none"> • To continue to develop our curriculum in order to ensure we provide innovative learning built on the firm foundations of high expectations and standards; • To further develop cooperative learning strategies; • To accelerate pupil progress in Literacy and mathematics –close the gender gap; • To continue to develop a culture of growth mindset. 		

Statistical Digest

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

Hautes Capelles Primary 2013-2014		
Results – Attainment End of Key Stage 2 (Year 6)	Hautes Capelles Primary	Bailiwick Average
% Level 4+ Reading	84.1%	86.9%
% Level 4+ Writing	71.4%	77.8%
% Level 4+ Maths	73.0%	86.3%
% Level 5+ Reading	34.9%	40.8%
% Level 5+ Writing	20.6%	26.0%
% Level 5+ Maths	33.3%	37.2%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	90.5%	93.2%
% 2 Levels of progress Writing	85.7%	90.5%
% 2 Levels of progress Maths	85.7%	91.1%
1 pupil at this school is equal to 1.59%		
Commentary on Results		
<p>Our priority for the 2013 – 2014 year was to develop the children’s use of speaking, listening and drama to create learning opportunities that the children would want to be involved in. Therefore, the World Cup mysteriously appeared in school, the Big Bad Wolf went on trial and we enjoyed several Home school Challenges.</p> <p>Attainment across the school continued to rise and we are proud of the consistent rise in our attainment levels for the last three years in both key stages.</p> <p>Attainment in Reading continues to be stronger due to the impact of the focus reading groups that have been in place for 3 years.</p> <p>During 2013-2014 we focused on our more able children in school illustrated by the rise in the percentage of children gaining Level 5 in Reading, Writing and Maths.</p> <p>Improved long term use of data tracking alongside quality teaching and learning has also increased the percentage of children making 2 levels of progress.</p>		
Next Steps for Hautes Capelles Primary School		
<p>To enable successful embedding into daily practice of the initiatives implemented in 2013 – 2014, we are continuing some of our main priorities into 2014-2015. These are:</p> <ul style="list-style-type: none"> • Continue to embed ‘Kagan’ structures into our teaching and learning to maximise the children’s active engagement in their learning. • Continue to develop Speaking and Listening as a precursor to writing. • To continue to raise attainment and progress in writing. <p>In order to progress the school further we will also be focusing upon:</p> <ul style="list-style-type: none"> • Development of leadership skills for middle leaders. • To ensure effective professional development for the staff. • To implement the use of new technology within school. • Evaluate and develop our outdoor curriculum and environment. 		

Statistical Digest

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

La Houquette Primary 2013-2014		
Results – Attainment End of Key Stage 2 (Year 6)	La Houquette Primary	Bailiwick Average
% Level 4+ Reading	78%	86.9%
% Level 4+ Writing	78%	77.8%
% Level 4+ Maths	78%	86.3%
% Level 5+ Reading	36.6%	40.8%
% Level 5+ Writing	31.7%	26.0%
% Level 5+ Maths	46.3%	37.2%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	92.7%	93.2%
% 2 Levels of progress Writing	95.1%	90.5%
% 2 Levels of progress Maths	90.2%	91.1%
1 pupil at this school is equal to 2.44%		
Commentary on Results		
<p>This data reflects the broad range of children's learning needs within this cohort. It shows the success of our careful tracking, target setting and personalised interventions, and the children's positive attitudes towards their learning and progress. We are pleased to see the children reaching or exceeding their individual targets and making very good progress across the key stage.</p> <p>The data shows attainment was higher than the Bailiwick at Level 5 in both writing and maths, and very close in reading. This reflects the strengths of the cohort, the enthusiasm of the children, and the success of teachers in meeting the learning needs of children able to attain the higher level.</p> <p>Attainment at level 4 was just above the Bailiwick average in writing. This is due to the success of the focussed intervention which we put in to place to target writing skills and accelerate the progress of three or four children working significantly below age-related expectations. While these children progressed well from their starting points, they attained better in writing than in reading and maths</p>		
Next Steps for La Houquette Primary School		
<p>The needs of the next Year 6 cohort differ from the cohort represented by the data above, consequently school action planning is focussed on enhancing the learning and experiences of children still journeying through the school. In the academic year 2014-5 school priorities are:</p> <ul style="list-style-type: none"> • Continue to accelerate the rates of progress of children in Foundation Stage and across Key Stage 1. • Strengthen the collection of evidence of attainment in reading at the higher levels. • Continue to monitor children's progress and further strengthen the effectiveness of targeted interventions in overcoming barriers to learning. • Extend the use of iPads to enhance children's learning and further develop the virtual learning environment. • Continue to advise parents on how they can support their children's learning at home. • Review and embed a revised behaviour policy linked to rights, respect and responsibilities, restorative practices, and 'Good to be Green' behaviour management. 		

Statistical Digest

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

La Mare de Carteret Primary 2013-2014		
Results – Attainment End of Key Stage 2 (Year 6)	La Mare de Carteret Primary	Bailiwick Average
% Level 4+ Reading	72.7%	86.9%
% Level 4+ Writing	51.5%	77.8%
% Level 4+ Maths	69.7%	86.3%
% Level 5+ Reading	21.2%	40.8%
% Level 5+ Writing	6.1%	26.0%
% Level 5+ Maths	24.2%	37.2%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	97.0%	93.2%
% 2 Levels of progress Writing	90.9%	90.5%
% 2 Levels of progress Maths	81.8%	91.1%
1 pupil at this school is equal to 3.03%		
Commentary on Results		
<p>We are very pleased with the progress of this Y6 cohort as these results show that although their attainment was lower than the Bailiwick Average, the interventions and strategies that were put in place enabled the progress of the cohort to be as expected in reading, writing and maths and better than the Bailiwick Average for a large majority of pupils in reading, and writing. We were especially pleased with the accelerated progress made by 45% of pupils in reading and 36% in writing and maths. We will continue to provide these strategies for any vulnerable learners in order to maintain the progress made and also to improve the attainment. The maths passports have been a huge success with both pupils and parents and the system is embedded and is having a positive impact on the mental recall of pupils. Reading Recovery was started and made a significant impact on the attainment and reading enjoyment of the pupils who took part. This is a very powerful intervention which must continue next year.</p>		
Next Steps for La Mare de Carteret Primary School		
<ul style="list-style-type: none"> • Continue to develop a language rich environment to improve the enjoyment and attainment of reading and the quality and content of writing. • Improve the engagement of boy's with writing by looking at resources, texts, audiences and context. • Continue with the Reading Recovery programme for as many vulnerable pupils as possible. • Engage more parents into improving their children's learning by providing workshops on how they can help. e.g. listening to reading • Maintain the impact of the maths passports, increasing enjoyment and attainment in maths, through more effective and challenging problem solving. • Continue to develop the use of data to identify the learners, who are not achieving ARE or making the required progress, in order to provide the correct intervention to improve their learning. 		

Statistical Digest

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

Les Voies School (Primary) 2013-2014		
Results – Attainment	Les Voies Primary	Bailiwick Average
End of Key Stage 2 (Year 6)		
% Level 4+ Reading	25%	86.9%
% Level 4+ Writing	25%	77.8%
% Level 4+ Maths	25%	86.3%
% Level 5+ Reading	25%	40.8%
% Level 5+ Writing	0%	26.0%
% Level 5+ Maths	25%	37.2%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	50.0%	93.2%
% 2 Levels of progress Writing	50.9%	90.5%
% 2 Levels of progress Maths	50.8%	91.1%
1 pupil at this school is equal to 25%		
Commentary on Results		
Two students had extended periods of absence due to hospitalisation and consequently both experienced several months of absence. One further pupil made progress in maths and science at or above national expectations but due to difficulties he has remained in the primary phase and is receiving intensive intervention and support.		
Next Steps for Les Voies School (Primary)		
<ul style="list-style-type: none"> • Develop interventions for Literacy and Numeracy • Bespoke package for current year 6 student who experiences ASD • ASD provision to be considered for primary ASD pupils exhibiting behaviour beyond what can be managed in the Base. • Reading to be done every day throughout primary phase • Purchase new reading scheme • CPD on managing ASD students 		

Statistical Digest

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

Notre Dame du Rosaire Catholic Primary 2013-2014		
Results – Attainment	Notre Dame Primary	Bailiwick Average
End of Key Stage 2 (Year 6)		
% Level 4+ Reading	93.3%	86.9%
% Level 4+ Writing	90.8%	77.8%
% Level 4+ Maths	96.7%	86.3%
% Level 5+ Reading	46.7%	40.8%
% Level 5+ Writing	46.7%	26.0%
% level 5+ Maths	36.7%	37.2%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	96.7%	93.2%
% 2 Levels of progress Writing	93.3%	90.5%
% 2 Levels of progress Maths	96.7%	91.1%
1 pupil at this school is equal to 3.33%		
Commentary on Results		
<p>Once again our hard-working and motivated Year 6 have achieved exceptionally good results.</p> <p>We are pleased that so many children made at least two levels of progress in Key Stage 2 and some have made considerably more than this, especially as a number of our children speak English as an additional language.</p> <p>The school's policy of mixed age classes and allowing children to work in ability groups for English and maths ensured that more able children can move forward at their own pace and those with additional needs can access the help they need.</p> <p>This was the second cohort of children to have completed the English Speaking Board (ESB) programme at the end of Year 5 and this has made a significant contribution to their excellent attainment in English.</p>		
Next Steps for Notre Dame Catholic Primary School		
<ul style="list-style-type: none"> • Continue to closely monitor the progress of all children through regular pupil progress meetings. • Continue to introduce innovative programmes to enrich the children's experience in the classroom. For the first time in 2014 the school took part in the "Shakespeare in Schools" programme which enhances language skills and boosts confidence. These initiatives should have a positive impact on future results. • Provide training to all staff in KAGAN in 2015 to promote co-operative learning and active engagement for all. 		

Statistical Digest

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

St Andrew's Primary 2013-2014		
Results – Attainment	St Andrew's Primary	Bailiwick Average
End of Key Stage 2 (Year 6)		
% Level 4+ Reading	92.9%	86.9%
% Level 4+ Writing	78.6%	77.8%
% Level 4+ Maths	89.3%	86.3%
% Level 5+ Reading	25.0%	40.8%
% Level 5+ Writing	17.9%	26.0%
% Level 5+ Maths	32.1%	37.2%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	89.3%	93.2%
% 2 Levels of progress Writing	85.7%	90.5%
% 2 Levels of progress Maths	85.7%	91.1%
1 pupil at this school is equal to 3.57%		
Commentary on Results		
<p>Reading: We were pleased at the improvements made in the standards of attainment in reading at level 4 and the continued improvements in rates of progress. We were very proud of the achievements of all our pupils. Introducing daily individual reading in Year 6 alongside specific targeted interventions such as the use of our reading volunteers have all impacted positively.</p> <p>Attainment in maths and writing was largely in line with the Bailiwick due to significant improvements made in our target setting systems. The introduction of Mathletics, an online tool to improve mental maths skills, has also played a part in raising attainment and rates of progress in maths, particularly in number.</p> <p>Over the last few years there have been incremental improvements in the proportion of our pupils attaining at the higher levels in both Key stage 1 and Key stage 2.</p>		
Next Steps for St Andrew's Primary School		
<ul style="list-style-type: none"> • Continue to raise standards of attainment and rates of progress in writing through developing guided and shared writing • Embed strategies for stretch and challenge to continue to further accelerate rates of progress • Introduce and develop approaches to develop growth mindset • Use new devices to enhance learning opportunities and to raise attainment <p>Continue to close the gap between vulnerable groups in terms of attainment and progress.</p>		

Statistical Digest

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

St Anne's Primary 2013-2014		
Results – Attainment	St Anne's Primary	Bailiwick Average
End of Key Stage 2 (Year 6)		
% Level 4+ Reading	63.2%	86.9%
% Level 4+ Writing	26.3%	77.8%
% Level 4+ Maths	89.5%	86.3%
% Level 5+ Reading	26.3%	40.8%
% Level 5+ Writing	21.1%	26.0%
% Level 5+ Maths	42.1%	37.2%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	73.7%	93.2%
% 2 Levels of progress Writing	68.4%	90.5%
% 2 Levels of progress Maths	78.9	91.1%
1 pupil at this school is equal to 5.26%		
Commentary on Results		
<p>St. Anne's is an all age all ability school and therefore we do not look at these outcomes in isolation from the secondary section of the school. Reading and writing obviously have to be our focus. The maths attainment scores are more pleasing, although there is scope for more progress to be made in maths. One has to remember that due to our smaller numbers, one pupil's scores can dramatically affect the outcomes. There is also a fluctuating population in Alderney and this can affect our statistics. We have tried to improve outcomes for the current Year 6 in particular by taking them back to a more junior timetable.</p>		
Next Steps for St Anne's Primary School		
<p>We are embarking on a literacy audit to try to find the best ways to promote and improve literacy throughout the school. It is likely that we will be investing in some new readers for the primary section. We have also revisited Assessment for Learning techniques to ensure that learners are given as much information as possible on how to move forward. Pupil progress meetings will take place regularly to ensure that all learners are meeting their potential.</p> <p>We will also be looking at numeracy across the school to ensure that learners have the best chance of making progress.</p>		

Statistical Digest

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

St Martin's Primary 2013-2014		
Results – Attainment End of Key Stage 2 (Year 6)	St Martin's Primary	Bailiwick Average
% Level 4+ Reading	95.2%	86.9%
% Level 4+ Writing	93.5%	77.8%
% Level 4+ Maths	95.2%	86.3%
% Level 5+ Reading	67.7%	40.8%
% Level 5+ Writing	35.5%	26.0%
% Level 5+ Maths	48.4%	37.2%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	98.4%	93.2%
% 2 Levels of progress Writing	98.4%	90.5%
% 2 Levels of progress Maths	98.4%	91.1%
1 pupil at this school is equal to 1.61%		
Commentary on Results		
<p>Standards reached by children at the end of Key Stage 2 at St Martin's Primary school are high and this year more children achieved Levels 4 and 5 than in previous years. We are particularly proud of the number of our children who both reached and exceeded age related expectations. At the heart of our beliefs is that every child can make good progress and it is our job to ensure that we meet the needs of each and every child in our care. This belief is born out thought the very high percentage of our children who made or exceeded expected progress. We use both co-operative and enquiry based learning to actively engage our children. This is matched with a robust system of target setting to ensure teachers, support staff, parents and children have a clear idea of their next steps in learning. We understand the out- door learning can provide great learning opportunities and enables our children to enjoy the natural environment and enhance learning across the curriculum. Technology is also providing an exciting and creative tool for learning and we are developing exciting ways of embracing the latest devices and applications in the classroom.</p>		
Next Steps for St. Martin's Primary School		
<ul style="list-style-type: none"> • Refresh and revisit target setting and intervention strategies in literacy and numeracy • Continue to develop outdoor learning opportunities across the curriculum • Develop the use of new technology to enhance learning and communicate with our school community • Embrace the '9 elements of learning' to enhance children's learning through areas such as creativity, resilience and curiosity 		

Statistical Digest

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

St Mary and St Michael Catholic Primary 2013-2014		
Results – Attainment End of Key Stage 2 (Year 6)	St Mary and St Michael Primary	Bailiwick Average
% Level 4+ Reading	100%	86.9%
% Level 4+ Writing	90%	77.8%
% Level 4+ Maths	95%	86.3%
% Level 5+ Reading	35%	40.8%
% Level 5+ Writing	30%	26.0%
% Level 5+ Maths	30%	37.2%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	95%	93.2%
% 2 Levels of progress Writing	90%	90.5%
% 2 Levels of progress Maths	95%	91.1%
1 pupil at this school is equal to 5.0%		
Commentary on Results		
<p>Our pupils demonstrate high levels of motivation and excellent behaviour in lessons. Interesting topics stimulate pupils' interest which enable them to sustain high levels of engagement.</p> <p>We are delighted with the progress our pupils make from their starting point in Reception to when they leave us in Year 6.</p> <p>Every pupil has individual learning targets for Maths, Reading, Writing, Science and R.E. These are shared with parents in order to ensure that both School and Home are working in partnership to support learning.</p> <p>Early intervention strategies are employed to support children with learning difficulties.</p>		
Next Steps for St Mary and St Michael Catholic Primary School		
<ul style="list-style-type: none"> • In order to maintain and progress academic standards, the School Leadership Team continues to regularly observe lessons, monitor teachers' planning, check pupils' books and consult pupils. • We continue to moderate our pupils' work against that of other schools in order to ensure standards are comparable and maintained. • An increase in outdoor learning has been implemented since Summer 2014. • We are pursuing an initiative which encourages greater independence and collaborative learning in class. • SMSM are trialling the new ICT curriculum during this year. • Greater opportunities and activities for younger readers. 		

Statistical Digest

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

Vale Primary 2013-2014		
Results – Attainment	Vale Primary	Bailiwick Average
End of Key Stage 2 (Year 6)		
% Level 4+ Reading	94.1%	86.9%
% Level 4+ Writing	88.2%	77.8%
% Level 4+ Maths	94.1%	86.3%
% Level 5+ Reading	47.1%	40.8%
% Level 5+ Writing	23.5%	26.0%
% Level 5+ Maths	36.8%	37.2%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	97.1%	93.2%
% 2 Levels of progress Writing	91.2%	90.5%
% 2 Levels of progress Maths	95.6%	91.1%
1 pupil at this school is equal to 1.47%		
Commentary on Results		
<p>The teachers and staff at Vale Primary School are extremely proud of the children's achievements over the past academic year. We would like to congratulate them along with all those who have contributed to attaining these very good results across the school. Again, this has been another positive year in regards to attainment with results mainly above Bailiwick averages in all subjects and those relating to two levels of progress.</p> <p>Compared to last year, there was a 7% increase in Reading at Level 4+ and Level 5, coupled with a 6% increase in Writing at Level 4+ and a 9% increase in Maths at Level 4+. These mark some of the best results the school has achieved for a number of years. This is due to changing teaching practices, different use of resources and greater focus on supporting children's learning.</p>		
Next Steps for Vale Primary School		
<ul style="list-style-type: none"> • Greater use of focused differentiation, especially in Maths and English, using available and new resources to facilitate enhanced learning. • To continue to raise standards in English, Maths and Science with particular focus on reading and writing and the level of challenge for higher attaining pupils. • Continue to strengthen and empower senior and subject leaders to assist the school in its endeavours to improve the quality of teaching and outcomes for our children. 		

Statistical Digest

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

Vauvert Primary 2013-2014		
Results – Attainment End of Key Stage 2 (Year 6)	Vauvert Primary	Bailiwick Average
% Level 4+ Reading	83.7%	86.9%
% Level 4+ Writing	76.7%	77.8%
% Level 4+ Maths	83.7%	86.3%
% Level 5+ Reading	46.5%	40.8%
% Level 5+ Writing	32.6%	26.0%
% Level 5+ Maths	44.2%	37.2%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	95.3%	93.2%
% 2 Levels of progress Writing	97.7%	90.5%
% 2 Levels of progress Maths	95.3%	91.1%
1 pupil at this school is equal to 2.32%		
Commentary on Results		
<p>There is a pleasing increase in Level 4+ and Level 5+ compared with 2013 school results.</p> <p>There is also an increase in attainment compared with the Bailiwick for 2014, notably so for Level 5s in reading, writing and maths.</p> <p>Analysis of progress since KS1 shows pleasing progress results of above expectations. Outstanding progress was noted for 35% of the cohort.</p> <p>Both attainment and progress results show an improvement over time.</p> <p>The improved outcomes are due to the continued development of successful teaching strategies, medium term planning, and assessment. It is also due to the maths calculation policy, the interesting and engaging curriculum, and the continued focus upon the pastoral.</p> <p>The target setting and getting process has increased the expectations of teachers, linked to the greater accuracy and confidence in levelling and benchmarking following a focus in 2013/14.</p> <p>The focus upon SEN pupils (with the flexible deployment of SEN LSAs) has positively impacted upon the progress of these groups.</p>		
Next Steps for Vauvert Primary School		
<p>The impact of the focused SDP has been notable in improved attainment and progress outcomes for pupils. We seek to maintain and build on this success in 2014/15, with the SDP priorities formulated from monitoring information. The key SDP priorities are listed below.</p> <p>Overall - Ensure agreed policies, successful strategies and working practices are in place, and within a Teaching and Learning Policy (Active Teaching: Active Learning), in order that pupils continue to make expected (or better) progress.</p> <ol style="list-style-type: none"> 1. Development of highly effective questioning at the point of teaching, and subsequent action; pupil assessment (to include peer and self), as part of Active Teaching: Active Learning; 2. Develop Mindset, to support improving pupil self-esteem, pastoral support and well-being; 3. Leadership and Management of middle leaders – roles and responsibilities in subject leadership and implementation of Teaching and Learning <p>Other minor priorities are within the SDP.</p>		

Statistical Digest

Bailiwick and Individual School GCSE results

Key Performance Indicators – Secondary Schools

Guernsey operates a selective system of secondary education where 25% of the top performing pupils in the 11+ tests are selected for a place at the Grammar School or one of the three grant-aided Colleges. At this time approximately 15% attend the Grammar School and 10% one of the grant-aided Colleges.

In addition, approximately 20% of the total 11-16 pupil cohort fee-pay to attend one of the Colleges. This means that 55% of the total 11-16 pupil cohort (excluding those in special schools) attend one of the High Schools or St Anne's in Alderney

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.

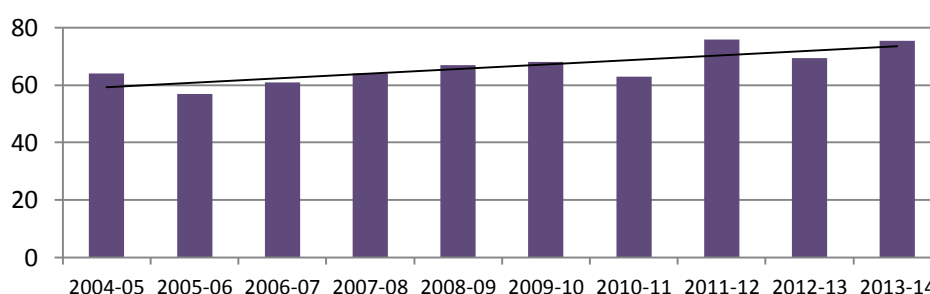
Bailiwick cohorts are small and can equate in total to three year groups of a single large UK comprehensive.

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 Les Voies School which provides specialist support for pupils with social, emotional and behavioural difficulties. Young people at a similar provider in England may 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
2012	75.9%	69.0%	65.6%	57.2%	94.7%
2013	69.3%	69.4%	59.3%	58.4%	92.6%
2014	75.3%	73.5%	67.2%	64.0%	92.7%

**Trend data - % Bailiwick 5+ A*-C of whole cohort
2004-2014**



Statistical Digest

Bailiwick and Individual School Progress data and comparison to England

Progress

In 2014 we started to publish a new key performance indicator to show how much progress students make during their time at secondary school.

The Department will now publish the percentage of students in the schools that comprise the Guernsey Federation of Secondary Schools who make at least expected progress in English and maths between starting in Year 7 and completing Year 11.

Colleges) with England results for 2014 calculated using the 2013 methodology.

% of pupils achieving 5+ A*-C including English and Maths		
	Guernsey (all Bailiwick schools)	England
2010	55.2	53.5
2011	50.8	59.0
2012	65.6	59.4
2013	59.3	59.2
2014	67.2	56.0

	% of pupils making at least expected levels of progress in English	% of pupils making at least expected levels of progress in Maths
Guernsey Federation of Secondary Schools	75.6	74.1
State-funded mainstream schools in England	74.4	68.8

Comparisons with England

There have been some significant changes in the way that England reports on the progress and attainment of its students with further changes still to come.

These changes make it increasingly difficult for us to make meaningful comparisons with key performance indicators published in England. To ensure the most meaningful and accurate comparisons, the Department has compared the Bailiwick figure (including the grant-aided

Statistical Digest

Bailiwick and Individual School GCSE results

Grammar School and Sixth Form Centre 2013-2014		
Results – Attainment	Guernsey Grammar	Bailiwick Average
End of Key Stage 4 (Year 11)		
% 5+A*-G GCSEs or equivalent	100%	92.5%
%5+A*-C GCSEs or equivalent	98.1%	75.7%
%5+A*-C GCSEs including English and Maths or equivalent	98.1%	67.2%
3 year Rolling Average %5+A*-C (2012-2014)	97.7%	73.4%
3 Year Rolling Average %5+A*-C including English and Maths (2012-2014)	97.0%	64.1%
Commentary on Results		
<p>The results gained by this cohort of students were broadly in line with expectations. There were particular improvements at the highest grades.</p> <ul style="list-style-type: none"> • 95% gained 7 or more A* - C; an increase of 3% on 2013 results • 47% gained 5 or more A*/A grades; an increase of 6% on 2013 results • 49% A*/A grades • 82.23% A* - B grades • 2 students 11 A*/A grades • 11 students 10 or more A*/A grades • Over 98% made 3 levels of progress or more in English and Mathematics; 70.9% made 4 or more levels of progress in English and 67% made 4 or more levels of progress in Mathematics. • Most students with particular needs make progress in line with other students but there are some gender differences, particularly between boys and girls at the highest grades. 		
Next Steps for Grammar School and Sixth Form Centre		
<p>Our School Action Plan for 2014 – 2015 will focus on the following priorities:</p> <ol style="list-style-type: none"> 1. Make better use of assessment in planning so that work and resources provide suitable levels of challenge for all students, including the more able. <ul style="list-style-type: none"> • Assess student achievement • Monitor progress and put in place effective intervention strategies • Provide feedback on how to progress/improve • Set individual student targets • Informed planning 2. Raise standards in literacy by: <ul style="list-style-type: none"> • providing all students with essential proof-reading skills and ensuring that they use them • ensuring that basic errors in spelling, punctuation and grammar are noted and followed up in the course of the marking process • insisting on the highest standards of presentation in students' written work • developing consistent whole-school approaches to the teaching and monitoring of students' achievement in the organisation of extended writing. 3. Continue to develop data systems that meet in full the needs of the school and ensure that the staff make the best use of the information available. 		

4. Increase the regularity and effectiveness of monitoring the quality of teaching and:
 - take prompt action to improve practice where the need is identified
 - ensure that homework is regularly set, completed and marked and that its quality and quantity make a strong contribution to students' learning
 - improve the consistency of marking so that it provides students with clear signposts for improvement and is detailed enough to raise attainment in written work.

Additional targets

5. Further progress the whole school agenda for developing independent learning and stretch and challenge
 - Identifying opportunities within departmental provision E.g. appropriate assignments
 - Review department homework policy and provision
 - Embedding uses of appropriate technologies.
6. Plan for curriculum and examination changes at GCSE and A level starting in September 2015
7. Further embed the use of appropriate technologies
8. Develop Management and Leadership across the school building in succession planning.

Statistical Digest

Bailiwick and Individual School GCSE results

La Mare de Carteret High School 2013-2014		
Results – Attainment	La Mare de Carteret	Bailiwick Average
End of Key Stage 4 (Year 11)		
% 5+A*-G GCSEs or equivalent	95.8%	92.5%
%5+A*-C GCSEs or equivalent	56.3%	75.3%
%5+A*-C GCSEs including English and Maths or equivalent	40.6%	67.2%
3 year Rolling Average %5+A*-C (2012-2014)	49.9%	73.5%
3 Year Rolling Average %5+A*-C including English and Maths (2012-2014)	35.3%	64.1%
Commentary on Results		
<p>La Mare de Carteret High School is delighted with the improving picture of our whole school results for 2014. The hard work and commitment shown by students and staff are coming to fruition. These are the second highest results the school has ever seen, meeting the school's predictions for this year group. We have equalled our 5 A*-C of two years ago, and outstripped results for 5 A*-G reaching 95.8% (highest on record) and a first where 100% of students gained at least 1 A*-G. We are immensely proud of all of our students.</p> <p>We have many more A*, A and B grades than in previous years and have a very healthy number of students who have achieved their best, with top grades across a range of subjects.</p> <p>Results will always vary year to year dependant on abilities of the cohort but students and staff hold fast our core values of 'attend, aspire, achieve' and we will continue to work hard to ensure all our students achieve their personal bests.</p>		
Next Steps for La Mare de Carteret High School		
<p>Our three identified priorities this year are:</p> <p>Intervention</p> <ul style="list-style-type: none"> To analyse data to target underachievement of key groups and implement timely and appropriate interventions To measure impact of interventions and identify 'next steps' <p>Challenge</p> <ul style="list-style-type: none"> To develop the skills required to challenge all students To use data to inform differentiation strategies to meet the needs of all learners, with a focus on challenge through targeted planning and higher order thinking skills such as Blooms, De Bono <p>Raising Expectations</p> <ul style="list-style-type: none"> Monitor progress of different groups and hold staff to account where there is under-achievement Support school improvement through a rigorous monitoring and evaluation process that impacts on student progress and outcomes. 		

Statistical Digest

Bailiwick and Individual School GCSE results

Les Beaucamps High School 2013-2014		
Results – Attainment	Les Beaucamps	Bailiwick Average
End of Key Stage 4 (Year 11)		
% 5+A*-G GCSEs or equivalent	92.5%	92.5%
%5+A*-C GCSEs or equivalent	73.1%	75.7%
%5+A*-C GCSEs including English and Maths or equivalent	53.8%	67.2%
3 year Rolling Average %5+A*-C (2012-2014)	69.5%	73.4%
3 Year Rolling Average %5+A*-C including English and Maths (2012-2014)	48.7%	64.1%
Commentary on Results		
<p>The school has performed broadly in line with the Bailiwick percentages for the 5A*-G and 5A*-C measures. However the school's performance for the 5A*-C including English and Maths is significantly below the Bailiwick percentages in both the 5A*-CEM for the academic year 2014 and when compared to the rolling 3 year average.</p>		
Next Steps for Les Beaucamps High School		
<p>The school priority is to improve outcomes for all pupils with a specific emphasis on pupils achieving the 5A*-CEM figure. This is our key focus for this academic year and beyond.</p>		

Statistical Digest

Bailiwick and Individual School GCSE results

St. Sampson's High School 2013-2014		
Results – Attainment	St. Sampson's	Bailiwick Average
End of Key Stage 4 (Year 11)		
% 5+A*-G GCSEs or equivalent	91.7%	92.5%
%5+A*-C GCSEs or equivalent	65.0%	75.7%
%5+A*-C GCSEs including English and Maths or equivalent	52.2%	67.2%
3 year Rolling Average %5+A*-C (2012-2014)	55.7%	73.4%
3 Year Rolling Average %5+A*-C including English and Maths (2012-2014)	42.8%	64.1%
Commentary on Results		
<p>St Sampson's High School was delighted with the results achieved by its' students in 2014. The results of the Year 11 cohort were the best the school has ever achieved and this was attributable to the hard work, dedication and commitment of students and staff. One of the most pleasing aspects of the results was the excellent value added scores which indicates that during their time at the school the students made much greater than expected progress. This high level of progress resulted in more than one in five (21.7%) of students gaining three or more A* or A grades, which is a significant improvement on previous years.</p> <p>A significant factor that contributed to the excellent attainment of the Year 11 cohort was the high levels of attendance of the year group, which was at its' highest level ever for the school. This positive attitude to learn and the determination to achieve their best was exemplified by the number of students that took advantage of additional revision and coursework sessions run out of lesson time and during the school holidays.</p> <p>The school is justifiably proud of the superb individual and collective achievements of the year group</p>		
Next Steps for St. Sampson's High School		
<p>In 2014/15 the school aims to build on the excellent results achieved in 2014 by focussing on the following areas:</p> <ul style="list-style-type: none"> • To further develop student learning and achievement through embedding high quality teaching • To prepare for changes to the curriculum • To increase inclusion at the school • To further develop the skills of staff • To increase the involvement of parents and other partners 		

Statistical Digest

Bailiwick and Individual School GCSE results

St. Anne's School 2013 - 2014		
Results – Attainment	St. Anne's	Bailiwick Average
End of Key Stage 4 (Year 11)		
% 5+A*-G GCSEs or equivalent	84.6%	92.5%
%5+A*-C GCSEs or equivalent	53.8%	75.7%
%5+A*-C GCSEs including English and Maths or equivalent	46.2%	67.2%
3 year Rolling Average %5+A*-C (2012-2014)	53.9%	73.4%
3 Year Rolling Average %5+A*-C including English and Maths (2012-2014)	37.8%	64.1%
Commentary on Results		
<p>The 5+ A*-G figure is healthy, particularly when one considers that as we are such a small school catering for all abilities; one student can be worth approximately 12%. We also have students with the full range of abilities and needs.</p> <p>The other results are lower than we would like, but the good news is that all of our students from last year seem to have got where they need to be to continue with the next steps. Design and Technology results are at 100% A*-C and the maths results were extremely pleasing with 90.9% of students gaining A*-C.</p>		
Next Steps for St. Anne's School		
<p>We are focusing on the consistency of teaching and learning and in particular the areas of engagement, challenge and feedback. Teachers are also being asked to pass on to other relevant staff any training undertaken, so that students can benefit as widely as possible.</p> <p>We will be monitoring progress and outcomes as regularly and accurately as possible and holding student progress meetings to ensure that all students are where they need to be. We have revisited Assessment for Learning techniques in order that students might be better informed as to the next steps.</p>		

Statistical Digest

Bailiwick and Individual School GCSE results

Les Voies School (Secondary) 2013 - 2014		
Results – Attainment	Les Voies	Bailiwick Average
End of Key Stage 4 (Year 11)		
% 5+A*-G GCSEs or equivalent	50%	92.5%
%5+A*-C GCSEs or equivalent	0%	75.7%
%5+A*-C GCSEs including English and Maths or equivalent	0%	67.2%
3 year Rolling Average %5+A*-C (2012-2014)	N/A	73.4%
3 Year Rolling Average %5+A*-C including English and Maths (2012-2014)	N/A	64.1%
Commentary on Results		
<p>The figures included a student that spent the majority of the year in youth custody who was not on roll. If their results are discounted the headline figure is 67%. All of the courses were taken over a one year period meaning that outcomes were restricted by time. The one individual that did not attain 5 A*-G passes has remained on roll to boost her exam successes in year 12 (she achieved 4 A*-G). A policy of no study leave was in place. All leavers achieved Duke of Edinburgh Bronze and John Muir conserver awards.</p>		
Next Steps for Les Voies School (Secondary)		
<ul style="list-style-type: none"> • Develop interventions for Literacy and Numeracy • Deliver Science at Key stage 4 • Offer level 2 qualifications in art, food technology, Prince's Trust • Explore opportunities with C of FE 		

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 Grammar School and Sixth Form Centre also now offers the International Baccalaureate Diploma and posted its first set of results during

2014 for the first cohort of students to complete the two year qualification.

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. Students can achieve a Pass, Merit, Distinction or Distinction*. 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, IB and BTEC qualifications at the end of Post-16

	2012	2013	2014
A Level Grade A*-E	99.6%	99.5%	99.2%
International Baccalaureate	n/a	n/a	100%
A Levels England	97.9%	98.1%	98%
BTEC Diploma L3 (or equivalent)	98%	99%	95%
BTEC England	n/a	77%	79%

% Grade profile of Island students at A Level

	A*	A	B	C	D	E	U
Guernsey	9.0	18.0	29.0	24.6	13.9	4.8	0.8
England	8.3	17.7	26.2	24.3	15	6.5	2

% Grade profile of Island students at BTEC Level 3

	Distinction (inc D*)	Merit	Pass	Ungraded
Guernsey	55%	26%	12%	6%
England	34%	21%	25%	21%

Three Year Rolling Average

Each year, learners present different strengths, weaknesses and abilities so comparison from 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.

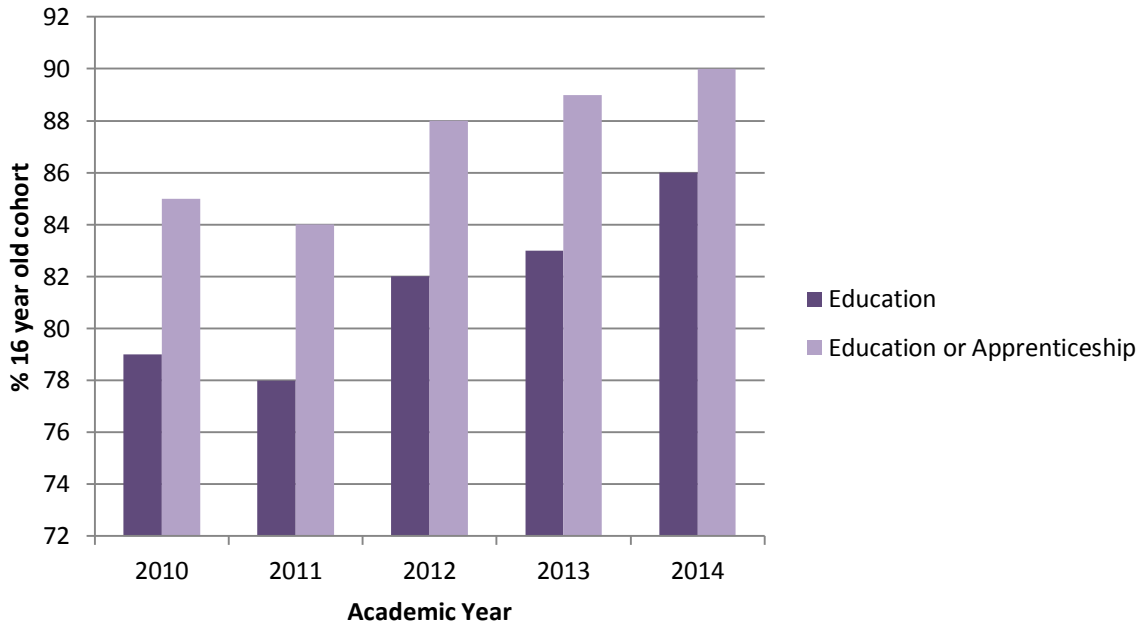
Three year rolling average	2010-2012	2011-2013	2012-2014
----------------------------	-----------	-----------	-----------

Equality, Excellence, Enjoyment, Efficiency

A Level	99.4%	99.5%	99.4%
BTEC Diploma L3	97.1%	98.3%	97.3%

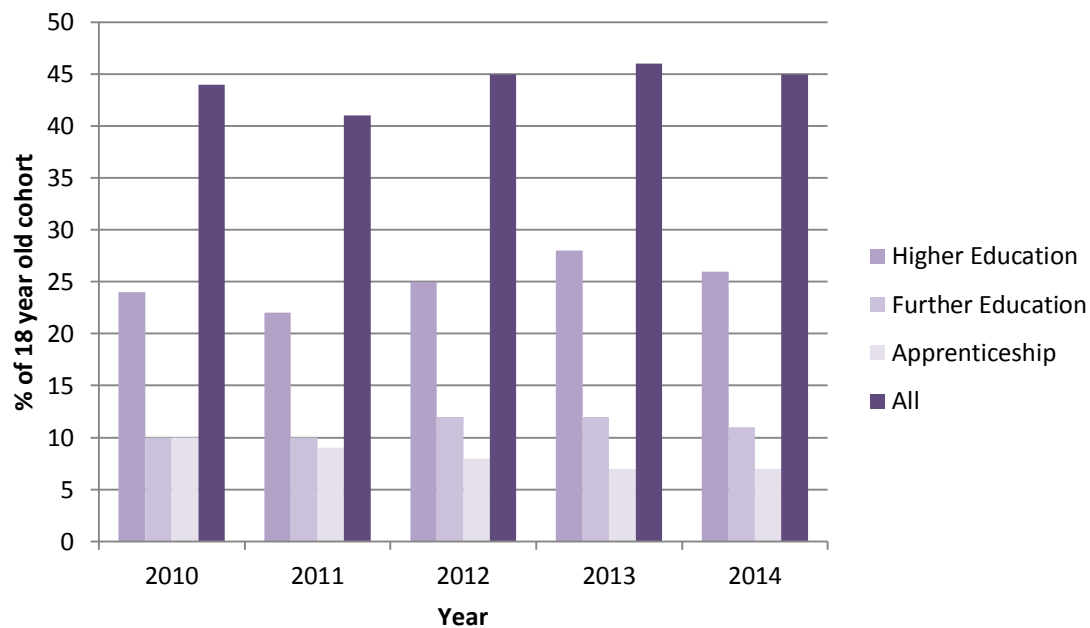
Statistical Digest

Island-wide participation rates in full-time education or apprenticeship Post-16, 2010-2014



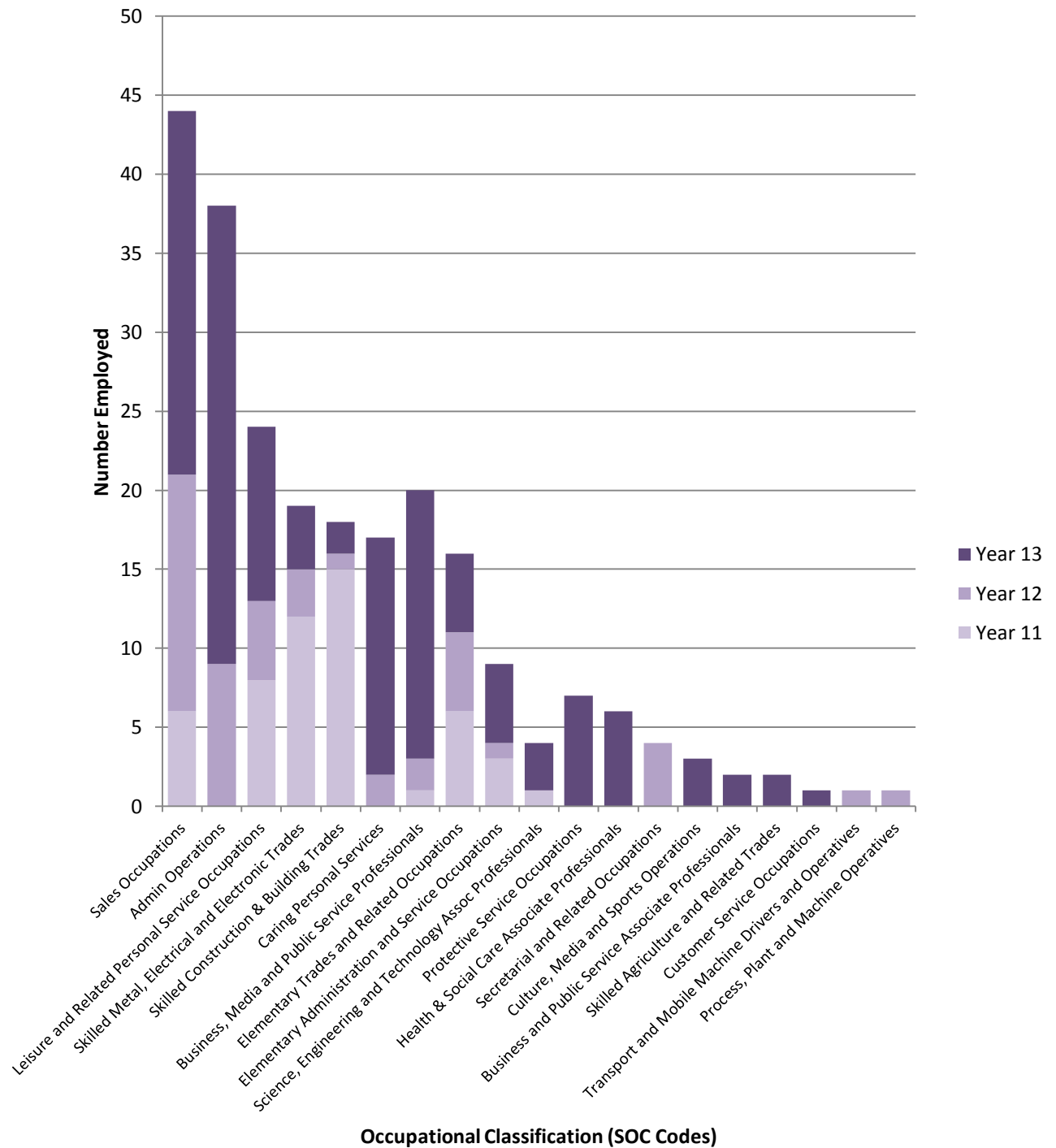
Statistical Digest

Island-wide participation rates in full-time higher or further education or apprenticeship Post 18, 2010-2014



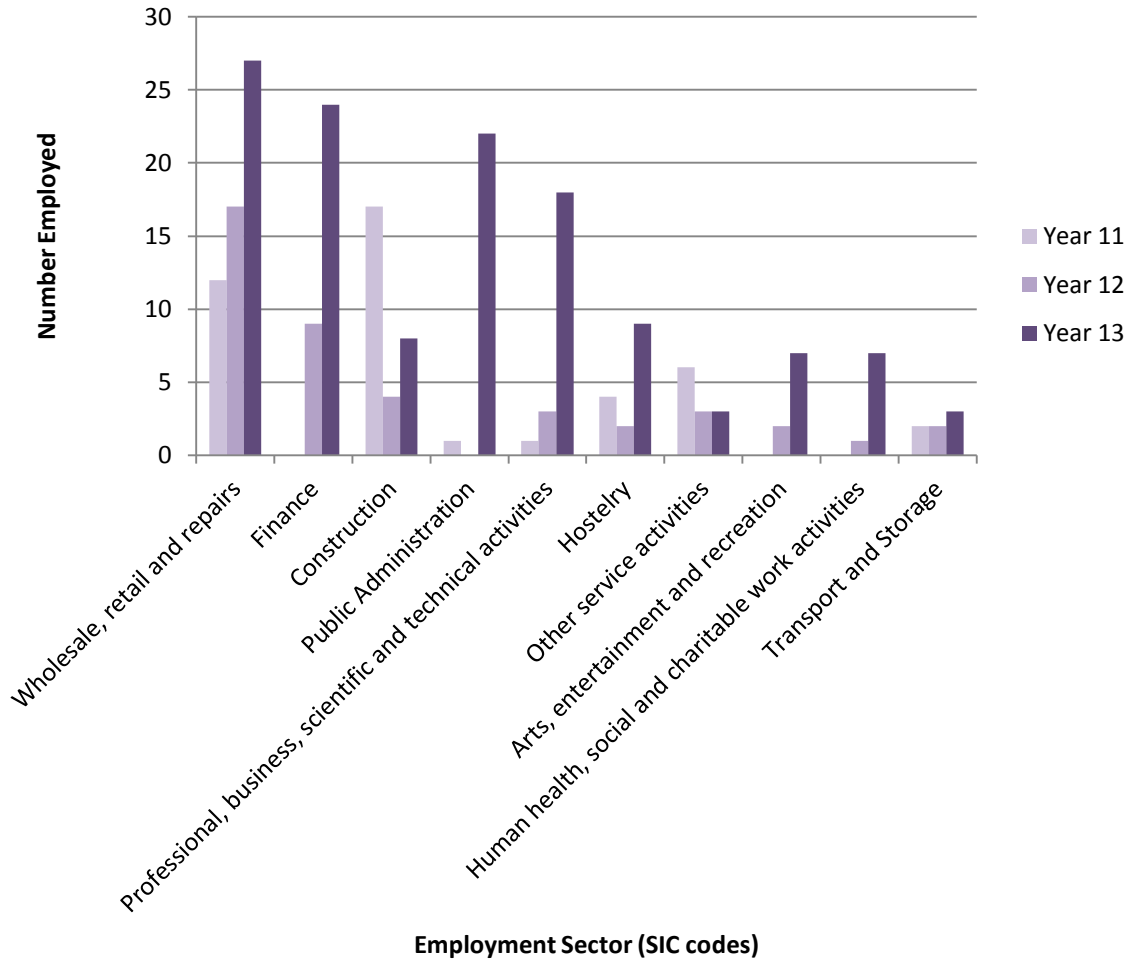
Statistical Digest

Employment by Occupational Classification – All Leavers 2014



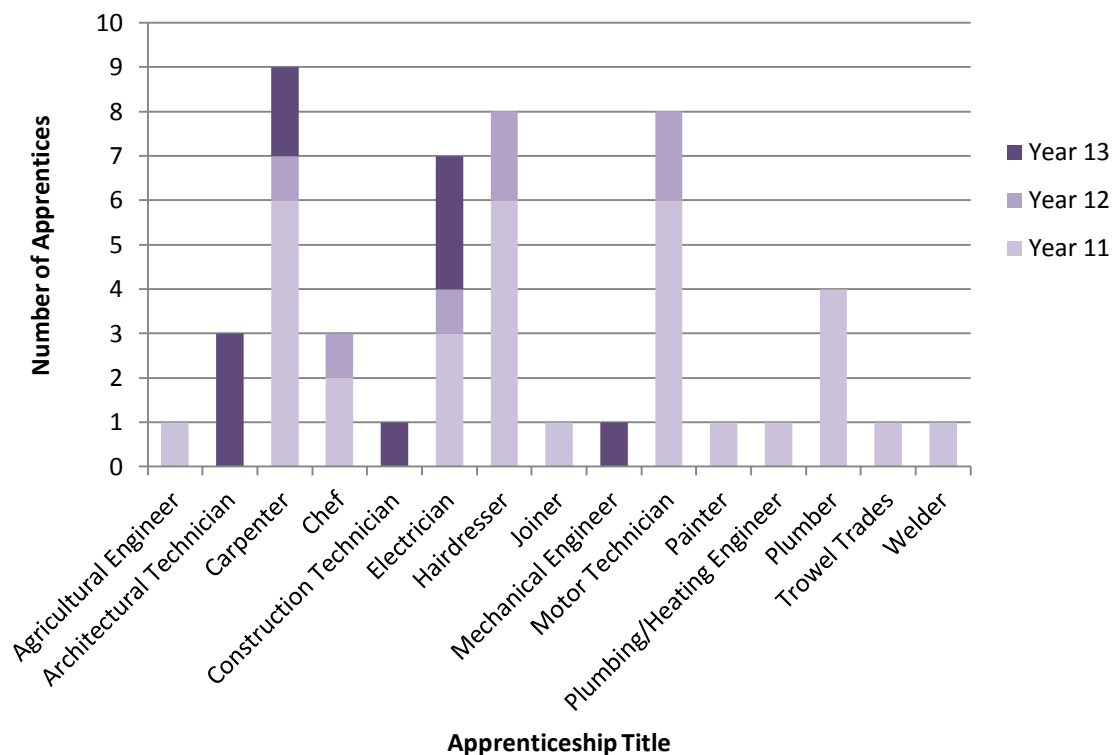
Statistical Digest

Top 10 Employment Sectors – All Leavers 2014



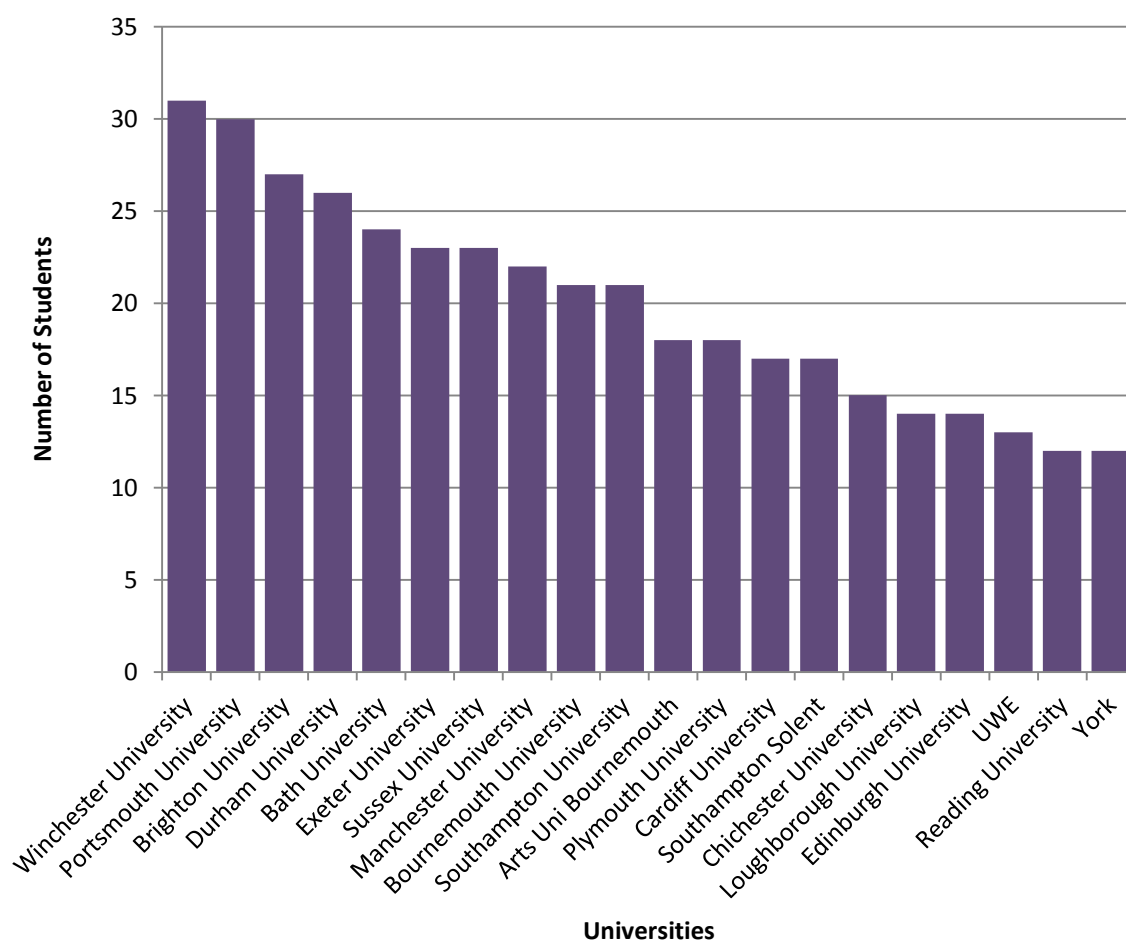
Statistical Digest

Apprenticeships by age and type 2014



Statistical Digest

Top 20 most popular HE institutions 2014



Statistical Digest

Number of Students in Higher Education

	2010-11	2011-12	2012-13	2013-14*	2014-15
Total Number	825	776	766	803	748

* From 2013/14, figures will be taken on 1st November for consistency, therefore comparison against earlier years are not directly comparable as these figures were compiled on different dates as and when the need arose.

Number of Students by level of study i.e. undergraduate, postgraduate etc.

	2010-11	2011-12	2012-13	2013-14	2014-15
Other High Education	23	18	18	23	19
Postgraduate	38	36	31	53	39
NHS Benchmark (not Med)	12	20	24	19	17
Undergraduate	752	702	693	708	673
Total	825	776	766	803	748

Number of students by course band

Band A – Clinical Years – Medicine, Dentistry and Veterinary

Band B – Science, Engineering and Pre-Clinical Years

Band C – Courses with a laboratory or field work element

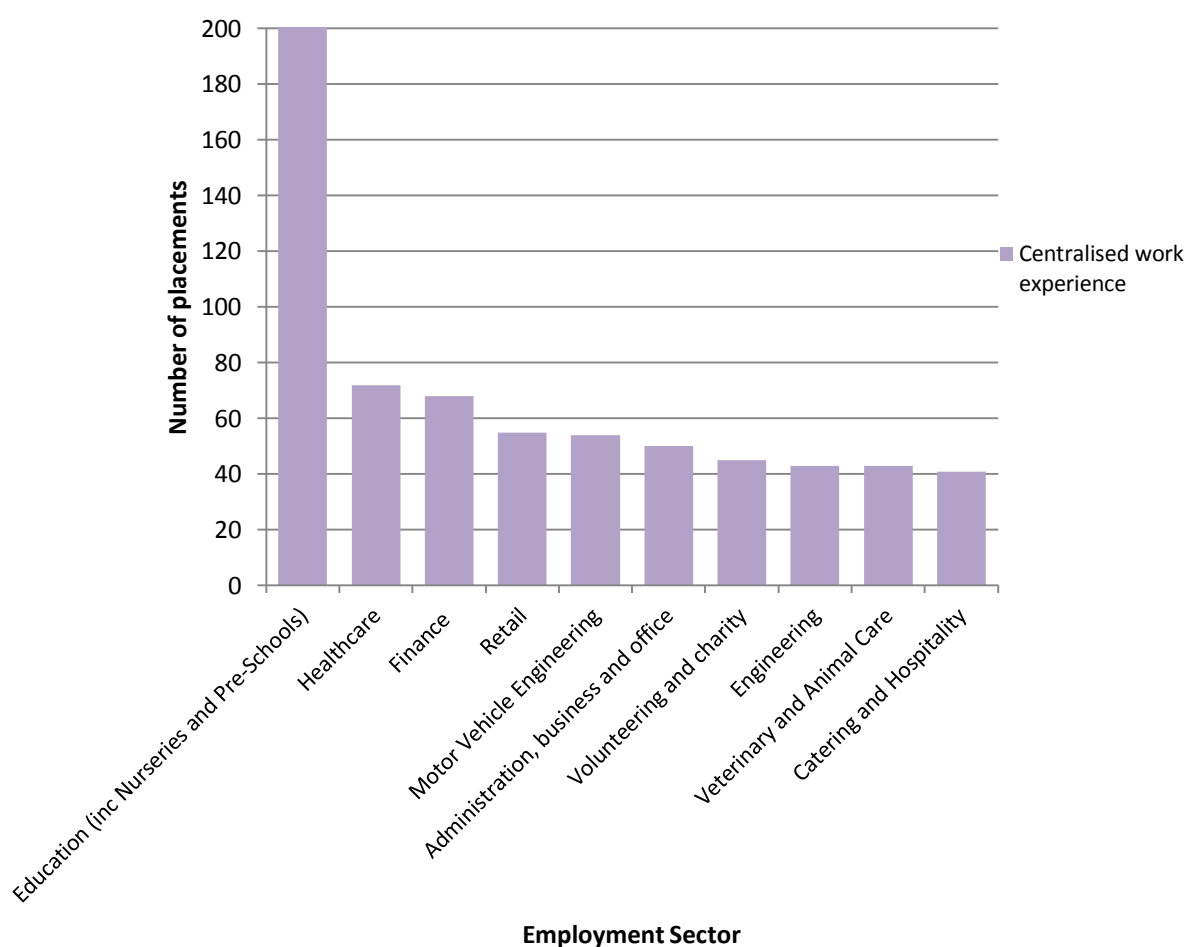
Band D – Classroom Based subjects

	2010-11	2011-12	2012-13	2013-14	2014-15
Undefined	35	61	36	23	17
A	29	30	30	27	19
B	123	128	137	156	148
C	357	317	342	366	345
D	281	240	221	231	219
Total	825	776	766	803	748

Statistical Digest

Work Experience - top ten placements 2013-14

It should be noted that these figures indicate the top placements not the top choices – because of restrictions on the number of students they can physically take or age limitations, the popular choices of Police, Fire and Rescue, Healthcare and Media are lower.



Statistical Digest

Individual School Exclusion Statistics 2013-2014

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

The Education Department guidance allows fixed-term exclusions. The length of any exclusion should be appropriate to the seriousness of the pupil's behaviour/conduct.

Individual exclusions should always be for the shortest time possible, bearing in mind that an exclusion of more than a day or two fragments a pupil's education. One to three days is often long enough to secure the benefits of exclusion without adverse educational consequences

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

Numbers/Percentage of Fixed Term Exclusions

Primary Schools

School	2011-2012	2012-2013	2013-2014
Amherst	1	1	2
Castel	0	0	0
Forest	0	0	0
Hautes Capelles	0	2	2
La Houquette	0	1	0
La Mare de Carteret	5	1	1
Notre Dame du Rosaire	0	0	0
St. Andrew's	0	0	0
St. Anne's	0	0	0
St. Martin's	2	0	2
St. Mary & St. Michael	0	0	0
St. Sampson's Infant	0	0	0
Vale Infant	0		
Vale Junior	0		
Vale Primary		4	5
Vauvert	0	0	0
Primary Total	8	9	12
% of Primary Roll	0.2%	0.2%	0.3%
England	0.9%	0.9%	n/a

Secondary

School	2011-2012	2012-2013	2013-2014
Grammar	3	1	2
%	0.6%	0.1%	0.2%
La Mare de Carteret High	34	24	25
%	6.2%	4.8%	5.4%
Les Beaucamps High	16	21	21
%	3.2%	4.0%	4.1%
St. Sampson's High	35	39	44
%	4.5%	5.4%	6.3%
St. Anne's	1	3	2
%	1.4%	4.6%	3.0%
Secondary Total	89	88	94
% of Secondary Roll	3.2%	3.2%	3.6%
England	7.9%	6.8%	n/a

Special

School	2011-2012	2012-2013	2013-2014
Le Rondin	0	0	0
Le Murier	4	4	1
Les Voies			0
Special Total	4	4	1
% of Special Roll	2.0%	2.0%	0.4%
England (<i>not directly comparable</i>)	15.7%	15.4%	n/a

Statistical Digest

Bailiwick and Individual School Attendance Statistics 2011-2014

Bailiwick % Attendance

	2011 - 2012	2012 - 2013	2013 - 2014	3-year rolling average
Primary	95.3	95.1	96.1	95.5
England (primary)	95.6	95.7	n/a	
Secondary	92.6	92.4	92.8	92.6
England (secondary)	94.1	94.2	n/a	
Special	92.4	93.5	92.1	92.6
England (special)	90.4	90.3	n/a	

Primary Schools

School	2011- 2012	2012- 2013	2013- 2014
Amherst	94.6	94.2	96.0
Castel	96	95.7	96.7
Forest	95.8	95.8	96.3
Hautes Capelles	95.1	94.7	96.0
La Houquette	95.5	95.5	96.3
La Mare de Carteret	95.2	94.9	96.1
Notre Dame du Rosaire	96	95.8	96.6
St. Andrew's	95.3	94.7	96.5
St. Martin's	95.6	95.5	96.4
St. Mary & St. Michael	96.2	95.2	96.5
St. Sampson's Infant	94.4	95.2	95.8
Vale Infant	95.3	95.5	
Vale Junior	95.7	94.8	
Vale Primary			95.4
Vauvert	93.9	94.4	95.3
St. Anne's (Primary)	93.1	93.1	95.1

Secondary Schools

School	2011- 2012	2012- 2013	2013- 2014
Grammar	95.5	95	95.2
La Mare de Carteret High	90.5	91.2	91.1
Les Beaucamps High	90.9	90.5	92.2
St. Sampson's High	91.8	91.5	91.3
St. Anne's	92.5	90.5	90.9

Special Schools

School	2011- 2012	2012- 2013	2013- 2014
Le Rondin	94.1	95.1	94.9
Le Murier	91	92.4	93.6
Les Voies			78.8

Statistical Digest

Pupil : Teacher Ratios and Average Class Sizes 2013-14

States-maintained schools continue to sustain favourable pupil:teacher ratios (PTRs) and small average class sizes during 2013-14 (population figures as of school census taken in November 2013).

School	Pupil Numbers	Teacher Numbers	PTR	Average Class Size
Amherst Primary	345*	19.7	17.5	21.6
Castel Primary	335	16.5	20.3	23.9
Forest Primary	168	8.7	19.3	24
Hautes Capelles Primary	492	25.2	19.5	23.4
Herm School	9	1		
La Houquette Primary	244	15.4	15.8	20.3
La Mare de Carteret Primary	273	17.4	15.7	19.5
Notre Dame du Rosaire Primary	245	13.1	18.7	22.3
St. Andrew's Primary	168	8.7	19.3	24
St. Martin's Primary	485	24.8	19.6	23.1
St. Mary & St. Michael Primary	145	8.7	16.6	20.7
St. Sampson's Infant	75	4.3	17.4	25
Vale Primary	441	22.6	19.5	21
Vauvert Primary	316	18.6	16.9	21.1
Primary Total (excluding Herm)	3741	204.7	Average PTR 18.3	22.1
<i>*does not include 11 children in the Nursery</i>				

Schools should try to limit the maximum class size to 28 pupils. Class sizes may not exceed 28 without the prior agreement of the Department and headteacher.

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

In Guernsey, based on annual census figures from November 2013, the average class size in States-maintained primary schools was 22.4.

.

Statistical Digest

Pupil:Teacher Ratios 2013-14 (Secondary, Alderney and Special Schools)*

Secondary

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.

School	Pupil Numbers	Teacher Numbers	PTR
Grammar School & Sixth Form Centre (11-18)	914	80.18	11.40:1
La Mare de Carteret High (11-16)	459	42.4	10.83:1
Les Beaucamps High (11-16)	517	39.5	13.09:1
St. Sampson's High (11-16)	710	54.25	13.09:1
Secondary Total	2600	216.33	12.02:1

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	130	15.3	8.5:1

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	103	19.4	5.31:1
Le Rondin	90	17.0	5.29:1
Les Voies	29	13 (inc. outreach staff)	2.23

*Pupil statistics as of November 2013 census.