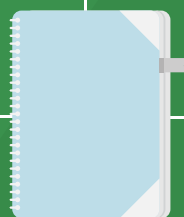
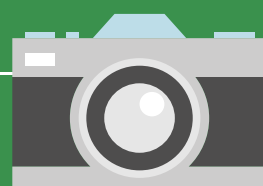
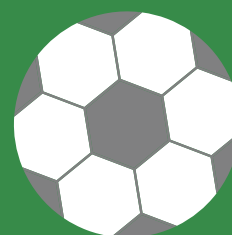
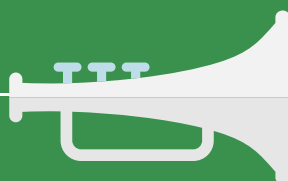
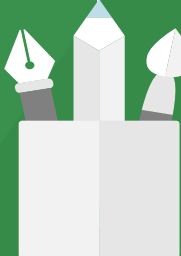
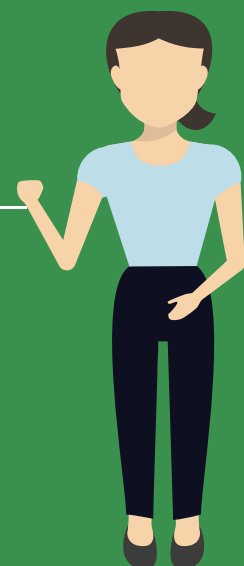


YOUR SCHOOLS

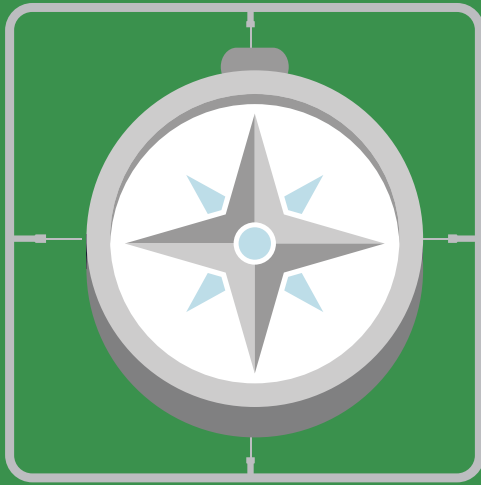


YOUR CHOICE



**CONSULTATION
DOCUMENT**

21st September 2015



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What is Your Schools, Your Choice all about?

In the Education Department's Vision, Today's Learners, Tomorrow's World, which we published in July 2013, we set out our core values and philosophy for education both now and for the future. You can find this, along with our progress to date, on our website at www.education.gg/vision.

A high quality education system is vital for the economic and social wellbeing of the Bailiwick of Guernsey's community. Our core values and philosophy are to create opportunities for every islander to develop their learning with equality, excellence, enjoyment and efficiency. We would ask you to fully consider and adopt these fundamental principles too.

Within our Vision document we promised to review the current system of selective education in Guernsey and develop firm evidence-based proposals for the most effective structure of delivery of secondary education for all our students. This is what Your Schools, Your Choice is all about.

There are four parts to this review of our education system: how we admit children into our secondary schools including the issue of selection; post-16 provision; the funding of the grant-aided colleges; and the future size and number of our secondary schools. These four components of our education system are remarkably inter-linked. These four areas will be explained in much more detail later on in this document and we do not want you to rush into answering our consultation questionnaire straightaway before you have had a chance to appreciate all these aspects of our education system.

We would like you to read as much as possible of this reference document and the specially commissioned independent research into different education systems before completing the online questionnaire, including reports from the Institute of Education at the University of London and Island Global Research. However, please do not be put off by the large amount of reading – your experience, your knowledge and your perspective are equally important to us. We hope you can respond to the questionnaire even if you do not have time to read all the supporting documentation.

Copies of all the relevant research documents, literature, data and academic articles are available on our website www.education.gg/YSYC .

We will be bringing proposals to the States for approval in March 2016 but before then we need to understand what the community wants from its education system and how you feel about any of the changes that might be proposed. We will be using your feedback and the responses from our teaching professionals to help us determine the preferred option(s) which we will bring to the States for debate.

Of course, we recognise that the quality of schools is not simply about the size and structure of them. To ensure we provide our learners with the best opportunity to fulfil their potential we will continue to do all we can to attract the best teachers, headteachers, lecturers, learning support assistants and other staff and to support their development to ensure that they are able to lead, to innovate and to continually evaluate their impact for the benefit of all.

Please take time to read this consultation document and then complete our questionnaire. Your opinions matter to us and will help guide our thinking and decision-making. You may also wish to apply to be part of one of a series of focus group discussions which are being independently run and facilitated as part of our consultation process. You will find further details about how to apply to be at one of these focus groups on our website www.education.gg/YSYC but please recognise that places are limited.

Our young people are the future of Guernsey, please get involved and take part in this consultation. These are your schools and we want to know your choice for the future.



Robert Sillars
Minister, on behalf of the Education Board:

Deputy Richard Conder,
Deputy Chris Green,
Deputy Mike Hadley,
Deputy Peter Sherbourne.

Glossary of Terms

There are a range of educational terms used in this consultation document and some of the supporting literature and research. We have tried to provide an explanation of the most commonly used terms.

11 plus (11+) - The verbal and non-verbal reasoning exams currently taken during year 6 to determine in which secondary school a student should be placed.

Bailiwick of Guernsey Curriculum – The Bailiwick of Guernsey Curriculum 5-16 is based on the Revised National Curriculum for England as identified in the Department for Education and Employment (DfEE)/Qualifications and Curriculum Authority (QCA) QCA Handbooks for primary and secondary teachers 1999. The four purposes of the Bailiwick of Guernsey Curriculum (Successful Learners, Confident Individuals, Responsible Citizens, Effective Contributors) is taken from the Scottish Curriculum for Excellence.

Catchment area - A defined geographical area from which a school draws its learners.

Comprehensive school – (or mixed ability/all ability school) A school providing secondary education which admits learners of all academic abilities.

Education Development Centre - A unit providing training and resources facilities for Guernsey's teachers, lecturers, learning support assistants and other education service staff.

Federation – A number of schools or colleges working collaboratively in the best interests of all students and staff.

Further education college - An establishment providing full and part-time education and training for learners over compulsory school age and outside the university sector. Traditionally further education colleges offered vocational courses. They now tend to offer a combination of academic and vocational education.

Grammar school - A secondary school which selects all its learners by ability.

High school - A school providing secondary education.

Key Stage (KS) - The periods in each learner's education to which the stages of the National Curriculum apply. There are four Key Stages, normally related to

the age of the majority of learners in a teaching group. Foundation stage relates to ages 3-5, Key Stage 1 relates to ages 5-7, Key Stage 2 to ages 7-11, Key Stage 3 to ages 11-14, Key Stage 4 to ages 14-16, Key Stage 5 to ages 16-18.

Mixed-ability class - A teaching group which contains learners representative of the range of ability in the school.

Academic selection/ selection by ability - A system by which learners have to demonstrate a level of attainment or ability to gain entry to a school, usually by means of some kind of test or examination.

Setting - A form of grouping children by ability for their lessons in a particular subject. In other subjects they may be in different sets.

Sixth Form - A two year post-compulsory stage of education, usually for age 16-19, in which students study largely full time academic courses.

Special educational needs (SEN) -Term used to describe the requirements of children with difficulties in one of the following areas: learning, behavioural or emotional, social, sensory or physical development, which either affect their development or require provision other than that normally made.

Streaming - A form of classroom organisation in which learners are put in classes according to their general ability. They are then taught in those streamed classes for all subjects.

Tertiary College - Educational establishment for the post-compulsory school age group which combines the functions of a further education college and sixth form and which offers further education through a full range of courses, both vocational and academic and full and part-time.

Years 1-13 -Terms used to denote a year of schooling from September of one year to July of the next year. Year 1 is the first year of compulsory schooling for age 5; Year 6 is the last year of primary schooling for age 10-11; Year 7 is the first year of secondary schooling for age 11-12; Year 11 is the last year of compulsory schooling in Guernsey for age 16.

Please note the following abbreviations are used in this report:

GS/TS	Grammar School/Town School on the current site at Footes Lane
SSHS	St Sampson's High School
LMH	La Mare de Carteret High School
LBH	Les Beaucamps High School
SFC(FL)	Sixth Form Centre (Footes Lane)
CFE	College of Further Education
LOC	College of Further Education Les Ozouets Campus

Introduction and Background

In July 2013 the Education Department published its Vision, “Today’s Learners Tomorrow’s World.” This made a commitment to look at a new structure for secondary education and for post-16 education.

At the start of 2014 the Education Department announced the creation of the Guernsey Federation of Secondary Schools to enhance educational outcomes for students and to encourage closer collaboration amongst staff. The Education Department submitted a report to the States for debate in November 2014 recommending the redevelopment of the La Mare de Carteret Schools’ site including the replacement of the high school facilities for up to 600 11-16 age pupils with scope for expansion for up to 960 pupils and the replacement of the two-form entry primary school. Following an independent review of the La Mare Schools’ redevelopment, the States of Guernsey then resolved in May 2015 to direct the Education Department:

- a.** to consult with all stakeholders, and
- b.** to submit a report to the States in sufficient time to enable a debate by the States at or before the March States Meeting 2016 containing:
 - > recommendations regarding the merit or otherwise of selection at 11 and the optimal size, number and location of secondary schools to deliver a broad and balanced curriculum, and
 - > at least one option for moving from four to three secondary age schools.

The purpose of this consultation is therefore to meet the requirements of the resolutions of May 2015.

Our Core Values

Our aim is to create an education system for the Bailiwick of Guernsey which will meet the challenges and demands of the 21st Century and provide our greatest asset, our people, with the knowledge, skills and tools to face a complex and challenging future with enthusiasm and confidence.

High quality education is central to the future of Guernsey, both economically and socially, and is essential for the wellbeing of our community.

We will:

- Develop educational centres of excellence across all our institutions based on high standards of teaching and learning and high expectations for all, where:
 - > Learners enjoy learning
 - > Teachers enjoy teaching
 - > Parents and carers are embraced as partners
 - > The wider community is welcomed and encouraged to contribute
- Provide an inclusive system that puts learners of any age at the centre, establishes equality of opportunity for all to realise their potential and ensures that each learner develops the knowledge, understanding and skills they need to pursue a happy and fulfilling life.
- Encourage and enable learners to become creative, innovative and critical thinkers. To establish a strong work-ethic and to equip them morally, socially, physically and academically to participate in their local community and the evolving global society in the areas best-suited to their interests, talents and aspirations.

Provide and encourage participation in a wide range of experiences such as sport, music, arts, activity and volunteer programmes, where mutual respect and collaboration is fostered, both in and out of school.

Structure of the Consultation Document

This consultation document is divided into 4 parts:

Part 1: The issue of how to admit students into secondary schools (including whether or not to retain some form of selection by potential academic ability)

Part 2: The optimal means of delivery for post-16 education as this has an impact on the optimal size and structure of the education estate in the future

Part 3: States funding of the three grant-aided Colleges (Blanchelande, Elizabeth and Ladies' Colleges). The current funding agreement is linked to the 11 plus and is due for review for implementation of any changes in the summer of 2019

Part 4: The optimal size and structure of the education estate

Under each part the Education Department is seeking your views on a range of options.

Criteria Against which the Education Department will Assess Each Option

The Education Department will assess each option against a number of criteria and then present a preferred option (or options) to the States of Deliberation for debate.

The criteria include:

- Outcomes for learners
- Equality of access to opportunities
- Inclusion
- Efficient and effective use of resources
- Social, economic and community impact
- Ease of implementation
- Public and professional views
- Environmental impact
- Flexibility for the future

Timetable for Consultation and Debate

The Education Department's consultation will run from Monday 21st September until Monday 2nd November 2015.

The Department will then spend time collating and analysing the feedback from the consultation to help inform the drafting of a Policy Letter.

The Education Department will submit its Policy Letter to Policy Council and the Treasury and Resources Department for debate by the States of Deliberation at the March 2016 States meeting.

How to Have Your Say

1. Questionnaire

Please read this document and then complete our online questionnaire at <https://www.surveymonkey.com/r/YSYC-Gsy>

If you cannot access the online version, paper copies of the questionnaire are available from the Education Department's offices in the Grange and should be returned to Your Schools, Your Choice, Education Department, PO Box 32, Grange Road, St Peter Port, GY1 3AU. Telephone 733000.

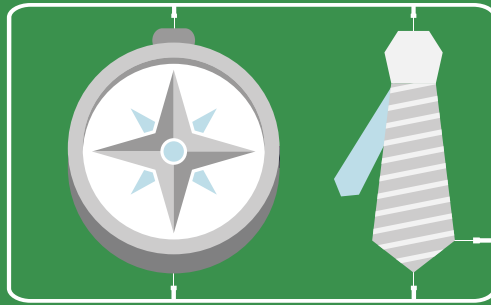
2. Focus Groups

The Department is commissioning a series of focus groups, independently facilitated by The Learning Company, to discuss the key issues raised in this document. Focus groups will be held for students at each of the Island's secondary schools and the College of Further Education, Deputies, business groups, the third sector and parents. To apply to take part in one of these focus groups please go to www.education.gg/YSYC or click on the following link to take you to our application form <https://www.surveymonkey.com/r/YSYCFocusGroup>. You must apply by Wednesday 30th September.

3. Professional Views

Launch meetings have already taken place with Education staff. Professional staff throughout the education service in Guernsey and Alderney are able to provide their views through a closed online debating platform and questionnaire.

There is also a dedicated email address for any questions you may have about the consultation process but please ensure that any views you wish to be taken into consideration are provided to us on the questionnaire, on the staff platform or during the meetings or focus groups. The email address is ysyc@education.gov.gg.



SECTION ONE

SECONDARY ADMISSIONS (INCLUDING SELECTION)

Secondary Admissions (Including Selection)

This section explores options for children to be admitted to attend the Island's secondary schools. It includes, but is not limited to, selection by academic attainment or potential ability criteria.

The Island currently has four States run secondary schools which cater for 11-16 students, three high schools and a grammar school. Two of these have recently been rebuilt. Since 2014 these schools have been working more closely together under a federation. Even if the Island had one secondary school, the recent investment in the current secondary school buildings, site constraints and environmental issues would mean that it was necessary for the Island's secondary education to be split across multiple schools, sites or campuses. This leads to the question of how we should decide which secondary school students should attend which schools or sites. At the moment Guernsey (and Alderney) operate an 11 plus system whereby the top 25% of pupils in year 6 in States primary schools are offered places at one of the three grant-aided Colleges (Blanchelande, Elizabeth or Ladies' Colleges) or the Grammar School. Other pupils are allocated a High School place on the basis of the catchment area in which they live. In Guernsey parents do not have the option of open enrolment at a secondary school of their choice. Parental choice is currently limited with the Education Department only considering out of catchment area student requests where it would be unreasonably detrimental to the child's education to attend their catchment school and where space is available at the requested school. This reflects the reality of living on a relatively small island with the need to provide an efficient education service accessible to all. This "catchment" based principle of allocation of places to primary school and the high schools is well established and also reflects the traditional parish system that remains a feature of Island life and is common in similar Island communities (see Island Global Research August 2015).

The operation of a selective system with a grammar school does not provide choice for parents, unless their child obtains the necessary pass mark to access that school but then turns down that place in favour of

a place at a High School. The reality in Guernsey is that parents choose whether or not to have their child sit the 11 plus test and so very few parents are likely to turn down a Grammar School place once it is offered. However, there is a significant exception to this in that the 11 plus is also a mechanism for decisions about whether parents or the States of Guernsey pay for a child to be a special place holder at a quasi-independent school i.e. one of the three Colleges (The Ladies' College, Elizabeth College and Blanchelande College). Of course, if a child does not receive the offer of a special place at one of the Colleges then the parents may purchase a place in their own account subject to an entrance examination.

Over the last 50 years there has been much debate about the 11 plus in Guernsey. The issue of selection by ability was last debated by the States of Guernsey in May 2001 following an extensive public consultation in 2000. During that debate it was resolved that the 11 plus examination should remain. The States resolution arising from the La Mare de Carteret Schools' rebuild debate means that it is now an opportune time to revisit this decision and also to consider the wider issue of how secondary school placements should be determined. There are a number of options, each of which is discussed in turn:

- Selection by ability
- Admission by catchment area
- By distance to school
- By feeder primary school
- By parental choice
- By random allocation

Due to the extensive literature on the advantages and disadvantages of selection by ability, this section is sub-divided into some of the arguments often put forward in favour of retaining some form of selection by academic attainment or potential ability (retaining a grammar school) and some of the arguments often put forward by those in favour of moving to an all ability or comprehensive system. The advantages and disadvantages of alternatives to the current method of admission (including alternative methods of assessment of academic attainment or potential) follow.

Some arguments in favour of selection by ability

Teaching is better targeted at a narrow ability range

- Students learn better when grouped with others like themselves and when teaching can be adapted to their needs.
- Overall, setting or streaming appears to benefit higher attaining pupils and there are some examples where setting or streaming has benefited all learners.

Grammar schools provide a beacon of excellence

- It could be argued that it is morally wrong to close or transform excellent schools within a system, for the sake of principles of social equality.
- There are economic needs for high achieving schools for cutting edge science, medical research, technological development and advanced engineering etc.

Grammar schools achieve better academic results

- Raw results indicate a high level of performance at any grammar school compared to secondary modern or all-ability schools.
- Those educated in grammar schools do substantially better (around four grade points more than pupils with the same Key Stage 2 (KS2) points in similar, but non-selective, areas). This is equivalent to raising four GCSEs from a grade 'C' to a 'B'. Other children within selective areas who do not gain a place in a grammar school are disadvantaged by a little under one grade point (Atkinson et al, 2006). However, as these effects balance one another out, there is little difference in average overall attainment in selective systems when compared with those of non-selective systems when the systems are compared as a whole.

Grammar schools are socially redistributive and inclusive by providing advantage for the academically bright but poor

- A grammar school system offers a theoretical way out of poverty and disadvantage for children from poor families. Without such schools, any parental choice would largely be limited to those who can afford to pay for private education. Hence the grammar school system weakens the link between income and educational opportunity, and is therefore socially fairer.
- In England grammar school students from lower income backgrounds do exceptionally well (Atkinson et al, 2006) although numbers are small.
- Grammar schools represent a satisfactory form of state education for the majority of the middle classes and so keep most pupils from such families out of the independent system. In this way, the existence of grammar schools creates greater social mixing than would be the case if they did not exist.
- In UK comprehensive systems selection by ability has been replaced by selection by class and house price as wealthier parents have driven up property prices in the catchment areas of high-performing, middle class comprehensives. In England just 3% of pupils in the best states schools (including grammar schools, faith schools, comprehensive schools) were entitled to free school meals, compared to a national average of 17% (London School of Economics, Galindo-Rueda and Vignoles, 2005).
- Recent evidence shows that social mobility in the UK has declined over the last twenty years. This has been linked by some researchers to the decline of grammar schools.

Selection operates effectively elsewhere within educational systems and provides more choice

- Other forms of selection operate within the education system which are similar, for example access to higher education, access to “faith” schools or access to private schools.

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- In Guernsey, selection provides more choice to those who are able to opt for a place at the Grammar School or one of the grant-aided Colleges.

Impact on teacher recruitment

- The results and reputation of the Grammar School, combined with the size of school and sixth form, may aid teacher recruitment and help to attract some good teachers to Guernsey (in a competing market with other areas). This has the potential to benefit all learners through the Federation of Guernsey Secondary Schools.

Changing from a grammar school system to mixed ability schooling would lead to a transition period of disruption

- An argument put forward as part of the former Education Department's earlier consultation in 2000 highlighted concerns that the generation of children involved in the transitional phase would become guinea pigs for the new system. The argument put forward was that the emphasis should be on improving standards, not changing structures and that stability was needed, not more change. In order to achieve high standards it was important to retain those schools that were performing well and not change them just to improve others.

Some arguments in favour of comprehensive or all-ability schools

Comprehensive systems remove the impact on pupils who are not selected

- Grouping students with others like themselves can have a significant negative impact on those placed in lower levels. Routine setting or streaming arrangements can undermine low attainers' confidence and discourages the belief that attainment can be improved through effort.

Ability is multi-dimensional and fluid so selection tests are never fair or adequate

- All tests are unreliable to an extent and no single score on a test can capture all the different abilities relevant to future academic achievement, therefore pupils can be wrongly selected or not selected.
- “Coached” or “tutored” students will enter a school which will have expectations of them above their overall ability levels.
- Ability is not fixed but changes over time.
- Within a mixed ability (comprehensive) school it is relatively easy to move pupils to different ability streams or teaching sets as ability changes. This is likely to be much more difficult for pupils sent to different schools. Whilst in Guernsey in theory it is possible for pupils to move between the High Schools and the Grammar School, in practice this happens infrequently.

Comprehensive or all ability schools are more suited to today’s world.

- The concept that selection provides appropriate education for different types of pupil is outdated. The original thought was that pupils of different abilities required different types of education, with three types of school to suit three types of pupil. Today the curriculum offered in Guernsey is broadly similar across all four States’ secondary schools and is appropriately differentiated according to need and/or ability.

Grammar schools are socially divisive and compound disadvantage

- Attainment differences between schools in a selective system are greater.
- Researchers from the University of Bristol, the University of Bath and the Institute of Education, University of London found a much bigger gap between the wages of the highest and lowest paid individuals born in areas with a selective system than they did in similar local authorities that had introduced comprehensive schools

(Burgess et al, 2015), so social inequality in society can be greater in such systems.

- The OECD argues that selection exacerbates inequities since students from disadvantaged groups are more likely to be placed in the least academically orientated tracks or groups (OECD, 2012).
- There is some evidence in the UK that grammar schools contain children who are elite socially as well as academically. This challenges the traditional view of grammar schools aiding social mobility as relatively few children from lower income backgrounds get in. Guernsey statistics are similar. Fewer than 4% of students at the Grammar School and Sixth Form Centre are in social housing compared to an average of 16% across all mainstream schools.
- 11 plus testing has also been criticised for favouring pupils from more socially advantaged backgrounds who can afford to pay for additional coaching. Parents who can afford “coaching” or “tutoring” to pass the 11 plus can benefit from a fully States’-funded Grammar School or College place. Concerns over unequal access to additional coaching has led the Sutton Trust to suggest that families from poorer backgrounds should be entitled to a number of hours of free coaching.

All ability schools are fairer as parental choice (or the lack of it) is the same for all; selection only offers parental choice to some

- In a selective system parents can apply to a grammar school, but their son or daughter will not necessarily be offered a place.
- Selection by ability provides more choice to those who are able to opt for a place at the Grammar School or one of the grant-aided Colleges, but not choice to children attending one of the High Schools, so the options available for secondary education are unequal in a selective system. A comprehensive system does not necessarily increase parental choice but provides the potential for all parents to have the same choices within the States’ education system.

Impact on teacher recruitment

- It can be difficult to recruit to any secondary school that is limited by the full range of abilities and/or by age range. These two constraints are often perceived to apply to the High Schools. When coupled with the other local “differences” of both education (different systems of accountability/assessment etc.) and life in Guernsey (Housing Licences etc.), this can make the teaching positions at the High Schools less attractive to UK teachers than they should be.

We should not settle for the status quo just because it might be too difficult to change

- Clear, well-managed transition processes can reduce the negative impact of any disruption.

Removal of selection, takes away the adverse effect selection has on the primary school curriculum

- The 11 plus is a focal point of Year 6 with pressure imposed on 10-11 year old children and their teachers. Headteachers of primary schools are aware that parents take into account the 11 plus “pass rate” for any school when making judgements about its effectiveness, even though this information is not published.
- The balance of the curriculum is affected by the timing of the test. Schools organise their Year 6 curriculum in such a way that non-core subjects have their share of curriculum time in the summer term only once the 11 plus process is concluded.
- The curriculum is influenced by the need to make complex arrangements for transition when pupils are due to disperse to more than just their catchment area school.
- The scope for group work and collaborative learning is diminished once the pupils perceive themselves to be destined for one school rather than another.

Alternative methods to determining admissions

There are a number of ways that school places can be allocated, this includes alternative methods of assessment if selecting by ability as well as other admission criteria. Many jurisdictions may use one or a combination of the following as either criteria for admission or to be implemented in case of over-subscription, for example:

- By catchment area
- By distance to school
- By feeder primary school
- By parental choice
- By random allocation

A description with a summary of the advantages and disadvantages of some alternatives is provided below:

1A: ALTERNATIVE METHODS OF SELECTING BY ABILITY

This could include changing the age of selection, the method used to select or the percentage of students selected to attend a grammar school.

1Ai Changing the assessment method

Currently students are assessed using two 11 plus tests; verbal and non-verbal reasoning, however other assessment methods could include a different form of test, moderated teacher assessment of attainment (externally moderated), teacher recommendation or an assessment of pupil progress during primary school. A combination of different assessment methods could also be used.

Option 1Ai: Changing the Assessment Method - using end of key stage attainment tests	
Advantages	Disadvantages
Less stressful for children	Learners could be specifically taught to pass the test

Gives a straight forward result by ranking children's performance in a single test	No test can be completely accurate
	Time consuming
	Continues the belief that ability is fixed
	Cost and time to administer
	Might not recognise those pupils who had started school at a lower level but have made significant progress and have the potential for this to continue
Changing the Assessment Method - using externally moderated teacher assessment	
Moderated assessment over a longer time is fairer - less coachable	Places some additional pressure on teachers
Teacher knows the children (providing a more rounded view)	More subjective - less scientific
Changing the Assessment Method - using an assessment of learner progress	
Would help to identify children who have made significant progress during primary school but who entered reception at a lower level e.g. if they hadn't had the opportunity to attend pre-school	Difficult to use on its own
Changing the Assessment Method - teacher recommendation	
Teacher knows the children and family circumstances, any extenuating circumstances or external pressures	Considerable additional pressure on teachers
School would have an understanding of both attainment and progress	More subjective - less scientific
Less stressful for children	A change in teacher or a change in school part way through the year could be problematic
Not coachable	

1Aii Changing the age of assessment to be later (e.g. 13)

The current 11 plus process means that testing is completed to determine student entry to school at Year 7. It is possible to allocate school places to all students at this age and then complete selection testing or assessment during years 7 and 8 with students being placed in a selective school (e.g. a grammar school) for the start of Year 9.

Option 1Aii Changing the Age of Assessment	
Advantages	Disadvantages
Children develop at different speeds. Delay might benefit boys	Impact on high schools - reduction in performance levels
	Impact on high schools - numbers and viability
	Impact of transition at a later age e.g. closer to public exams

1Aiii Changing the percentage selected

At the moment 25% of the year 6 cohort in the States sector are offered a place at the Grammar School or one of the grant-aided Colleges. One option could be to increase the percentage of pupils selected to 30-33%.

Option 1Aiii: Changing the Percentage Selected	
Advantages	Disadvantages
Would give the additional option of moving to three secondary schools but retaining a grammar school	Greater ability range - dilutes the benefits of a grammar school
	Impact on high schools who admit fewer high attainers

1Aiv Admission by banding so each States secondary school must accept the same proportion of pupils from the highest and lowest ability quintiles

Banding is an admission arrangement which uses learners' scores in tests to ensure each school's population includes a balanced range of ability.

Option 1Aiv: Admission by Banding following some form of Academic Assessment	
Advantages	Disadvantages
Supports greater social mix	Admissions challenge, difficult to administer and greater chance of parents expectations/preferences not being met (leading to more appeals)
Supports greater ability mix	Parental uncertainty about where their child will be attending
Prevents unpopular schools becoming unviable	Facilities at each school may not be the same
Does not have the same impact on the housing market	Existing perception of schools
Enables numbers to be equalised across all schools	Environmental impact - additional and complex transport needs
	Still requires testing (which has limitations, creates pressure on the learner etc)
	Parental choice is limited
	Siblings could be placed at different schools

1B: ADMISSION BY CATCHMENT AREA

The States of Guernsey currently operates a catchment area based system with parental out of catchment area student requests considered in certain circumstances, for example when space allows in order for siblings to attend the same school or where parents can demonstrate that it would be unreasonably detrimental for their child to attend their catchment school.

Option 1B: Admission by Catchment Area	
Advantages	Disadvantages
Retains the current system so no disruption	Limited parental choice
Department able to balance numbers and equality (e.g. social character) of the schools	Could drive up house prices in areas of popular schools

Better opportunities for primary and secondary schools to liaise on academic and pastoral issues	
Students are able to make friends with fellow learners living locally	

1C: ADMISSION BASED ON DISTANCE TO SCHOOL

This is currently used by the Education Department as a secondary criteria to catchment area in the event of a school being oversubscribed, e.g. those closest to an alternative school with space may be offered a place elsewhere.

Option 1C: Admission Based on Distance to School	
Advantages	Disadvantages
Helps the school to remain part of its community	Would disadvantage some based on the geographical location of schools in Guernsey
Easier transport arrangements	
Supports more children being able to walk or cycle to school	

1D: ADMISSION BASED ON FEEDER PRIMARY SCHOOL

Under this model those attending a certain primary school are given priority for admission to the linked secondary school.

Option 1D: Admission Based on Feeder Primary School	
Advantages	Disadvantages
Only very minor changes would be needed to accommodate this model in Guernsey (with the current number of schools and location)	Could drive up house prices in areas of popular schools
Good pastoral care and transition can be developed between primary and secondary schools	Future determined by where you live - impact on schools' social character
Primary children stay with their peers, aiding transition	

1E: ADMISSION BASED ON PARENTAL CHOICE

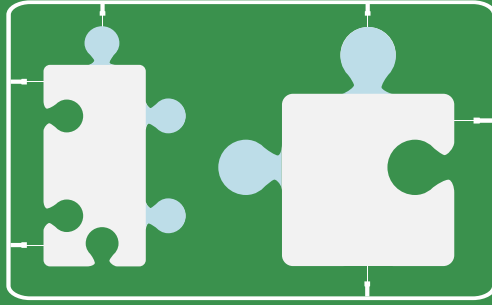
This gives parents the ability to express a preference for a particular school and to get a place as long as one is available. Where parental choice operates in England, oversubscription criteria are applied (for example distance to school).

Option 1E: Admission by Parental Choice	
Advantages	Disadvantages
Popular idea	Different levels of engagement by parents. Parents of higher social class are more likely to exercise choice
Provides more choice than currently offered	Still need oversubscription criteria
	Could create unviable schools (less popular)
	Transport issues of moving students across the Island
	Impact on the community nature of schools
	Parents may use informal knowledge rather than official data to make their decision
	Generates parental expectations which may not be delivered
	Parents tend to exercise choice to avoid a school rather than to find the best school for their child
	Review of Scotland's experience identified that segregation between schools along class lines increased when they changed to a system of greater parental choice

1F: ADMISSION BASED ON RANDOM ALLOCATION

Although lotteries or allocating places randomly are recommended in re-search on behalf of the Sutton Trust, recent research into a scheme linked to catchment areas shows that it was not effective overall in reducing social segregation (Institute of Education, 2015).

Option 1F: Admission Based on Random Allocation	
Advantages	Disadvantages
Reduces risk of creating a school which is less popular	Difficult to manage for transition, transport and administration
Removes the dependence on living in an area and therefore removes the link with income via house prices	Difficult for parents to plan for and understand
	Normally just used as an oversubscription criteria rather than the primary means of allocating places



SECTION TWO

THE FUTURE STRUCTURE OF POST-16 EDUCATION

The Future Structure of Post-16 Education

This is about the optimal means of delivery for post-16 education. This also has an impact on the optimal size and structure of the education estate in the future.

Education after the age of 16 is not compulsory in Guernsey and Alderney but at the moment approximately 86% of young people stay on in full time education after completing Year 11 (age 16).

If a young person decides to stay in full-time education they can apply to a sixth form to study A Levels either at the Grammar School Sixth Form Centre (which also offers the International Baccalaureate qualification) or as a special place holder or fee payer at Elizabeth or the Ladies' College. Alternatively they can apply to the College of Further Education (CFE) which offers a range of vocational qualifications (such as BTEC).

In its Vision, endorsed by the States, the Education Board set out its ambition to bring together current providers of post-16 education such as the Institute of Health and Social Care Studies (IHS) and GTA University Centre to offer a broad range of high quality, engaging, education and training opportunities which are responsive to individual and community needs. We are continuing to work with the Health & Social Services Department and Commerce and Employment Department to progress this and bring States-provided post-16 education into the mandate of the Education Department. There are a number of different governance models that could be implemented to bring together these providers. This work will continue as it will not be materially affected by any changes to the future structure of post-16 education resulting from this consultation.

There are a number of ways that the Department could restructure post-16 provision.

We must consider what we could practically provide with our limited student numbers, sites available and our requirement to deliver value for money. Options may also change depending on whether selection is retained or the Island moves to an all-ability system.

This section sets out four main options for post-16 education:

- Retaining one school based sixth form centre and a College of Further Education
- Having a separate sixth form college not attached to a school just for 16-19 education and a College of Further Education. Under this model the sixth form college could be federated to the Guernsey Federation of Secondary Schools or to the College of Further Education
- Creating a Tertiary College for all post-16 education
- Having two 11-18 secondary schools, each with a sixth form

OPTION 2A: (SELECTION NEUTRAL) SIXTH FORM CENTRE IN A SECONDARY FEDERATION AND A SEPARATE COLLEGE OF FURTHER EDUCATION

This option is effectively our current model where we have a school based Sixth Form Centre linked to one secondary school, within a Secondary Federation and a separate College of Further Education.

This could work with the Sixth Form Centre attached to the Grammar School as it is currently within the Federation, or attached to an all-ability school in a non-selective system.

In this model, the College of Further Education could develop as it currently plans to, working to develop closer ties with the GTA (providing a Business Development Unit) and the Institute of Health and Social Care Studies in a further education/higher education federated model.

It also allows the current development of the College of Further Education to continue and involves the move from three college campuses to two and ultimately to one.

However, given the current education sites, this model is most likely to be attainable if four secondary schools are retained (the advantages and disadvantages of three versus four States secondary schools are discussed in section 4).

Option 2A: Sixth Form Centre (Current Model)	
Advantages	Disadvantages
Least disruption	No tertiary collaboration; it may be more difficult (but not impossible) for students to combine studies at the Sixth Form Centre and College of Further Education
Allows current development of CFE to continue with eventual release of one or two college sites	It may be more difficult for mature students over 19 to access the full range of A-level provision on the Island
Retains the options of an 11-18 States secondary school which might also be attractive when recruiting	Could be more difficult/not possible to reduce from 4 to 3 secondary schools
Provides the options of school based or college based post-16 provisions	

OPTION 2B: (SELECTION NEUTRAL) SIXTH FORM COLLEGE, SECONDARY FEDERATION AND COLLEGE OF FURTHER EDUCATION

In this model, a discrete Sixth Form College would be created alongside three larger 11-16 schools and a College of Further Education. The three schools would not however be of equal size. There are two practical ways this could be delivered. One would put the Sixth Form College on its own site separate to the College of Further Education and the other would keep them as distinct entities but co-located. If the Sixth Form College was on its own site it would be very difficult/costly to retain selection by ability, and instead there would be three larger all-ability 11-16 schools. The Sixth Form College could be federated with either the secondary schools or the College of Further Education. Federation of the Sixth Form College with the secondary schools would allow more flexibility for staff to work across Key Stage 3, 4 and 5 which has possible advantages for recruitment. Federation of the Sixth Form College with the College of Further Education could provide the strategic overview that may lead to increased flexibility of provision and opportunity for staff exchange at post-16.

The model could be affected by any future changes to the funding of the grant-aided Colleges with the possibility of an expanded sixth form

provision in a collaborative model together with the grant-aided Colleges. In this model, increased lifelong learning provision within the Sixth Form College would be possible as it could operate outside the limitations of a secondary school timetable, and provide a wider service for adult learners wanting to engage in A-level courses.

If the Sixth Form College and the College of Further Education were co-located:

- The advantages linked to the specialist provision of a Sixth Form College and the maintenance of a broad curriculum would also be possible.
- Substantial savings could be made by reducing re-build costs at the Les Ozouets site (assuming three 11-16 schools).
- A Sixth Form College could be created regardless of whether selection by potential ability was retained.

Option 2B: Sixth Form College, Secondary Federation and College of Further Education	
Advantages	Disadvantages
Discrete post-16 options	Significant change agenda
Option for three large secondary schools	Increased investment in 11-16 schools required
Sixth form colleges have better outcomes than sixth form centres	Some potential staffing issues with a discrete Sixth Form College; the majority of Grammar School staff currently teach across key stage 3/4 and key stage 5, .i.e. 11-18, not 11-16 or 16-18/19
Possibility of collaboration with grant-aided Colleges for sixth form provision	Management challenge of one site being shared by two separately governed institutions
Possible federation with secondary schools or vocational provision	No 11-18 States secondary school
Release of one or two CFE sites with less capital expenditure required at Les Ozouets Campus	
Increased possibility of lifelong learning	

Facilitation of closer operational collaboration between post-16 providers if Sixth Form College and College of Further Education are co-located	
Incremental change	

OPTION 2C: (SELECTION NEUTRAL) TERTIARY COLLEGE AND SECONDARY FEDERATION

In this model the Sixth Form Centre becomes part of a Tertiary College. This could be co-located with other College of Further Education provision at Footes Lane (if there were three States secondary schools) or with other College of Further Education provision at Les Ozouets (if there were three or four secondary schools).

If there were three States secondary schools this model could probably release two College of Further Education sites without as much additional expense as that required to uplift the Les Ozouets Campus site as in option A.

However, research suggests success rates for A Level students within a tertiary structure are lower than those in a sixth form centre. This is thought to be linked to lower student retention in the larger institution. Also the secondary schools would only be from year 7-11 (age 11-16) and this may be a disincentive for recruitment of teachers and those on the leadership pay scale. Strategic oversight of the whole post-16 provision could provide a more flexible post-16 offer to students and provide some efficiencies of scale in terms of service delivery.

In both a selective and non-selective system, a 960 pupil school at La Mare de Carteret High School and a possible extension at St Sampson's High School would then allow three school sites to operate effectively within a Secondary Federation, albeit that if a selective system was retained, three schools would require a higher number of pupils to be selected for the Grammar School (by increasing the percentage selected). Section 4 looks at the options for different school sites.

Option 2C: Tertiary College and Secondary Federation	
Advantages	Disadvantages
Potential for three larger secondary schools	Significant change agenda
One integrated tertiary structure for all post-16 learners	Tertiary colleges have, on average, lower outcomes for learners than sixth form centres
Release of two CFE sites	Reduced choice of institutions post-16
Option of lower capital expenditure of post-16 provision	Increased investment needed in 11-16 schools
Increased accessibility; the full range of lifelong learning could be accessed in one institution	No 11-18 States secondary school

OPTION 2D: (SELECTION REMOVED) TWO 11-18 SCHOOLS, BOTH WITH SIXTH FORMS AND A COLLEGE OF FURTHER EDUCATION

Under this option selection would be removed and there would be two large schools catering for 11-18 year olds, both with sixth forms. A separate College of Further Education would be maintained.

Whilst this option is theoretically possible, this would require a significant redevelopment programme to remodel existing education sites to provide two schools of circa 1500 (including sixth form) or identify other sites that might be available. It may also mean that some recently developed education facilities may become redundant.

The College of Further Education would continue to operate as now and could use the Footes Lane site as well as Les Ozouets.

Option 2D: Selection removed, two 11-18 schools and CFE	
Advantages	Disadvantages
Economies of scale, lower operational costs	Very significant change agenda
Breadth of 11-16 offer could potentially be enhanced	More difficult to form a post-16/tertiary federation

	Availability of sites
	Cost of redevelopment
	School size does not provide best educational opportunities or outcomes (Institute of Education research)
	Smaller sixth forms would have to work closely together to provide breadth of curriculum
	Environmental impact including transport
	Newly developed education sites become redundant



SECTION THREE

THE FUTURE FUNDING OF THE GRANT-AIDED COLLEGES

The Future Funding of the Grant-Aided Colleges

States' funding of the three grant-aided Colleges (Blanchelande, Elizabeth and Ladies' Colleges). The current funding agreement is linked to the 11 plus and is due for review for implementation in the summer of 2019.

The States of Guernsey currently provides a grant each year for students to attend the three grant-aided Colleges on the Island: Blanchelande College (BC), Elizabeth College (EC) and The Ladies' College (LC). The formula for calculating the level of grant paid each year was agreed by the States of Deliberation in 2005 and amended in 2011 in terms of certain reductions to the grant; this agreement runs until August 2019. The formula is made up of two constituent elements:

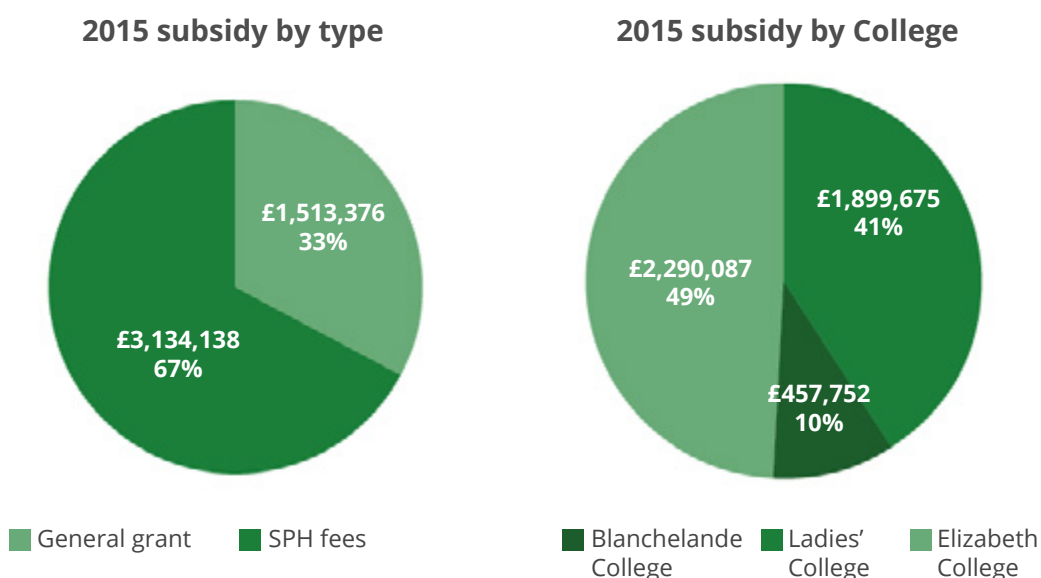
- A general grant, paid for each upper school pupil attending each of the Colleges. The original intention of the general grant was to "provide the basis, in part, of a fund to meet capital requirements" at the Colleges, although it should be noted that a proportion of the general grant also covers an operating deficit at each College. At the start of the new agreement in 2011 the general grant was £2,179 per pupil; in 2015 it is projected to fall to £1,494 and to approximately £500 per pupil by the end of the agreement in 2019.
- Special place holder (SPH) fees for pupils qualifying under the 11 plus exam. The States pays the full cost College fees each year. Under the current formula, the States provides for 23 special places per school year at Elizabeth and The Ladies' Colleges. The States guarantees funding for 161 places at each of Elizabeth and Ladies' Colleges irrespective of whether the special place remains filled for the duration of the school period (7 years from Year 7 to Year 13). Up to 6 special places are awarded at Blanchelande College each year, with the States guaranteeing funding for at least 21. (NB Blanchelande does not have a sixth form).

$$\begin{array}{l}
 \boxed{\text{Total Grant}^*} = \boxed{\text{Total number of pupils}} \times \boxed{\text{General grant level}} + \boxed{\text{Number of special places}} \times \boxed{\text{Fees charged by Colleges}} \\
 \\
 \boxed{\text{£4.7m}^*} = \boxed{1113} \times \boxed{\text{£1502}} + \boxed{\begin{array}{c} (28 \\ (322) \end{array}} \times \boxed{\begin{array}{c} \text{£7770} \\ \text{plus} \\ \text{£8858} \end{array}}^{**}
 \end{array}$$

*Currently (2014) £4.7m reducing to approximately £3.9m (at 2011 prices) by 2018/19

** Average fee for Elizabeth and Ladies' Colleges

The following chart shows the anticipated spend for 2015 broken down by special place holder grant and general grant and by College.



The States of Deliberation agreed in 2011 to a reduction in college grants of £1.112m from 2012 through to 2019 (at 2011 prices). At the end of this current agreement the States grant to the Colleges will have reduced from £5,070,000 to £3,958,000 (at 2011 prices).

It is important to recognise that no changes to College funding can be introduced until the end of the current agreement in 2019. The Department must also carry out some detailed work with the Colleges on the possible impact of any changes to the level of funding on the future viability of the schools.

For this reason in this part of the consultation document we are looking for the community's 'in principle' views on funding the Colleges in general, rather than trying to comment in detail on possible future funding models. We would like you to consider the following general options with regard to the future funding of the Colleges which will then allow us to enter detailed negotiations with the Colleges to reach a final agreement.

OPTION 3A: CEASE, INCREASE, MAINTAIN, OR REDUCE THE FUNDING TO THE GRANT-AIDED COLLEGES

3Ai Cease all Funding

Under this scenario the general grant and the special place holder scheme would cease from 2019 and would not be replaced. This would mean that there would no longer be special places at the Colleges from 2019, although subject to the agreement of the States of Deliberation it would not be backdated so that the States would continue to fund existing special place holders through their 11-18 education as a minimum. After this transition period the Colleges would therefore have to generate all of their income through school fees and other sundry income and the States would no longer provide the Colleges with the basis of a fund to meet capital requirements in place of the general grant.

Options 3Ai: Cease all funding	
Advantages	Disadvantages
A significant reduction in States expenditure amounting to an estimated £3.9m (academic year 2018/19)* per annum once current special place holders through to 16 (or 18) complete their education	A significant increase in fees is likely to lead to greater parental sensitivity to rises than has been seen previously with a number of students switching to States' schools which may threaten the financial viability of the Colleges
	Depending on the scale of migration, the States is unlikely to be able to accommodate a large shift in student numbers away from the Colleges
	The Colleges may have to rationalise their current curricular and extra-curricular offerings and staff to reduce operating costs

*College fees have increased by c7% per annum between 2012/13 and 2015/16. An overall growth of 6% per annum has been assumed between 2012/13 and 2018/19 for illustrative purposes

3Aii Increase Funding Levels

In 2011 the States of Deliberation agreed to reduce the States' contribution to the funding of the Colleges as part of the Financial Transformation Programme. Increasing College funding would be extremely difficult in the current financial climate as it could not be funded from within the Education Department's current Budget. In any event, the Education Department has higher political education priorities such as funding pre-school education.

Options 3Aii: Increase Funding Levels	
Advantages	Disadvantages
Reduces pressure to increase fees and may keep fees lower as a result	Additional source of funding would be required
	Other competing demands on the Education Department budget
	May create greater surplus capacity in the States' schools
	Increasing funding here would be likely to divert funding from other areas

3Aiii Maintain Funding Levels

From August 2019 the current grant-aid arrangement would be continued for a period of a further seven years. From 2019, the Colleges would receive a general grant per pupil of approximately £500 for each pupil attending each College, including special place holders. The Colleges would also receive, in addition to this, full cost College fees for 23 special places per school year at Elizabeth and The Ladies' Colleges, and up to 6 special places per school year at Blanchelande College, subject to the existing qualifying criteria. The general grant element of the formula from the States would increase annually in line with any standard percentage increase awarded to States Committees. Special place holder fees paid by the States would increase in line with any fee increases the Colleges propose.

Options 3Aii: Maintain Funding Levels	
Advantages	Disadvantages
Reduces pressure on increases for fees and makes Colleges more attractive and affordable	No opportunity to reprioritise Education Department expenditure on higher priorities e.g. Universal entitlement to pre-school
The Colleges would continue to receive States funding and be financially and educationally viable under a continuation of the arrangement	Is this the most efficient and effective use of tax payers resources when there is surplus capacity in the States' schools?
	The formula doesn't flex with the size of the cohort.
	Continues the current anomaly of funding unfilled places for special place holders

3Aiv Reduce Funding Levels

The current arrangement for the funding of the Colleges includes provision for a phased reduction in the grants to the Colleges by August 2019. Another option for the future arrangements is for a further reduction in the next agreement. There are a number of ways in which this objective could be achieved, for example by reducing either the general grant or the special place holder funding or both. The precise amount of the funding reduction would depend on the approach adopted and has not been quantified at this stage as there are so many permutations, but the principle of reduction in funding has to be considered and take account of the need to ensure the financial viability of the Colleges.

Options 3Aiv: Reduce Funding Levels	
Advantages	Disadvantages
Release of expenditure would provide an opportunity to reprioritise Education Department expenditure on community priorities e.g. Universal entitlement to pre-school education	Likely increase in fees for Colleges which threatens their financial viability and attractiveness to parents. But this option would be less radical than the cessation of the funding arrangements

Colleges would continue to receive some grant each year from the States	It may restrict the Colleges' ability to invest in capital projects
This may increase demand for places in the States' schools	Depending on the scale of the reduction it may increase demand to levels above the capacity in the States' schools

OPTION 3B: CHANGE THE NUMBER OF SPECIAL PLACES AVAILABLE AT THE COLLEGES

Under the current formula the number of special place holders remains constant whilst the numbers of students awarded places at the Grammar School flexes (either increases or reduces depending on the number of students in the Year 6 cohort). It is currently the case that College special place holder numbers are fixed at a maximum of 352 whereas Grammar School special places vary each year. Due to declining student rolls this has reduced the number in the Grammar School and contributed towards the current surplus capacity in the States sector.

One option would be to have all special place holders based on the size of the cohort (Grammar and Colleges) with an agreed maximum number. Alternatively an option for the funding arrangements might be to reduce the current number of special places at the Colleges.

There are many possible permutations as to how this might be implemented. To illustrate the possible implications, a reduction in the number of special place holders at the Colleges by a third could reduce the cost to the States by approximately £1,000,000 once fully implemented (assuming this amount is taken out of the overall grant). There is sufficient capacity within the States' sector to allocate spaces for these students.

Option 3B: Reduce the Number of Special Place Holders	
Advantages	Disadvantages
Release of expenditure would provide an opportunity to reprioritise Education Department expenditure on community priorities e.g. Universal entitlement to pre-school education	Likely increase in fees for Colleges to compensate for reduction in States funding which may threaten their financial viability and attractiveness to parents
Colleges would continue to receive some grant each year from the States	The reduction in overall States' funding may restrict the Colleges' ability to invest in capital projects
This may increase demand for places in the States schools	

OPTION 3C: MEANS TEST SPECIAL PLACES (IF SELECTION BY ABILITY IS RETAINED)

A problem that some perceive with the current funding arrangements for the Colleges is that the award of special place holders does not take into account household earnings. Financial support is provided without any regard of a student's parents' / carers' ability to pay. In the event that selection by ability is retained then there is an option to means test the award of special places.

To enable this to happen the parents / carers would fill out the 11 plus preference form in October of the year prior to the start of the next academic year. In the event that they choose one of the Colleges as first choice they would then have to provide details of the household's income for the preceding year. To be eligible to apply for a special place the child must have spent a specified period of time in a States primary school, as now, although it is not uncommon for children to be moved from a private primary school to a States primary school at the end of year 4 so that they are then eligible for a special place at one of the Colleges. Means testing would be complicated and could either be fixed for the duration of the student's education (i.e. one single means test) or repeated annually to take into account changes in household circumstances. The latter is obviously more time consuming and incurs additional bureaucracy and management.

Option 3C: Means Test Special Places	
Advantages	Disadvantages
Release of expenditure would provide an opportunity to reprioritise Education Department expenditure on community priorities e.g. Universal entitlement to pre-school education	Additional cost and time of administering means testing
Provides access to the Colleges for those of limited financial means	Difficulty of assessing the level of support to be given
	Uncertainty of parents in knowing how much of the fee they would need to contribute annually

OPTION 3D: THE INTRODUCTION OF A MEANS TESTED BURSARY SCHEME AT THE COLLEGES (FUNDED BY THE STATES OF GUERNSEY) FROM YEAR 7 (AGE 11)

A variation on option 3C would be for a bursary scheme which could operate with or without a selective system. This could be less complex in terms of the allocation of places as the Colleges could administer the scheme, link it in with their admissions process and take into consideration the whole family's circumstances in terms of siblings already at the school. Although if the aim is to widen access then these bursaries might need to be restricted to those children who hadn't attended a private primary school and preference not given to those with prior connections to the school.

There are similar issues arising from changes in household circumstances and whether the level of bursary remains constant or varies. There might also be a perceived risk regarding the accountability of the scheme if funded by the States but administered by the Colleges and the States may wish to introduce an audit mechanism to ensure that the scheme is being administered with the objectives of ensuring social mobility and widening access to the Colleges.

Option 3D: Introduce a Bursary Scheme	
Advantages	Disadvantages
Release of expenditure would provide an opportunity to reprioritise Education Department expenditure on community priorities e.g. Universal entitlement to pre-school education	Additional cost and time required to administer the bursary scheme
If the criteria are constructed carefully and applied consistently a bursary scheme has the ability to widen access to the Colleges	Difficulty of assessing the level of support to be given

OPTION 3E: REDUCE THE OVERALL GRANT TO THE COLLEGES THE FOLLOWING YEAR IF A SPECIAL PLACEHOLDER LEAVES

In theory the States of Guernsey pays for 23 special places a year at The Ladies' and Elizabeth Colleges regardless of whether or not those places are filled. However, the overall grant to the Colleges remains calculated according to a standard formula. Blanchelande are funded for up to 6 special places a year only if these are filled, but funding for 21 places in total is guaranteed.

In practice under the current arrangements the annual grant takes the starting point of inflating the previous year's grant and then reducing that by the agreed Financial Transformation Programme phased reduction. After the special place holders fees have been deducted, the remainder of the budget is divided amongst the total number of secondary pupils at the three Colleges to calculate the general grant per pupil. So in the event that a special place holder leaves a College during their education, the general grant is increased to the benefit of all students. It means that the States does not pay any more or less money in total regardless of whether or not the special places are filled but it does affect the notional grant paid out for the rest.

Option 3E: Reduce the Grant if a Special Place Holder Leaves	
Advantages	Disadvantages
The States are only paying for students who are actually attending the Colleges	The Colleges would have no certainty over the overall funding level

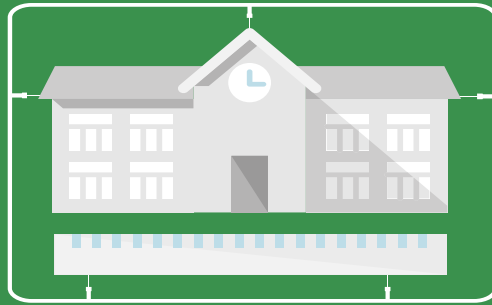
Release of expenditure would provide an opportunity to reprioritise Education Department expenditure on community priorities e.g. Universal entitlement to pre-school education	
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OPTION 3F: REMOVE THE FUNDING FOR SPECIAL PLACE HOLDERS AT 16 (END OF YEAR 11)

The States currently provides funding for students from Year 7 all the way to Year 13 at Elizabeth College and The Ladies' College. The Education (Guernsey) Law 1970 as amended by Ordinance states that compulsory education is until the age of 16 (unless a child has a determination of need). At Key Stage 5 (i.e. post-16 education) it becomes increasingly problematic to deliver the breadth of the curriculum for such small cohort sizes as those at the two Colleges. It is noticeable that Blanchelande College recognised this and closed its sixth form in 2011. Elizabeth College and The Ladies' College have similarly recognised these issues and operate in effect a "soft" federation at sixth form to widen the breadth of curriculum.

There are up to 92 Special Place Holders at Elizabeth College and The Ladies' College in Years 12 and 13 at any time. This currently amounts to £858,000 per annum (£1,000,000 in 2018-19) funded by the States. There could be sufficient capacity at a Sixth Form College and the College of Further Education/Tertiary College and if this funding was removed then it could contribute to other educational priorities.

Option 3F: Remove Funding for Special Place Holders at 16	
Advantages	Disadvantages
Release of expenditure would provide an opportunity to reprioritise Education Department expenditure on community priorities e.g. Universal entitlement to pre-school education	Likely increase in fees for Colleges which threatens their financial viability and attractiveness to parents
	It may restrict the Colleges ability to invest in capital projects
	May threaten the viability of the sixth forms at Ladies' College and Elizabeth College



SECTION FOUR

SIZE AND STRUCTURE OF THE EDUCATION ESTATE

Size and Structure of the Education Estate

The optimal size and structure of the education estate.

The Education Department's school places model has been updated from July 2015 with data from the electronic census project and the number of primary school admissions for September 2015. In the short term the projections are based on the number of pupils currently in the primary school system and those 1-3 year-olds currently living in the Island.

The following graph shows the projected secondary demand both with and without those at the grant-aided Colleges (and for States secondary schools only, including and excluding 5% spare capacity). Maintaining 5% spare capacity is needed for operational reasons as it would be very difficult to accommodate children moving to the Island or moving schools if all schools were completely full. The States secondary school number line excludes both special place holders at the grant-aided Colleges and allows for the percentage fee-payer buy out to the grant-aided Colleges at age 4 and age 11. The following graph does not include sensitivity analysis should the Island's population increase or decrease.

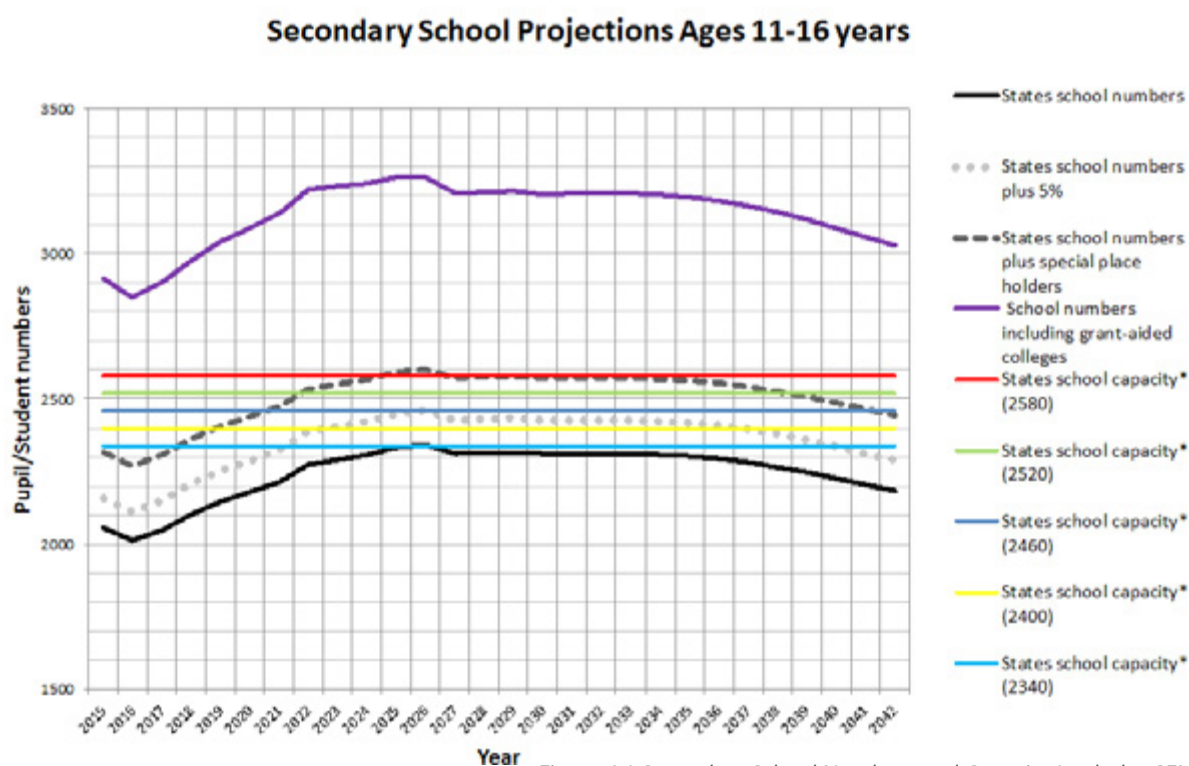


Figure 4.1 Secondary School Numbers and Capacity (excludes SEN)

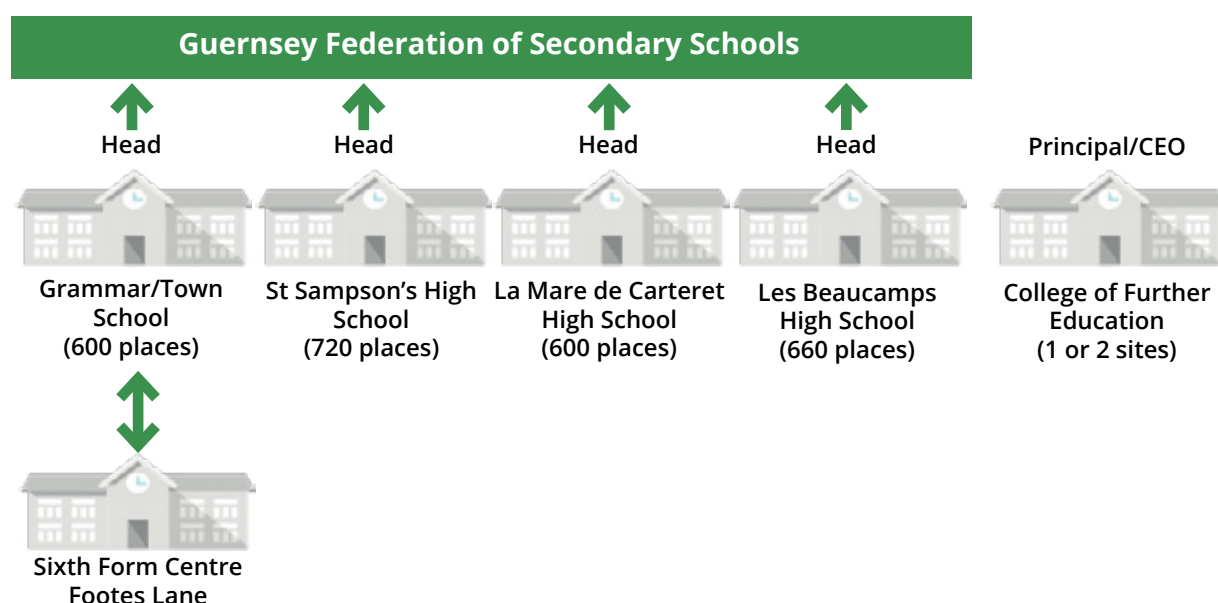
The model estimates that the secondary school 11-16 demand for places will peak around 2026 at approximately 2300 excluding the grant-aided Colleges or just under 3300 including these schools. This ties in with the 1st September 2014 electronic census figure of 699 3 year olds living in the Island. To allow for 5% spare capacity overall the Department should plan for approximately 2470 pupils in States' schools. The maximum individual year group size is approximately 500 in States secondary schools (almost 700 including the grant-aided Colleges). Allowing about 5% spare capacity would take this figure to 525 in that year group and to 2625 overall if 525 pupils could be accommodated in each year group. (For reference the Island's mainstream States' school capacity for the primary age group is almost 650 places per year). In addition there are up to 52 special place holders per year; up to 260 from age 11-16. Most importantly the secondary age population is due to increase by 15-20% over the next 10 years with the lowest secondary student numbers in September 2016. It is therefore prudent to plan for future secondary age 11-16 populations between 2100 and 2500/2600 students in States secondary schools and to ensure that schools could operate effectively at either end of this range. Because of the increasing number of pupils in the primary school system that will be moving to secondary age over the next 10 years, even with significant emigration, the secondary school population in 2026 would not be likely to fall below 2016 levels.

The Department has so far identified the following possible options. It is important to also consider the advantages and disadvantages of the different options for post-16 provision, which were explained in Section 2 of this document.

OPTION 4A: FOUR SECONDARY SITES (INCLUDING A GRAMMAR SCHOOL) OR FOUR SITES (NO GRAMMAR SCHOOL)

(Selection neutral) Four schools for 11-16 year olds with a capacity of 600, 600, 660 and 720 (total – 2580). One of the 600 schools could continue to host the Grammar School or become a mixed ability high school with a sixth form centre (Town School). Under this scenario one school would have a sixth form attached whilst the others would not.

This model would retain four schools and a separate College of Further Education.



Option 4A: Four schools (with or without selection) and a sixth form attached to a school	
Advantages	Disadvantages
Flexible to accommodate selection or no selection within the same buildings	Does not achieve economies of scale savings of moving from 4 to 3 schools
Flexible to accommodate fluctuating secondary school population numbers. At a minimum 500, 500, 550 and 550. At a maximum 600, 600, 660 and 720	Ideally secondary school population should be over 600 pupils in a school in order to deliver a broad and balanced curriculum efficiently and Guernsey's secondary schools would be below this figure for a few years. However, they could still be above 500 per year which is the minimum figure recommended by research cited in the Institute of Education report in order to deliver a broad and balanced curriculum
Flexible enough to accommodate an up to 30% reduction in the number of special place holders over 7 years. Approx another 80 11-16 students	The siblings of children currently at the Grammar School may have to attend a different secondary school. However, this is no different to the current situation if one child is selected to attend the Grammar and another is selected to attend a High School
No need to build an extension to 960 places at La Mare de Carteret	One school would retain the sixth form centre whilst the other 3 schools would not have a sixth form. Therefore there would be inequalities between the four schools regardless of whether or not selection is retained

No need to build extension at St Sampson's High School	Even if selection by ability is discontinued, the former Grammar School would be likely to be perceived to have an advantage over the other High Schools. This could inflate house prices in its new catchment and become self-perpetuating if higher income families then choose to live there, which in turn increases the desirability of the school etc
Lower future capital expenditure requirements from not needing to extend the two schools at La Mare de Carteret and St Sampson's High Schools	Potentially greater capital expenditure at the Les Ozouets Campus site for the College of Further Education than there is under one of the three schools options
There is still the option to move to three schools at a later date. This provides the option of getting past the peak secondary school population prior to moving from 4 schools to 3	
Minimal disruption and transition. No changes if selection by ability is retained. If it is not retained, existing secondary pupils would be unaffected with the Grammar School just changing its name and moving to mixed ability teaching in future year groups from an agreed date	
Should the Island's population increase at some point in the future or should the numbers attending the grant-aided Colleges change there is flexibility within the system to either extend at La Mare de Carteret and St Sampson's High Schools to increase provision, or to move to 3 schools if necessary to decrease provision	

OPTION 4B: THREE SECONDARY SITES (INCLUDING A GRAMMAR SCHOOL) OR THREE SITES (NO GRAMMAR SCHOOL)

There are two ways that three schools could be achieved. The options are not the same whether or not selection by ability is retained. One option could retain selection by ability but the other option is only possible if the Island moves to three mixed-ability schools.

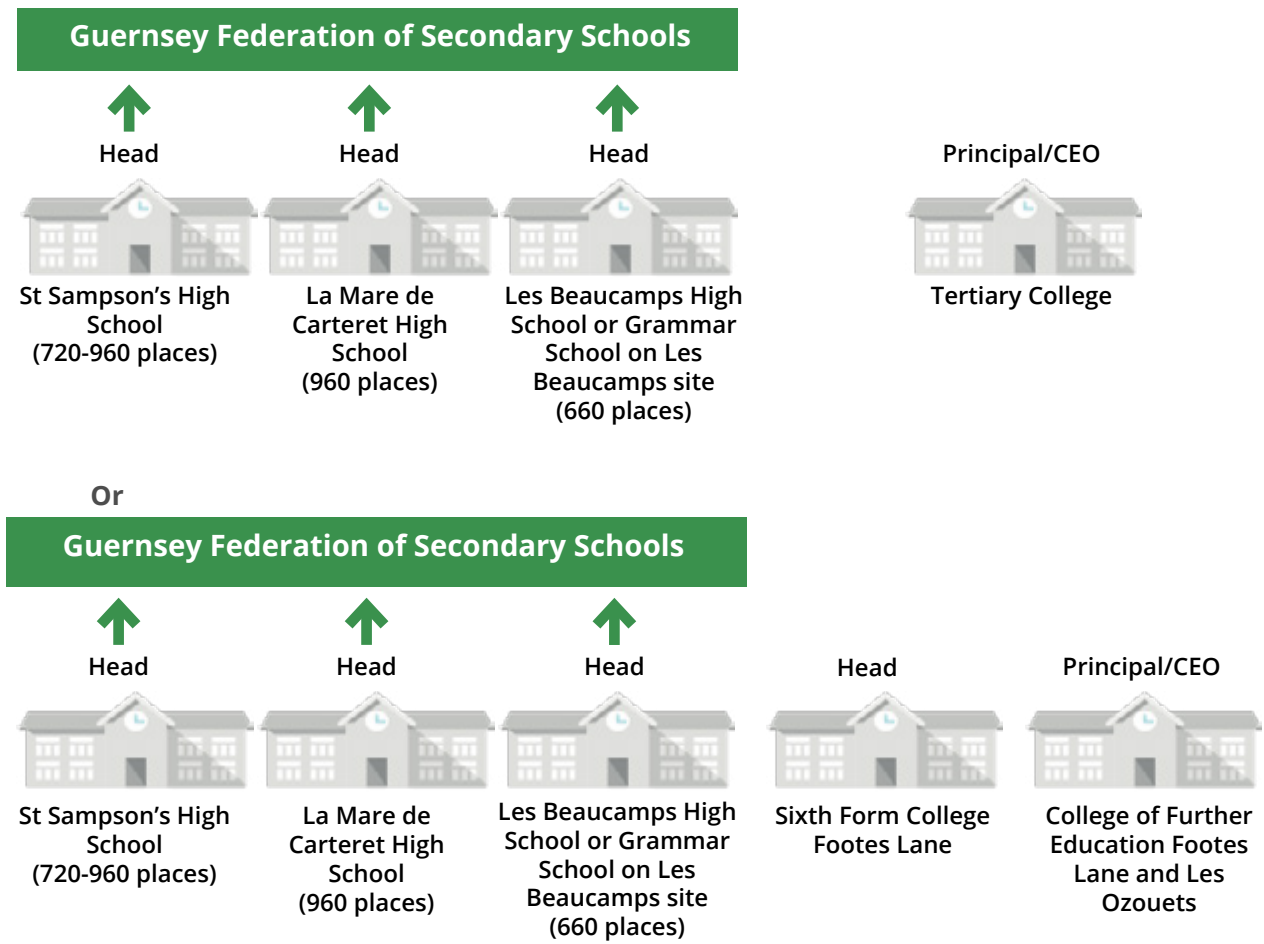
Option 4Bi (Selection neutral) Three schools for 11-16 year olds with capacity of 660, 960, 840/960 (total 2460/2580). This option is possible whether or not selection by ability is retained. However, if selection by ability is retained, the percentage selected to attend the Grammar School or Colleges would need to increase from 25% to somewhere between 30 and 33%. The Department would then retain a Grammar School (11-16 only) and two High Schools. If selection by ability was not retained, there would be three 11-16 High Schools of uneven size. The sixth form centre would be separated from the 11-16 schools and would be integrated within the College of Further Education to either become a Tertiary College or to create a Sixth Form College and a College of Further Education on the same site. The transition arrangements and which pupils would be most affected would be different depending on whether or not selection was retained.

It may be possible to manage with three schools of 660, 960 and 720 (total 2340) but this would be a big risk. The Department would be unable to accommodate those children who would otherwise become special place holders and it would assume that the number of special place holders and percentage of children attending the Colleges as fee payers remained constant. It would also assume that the Island's population will not increase at all over the next 10 years and leaves no planned spare capacity for people moving house or moving in and out of the Island. Whilst there would still remain the option of extending at St Sampson's, the timescale for achieving this is unlikely to be responsive enough if the Island's schools are already running at full capacity. In practice the Department should be planning to have 5% spare capacity overall. It is highly possible that average class sizes at secondary age would have to increase to 26-27. As this is only an average figure, in practice it could mean some class sizes of over 30, which to date the Education Department has tried to avoid.

Any move to three schools would be phased and could take place between September 2019 and July 2021. This coincides with the full opening of

the new La Mare de Carteret High School and the end of the funding agreement with the grant-aided Colleges. Children would not move schools between Year 10 and Year 11.

All post-16 provision would be located across the Footes Lane and Les Ozouets Campus sites, although they could remain separate institutions. A discrete Sixth Form College could be managed within a Secondary Federation to maintain the advantages of shared staffing models across Key Stages 3, 4 and 5 and allows a more collaborative model of shared resources across all post-16 provision. The College of Further Education would operate as now at Les Ozouets but would also share some of the facilities at the Footes Lane site.

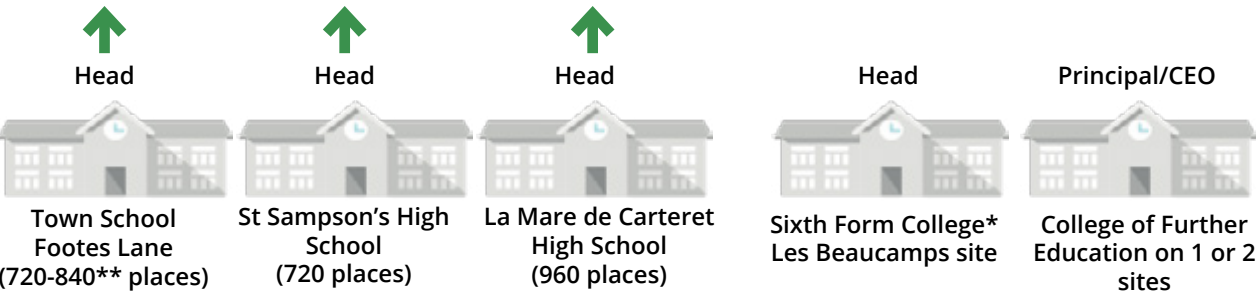


Option 4Bi: Three schools (with or without selection by ability) and either a) a tertiary college or b) a separate sixth form college and a college of further education on the same site	
Advantages	Disadvantages
Could work with or without selection by ability.	Percentage selected would need to increase (if selection by ability is retained). This could have a positive impact on those selected to attend the enlarged Grammar School but a negative impact on the remaining High Schools
Larger secondary schools which could deliver the curriculum more efficiently	Less flexibility for the future than option 4A
Potentially less capital expenditure at Les Ozouets Campus as some of the Grammar School site could be used for the College of Further Education	La Mare de Carteret High School would need to be built at 960 at greater capital cost
Larger schools could provide a broader curriculum with more choice and improve standards	St Sampson's High School may need to be extended at a capital cost. If St Sampson's is not extended there is a significant risk that the Island's secondary schools will be oversubscribed and class sizes increase
	Would only be flexible enough to include a reduction in the number of special place holders if St Sampson's High School was extended
	Very difficult to predict the overall capacity needed if selection by ability is removed as hard to predict the effect on the grant-aided Colleges. Whilst there would be no future special place holders, the demand for fee paying places might increase, but would also depend on the fees charged. If there are no special place holders, the colleges might increase their fees which could affect elasticity of demand. This could be mitigated by a States' funded bursary scheme

	Still an unequal system even if selection is removed as High School size would vary considerably between 660 and 960 places
	Greater disruption as one school would close which could lead to a reduction in standards in the short to medium term
	Some (possibly the majority if selection is retained) of the children who have recently moved primary schools due to the St Andrew's closure, would also have to move secondary schools

Option 4Bii (Assumes no selection by ability) Three High schools for 11-16 year olds of 720, 960, 720/840 capacity (total 2400/2520). A separate Sixth Form College with capacity for up to 600 or 660. This would be on the Les Beaucamps site, not at Les Ozouets Campus or Les Varendes/Footes Lane.

Guernsey Federation of Secondary Schools

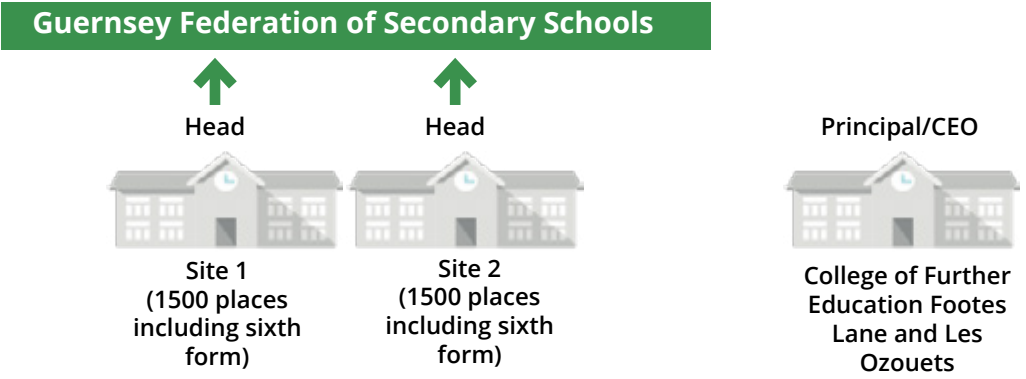


*Federated with the Secondary Federation or with the College of Further Education

** 840 could not be easily accommodated with just minor modification. More major refurbishment or an extension would be required.

Option 4Bii: Three schools with no selection by ability and a sixth form college	
Advantages	Disadvantages
Schools could continue to function efficiently and effectively if the population declined	La Mare de Carteret High School would need to be built at 960 at greater capital cost
Retains capacity and some flexibility for the future as St Sampson's would not be extended but the ability to extend would remain for the future	Greater capital expenditure required at Les Ozouets Campus
Larger secondary schools which could deliver the curriculum more efficiently	May need some expenditure to remodel the sixth form centre to become a large all ability town school and this is likely to be significantly more costly if an 840 school were required instead of a 720. Sixth form classrooms are smaller and facilities are different to those required for an 11-16 school
Larger schools could provide a broader curriculum with more choice and improve standards	Teachers may teach in high schools and at the sixth form college (both an advantage and disadvantage)
Greater equality between three high schools	The majority of pupils most affected by the closure of St Andrew's would again be affected during the transition
Separate sixth form college either with dedicated staff or the opportunity to teach at this college widened up to all teaching staff in the High Schools	Significant disruption as one school would close which could lead to a reduction in standards in the short to medium term
No capital expenditure required at St Sampson's High School	Reduced ability for joint courses between the sixth form centre and the College of FE as the two sites would not be within walking distance of one another
	Could only work in an all ability system

OPTION 4C: TWO SECONDARY SITES (NO GRAMMAR SCHOOL) (BOTH WITH SIXTH FORMS) AND A SEPARATE COLLEGE OF FURTHER EDUCATION



Option 4C: Two schools with no selection by ability. Both schools would have sixth forms (11-18)	
Advantages	Disadvantages
Easier to set/stream within schools	Sizes of the schools would be 1200-1300 at 11-16 and about 1500 overall. Whilst fiscally efficient, studies show that educational outcomes increase to school sizes between 600-1000 but then decrease again as schools become larger
Financially efficient	Difficulty of finding suitable sites
Equality between schools	One of the recently built schools could become redundant
Recruitment advantages of having two 11-18 schools	Would be difficult to deliver a balanced curriculum in two small sixth forms. One sixth form college or centre is more cost effective and provides more opportunities
	Could only work in an all ability system

Practice and research show that there is no ‘one-size-fits-all’ recipe for creating effective schools, and this is also the case for school size (OECD, 2014). There are implications of size for school quality, and for fiscal efficiency. IOE (2015) concludes that 600-1000 is the optimum size for secondary schools.

The above options are just some examples of things we might do in Guernsey but these are not necessarily the only options available.

What Happens Now?

Please complete the questionnaire before 2nd November.

<https://www.surveymonkey.com/r/YSYC-Gsy>

And/or

Apply to take part in one of the focus groups: please go to www.education.gg/YSYC or click on the following link to take you to the application form

<https://www.surveymonkey.com/r/YSYCFocusGroup>

You must apply by Wednesday 30th September.

If you cannot access the online version, paper copies of the questionnaire are available from the Education Department's offices in the Grange and should be returned to Your Schools, Your Choice, Education Department, PO Box 32, Grange Road, St Peter Port, GY1 3AU. Telephone **733000** or email ysyc@education.gov.gg

The Education Department will analyse the responses and prepare a Policy Letter for debate at the March 2016 States meeting.

If any significant changes are agreed in March 2016, the current Education Department will recommend that the new Committee for Education, Sport and Culture publishes post-election a detailed implementation plan. The new La Mare de Carteret High School is planned to open in 2018/2019 and the current funding arrangement with the three grant-aided Colleges is due for review for implementation by the summer of 2019. The current Education Board will recommend to the States that, if there are any changes, it is the Department's intention that this should not affect existing special place holders or special place holders due to commence their Year 7 studies in September 2016; however, this decision rests with the States of Deliberation.

Further reading and references/bibliography

Please read these at www.education.gg/YSYCref.

Appendix 1 - Indicative Costs

Option Number	Transition Impact of option	Capital Impact of option	Revenue Impact of option
Option 4A: 4 secondary sites plus a College of Further Education	Transition of 3 CFE sites to 2 or 1 and security of closed site/s.	The Capital impact is related only to changes resulting from improvements in the Education Estate made on the basis of refurbishment need; including 600 pupil school rebuild of LMH and LOC capital investment to extend.	No change unless savings are made in Estate running costs which result from improvements in the Education Estate made on the basis of refurbishment need. Closure of 1-2 CFE site/s will reduce site and running costs.
Option 4Bi: 3 secondary sites plus a co-located Sixth Form College and College of Further Education or a Tertiary College	Costs of 1 Secondary School site shut down. Transition of 3 CFE sites to 1 and security of closed sites.	Capital costs associated with a potential extension required to SSHS and 960 pupil school rebuild of LMH. Capital savings or income may result from any States decision on use of the surplus site.	Savings in annual running costs of a school – approximately £0.6M per year. Closure of 2 CFE sites will reduce site and running costs.
Option 4Bii: 3 secondary sites plus a discrete Sixth Form College and a College of Further Education	Costs of 1 Secondary School site shut down. Transition of 3 CFE sites to 2 or 1 and security of closed site/s.	Capital costs associated with a potential extension at Footes Lane and 960 pupil school rebuild of LMH and capital outlay at LOC. Capital savings or income may result from any States decision on use of the surplus site.	Savings in annual running costs of a school – approximately £0.6M per year. Closure of 1-2 CFE site/s will reduce site and running costs.

Option 4C: 2 secondary sites plus a College of Further Education	Costs of Secondary School site shut downs such as fencing and guarding of the vacant sites. Transition of 3 CFE sites to 1 and security of closed sites.	Capital costs may result from changes to the Education Estate necessary to accommodate the Island's pupil population in 2 rather than 4 schools. Costs will depend on whether the larger schools are rebuilt or current sites are extended. Capital savings or income may result from any States decision on use of the surplus sites.	Savings in annual running costs of 2 schools – approximately £1.2M per year. Closure of 2 CFE sites will reduce site and running costs
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Notes:

Pupil numbers and the configuration of the Estate are significant drivers of costs. Until a decision is made about the number of secondary educational establishments it is not possible to provide detailed costings.

The costs of running a selective education system (such as: exam entry, marking and invigilation) are not considered in these options.

The impact of changes to the funding model for grant-aided Colleges is not considered in these options.



**FOR MORE INFORMATION GO TO
[EDUCATION.GG/YSYC](https://education.gg/ysyc)**



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