

EDUCATION MATTERS 2014-15

The Annual Report of the Education Department, its schools and services 2014-15

EDUCATION
MATTERS 2014-15

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Introduction from the Education Board

The academic year 2014-15 has once again been a busy one as we continue to implement our Education Vision with the aim of ensuring that we provide an education system for the Bailiwick of Guernsey which will meet the challenges and demands of the future and provide our greatest asset, our people, with the knowledge, skills and tools to face a complex and challenging future with enthusiasm and confidence.

As we draw to the end of our political term it is worth reflecting on how far we have come and what we have achieved not just during the last academic year but over the last four years.

We have been through a period of unprecedented change within both the Education Department and the wider Education Service. We have continued to improve attainment and progress levels, we have delivered a real terms reduction on our budget spend, we have been independently inspected by Education Scotland, we now have the necessary support to introduce a universal entitlement to pre-school education, we have introduced new governance arrangements at the College of Further Education, reviewed our qualifications framework, transformed primary education, refreshed and updated our IT infrastructure and hardware and launched the Guernsey Federation of Secondary Schools. This list isn't exhaustive but just goes to show what an ambitious political Board with a hard-working and dedicated staff can achieve.

This challenging change agenda is set to continue as the now amended plans for the future structure of secondary and post-16 education recently approved by the States will need to be further developed by the new Committee for Education, Sport and Culture following the General Election in April.

The removal of the current process of selection at 11 from September 2019 has generally been welcomed and will help the Bailiwick deliver equality of opportunity for all children and young people in the years to come.

The new Committee has a clear direction to develop a non-selective secondary education system delivered in three 11-16 schools and has been directed to come back with the costs and benefits of all options by the end of 2017.

2015 Achievements

The Bailiwick's end of Key Stage 2 attainment and progress data shows that more primary school children are making better than expected levels of progress in English, reading, writing and maths between the end of Year 2 and when they leave primary education.

The improvements in our results since 2012 is startling and should be celebrated.

% pupils achieving Level 4+ at the end of KS2		
	2012	2015
English	79%	89%
Maths	77%	87%

Our schools are skilled at using and analysing data to track individual pupils and their progress through school and use this information to target resources where they are most needed and where they will have the most impact. Full Bailiwick and individual school Key Stage 2 attainment and progress data can be found in the Statistical Digest of this Report.

Our Key Stage 4 GCSE and Level 2 results show a similar improvement, although results do fluctuate over the years and 2015 showed a slight dip in overall performance when compared to the record results of 2014.

% pupils achieving 5+ A*-C inc Eng and Maths		
	2011	2015
Bailiwick	50.8%	57.4%

Our Key Stage 5 results at both the Grammar School & Sixth Form Centre and College of Further Education continue to impress (see the Statistical Digest).

The Board would like to pay tribute to the hard work of the children and young people in achieving these results and of course our teachers and support staff.

Department Inspection

In line with the commitment made in our Vision, the Education Department was independently inspected by Education Scotland during 2015.

The team of HM Inspectors set out to answer the following key questions during the course of the inspection:

- What key outcomes have the Education Department achieved?
- What impact has the Department had in meeting the needs of learners, parents, carers and families in the community?
- How effective is the delivery of education services?
- How well is the Education Department led?
- What is the Education Department's capacity for continuous improvement?

The inspection report left no stone unturned; the inspectors looked at everything, questioned everything and expected to see firm evidence of the improvements we have made.

The Report, which you can read in full on our [website](#), highlighted the improvement in levels of attainment and achievement across all stages of education since 2011. Education Scotland acknowledged the very bold political change programme that the Education Board had set itself in its 2013 Vision document and the huge amount achieved in a short period of time.

The self-evaluation process, which is central to the inspection, has helped us celebrate and share what we do well but has also encouraged us to look closely at areas where we can improve. The Report highlights the following key strengths and areas for action.

Key strengths

- The Education Department's clear and ambitious vision.
- Overall improvements, since 2011, in children and young people's levels of

attainment and achievement across all stages of education.

- Arrangements for tracking and monitoring children and young people's progress across their education, particularly in primary schools.
- The Department's commitment to securing continuous improvement through effective self-evaluation.
- Strong partnerships with other external agencies such as the Sports, Arts and Youth Commissions, support agencies and the third sector.

Main points for action

The Education Department should:

- develop more effective approaches for engaging, consulting and communicating with parents, staff in schools, children, young people and school committees;
- improve approaches to inclusion that enable all learners to achieve their potential; and
- improve further the strategic leadership of the Department.

We have made progress in each of the above action areas.

We have been developing and putting into practice more meaningful ways of consulting, communicating and engaging with parents. We are also working on making sure we capture the views of our young people, staff and the wider community when considering making any changes to the education system and involve them in the co-design of any change at an earlier point in the process. We are moving away from the old days of 'announce and defend' decision-making to a new era of genuinely engaging people by adopting a 'debate and decide' mindset.

However, this sort of engagement remains a challenge as it is difficult to please every stakeholder as they often have different views and different drivers. It is the Board's job to balance these often competing views and bring

forward strategies and policies based on clear evidence and research as well as public and professional opinion.

Our new business planning processes are helping us to link the Vision's strategic outcomes with our priority workstreams and monitor and track progress in real time. We are continuing to devolve greater leadership and management to schools and are seeking changes to existing States structures to allow our schools the freedom to make decisions about their schools, albeit within an agreed policy framework. We have already introduced new governance arrangement for the College of Further Education and are devolving more responsibilities to our schools.'

The inspection report identified the need to improve approaches to inclusion to enable all learners to achieve their potential.

We have restructured the Department and our special needs support services so that we are better placed to ensure that all children and young people are included and supported appropriately.

The Children and Young People's Plan highlights the importance of the youth voice and we want to work more closely with learners and parents to provide a service that builds on the many examples of good practice that we have in our schools and services in this area and ensure that all staff are doing their utmost to enable our most vulnerable learners to thrive.

Pre-school

Towards the end of 2015 we took one big step closer to realising our aim of introducing a universal entitlement to pre-school education for all our children in the year before they start school.

It has been a long and sometimes frustrating journey following the successful States debate in May 2014 when we received the support of the Assembly to introduce a universal entitlement. We have worked closely with Treasury and Resources, Social Security and our pre-school partners and finally received the approval of the Assembly for the funding of this entitlement. We did have to make a few compromises along the way but we can now

finalise the details of how the entitlement will be delivered ready for implementation in January 2017.

We truly believe that the introduction of this universal entitlement to 15 hours of quality pre-school education for all our three to four-year-olds will have a profoundly beneficial impact on hundreds of families every year.

This is about investing in our community's future, giving future cohorts of children the opportunity to be the best they can and providing them with the best possible foundations for their future lives.

La Mare de Carteret Schools' Redevelopment

Unfortunately our plans for the much-needed redevelopment of La Mare de Carteret Schools suffered further delays during 2015 and 2016. Following the States debate in May 2015 we were tasked with working up amended plans for the high school element of our proposals to include both a 600-pupil and 960-pupil option. Our plans were also subjected to one final independent 'value review' which has now been completed and [published](#).

Following a successful amendment to the May debate, we were directed to come back to the Assembly by March 2016 with proposals for the future structure of secondary and post-16 education, including selection at 11. Our proposals were also to include plans for the future size of the education estate and include at least one option for moving from four to three secondary age schools.

This direction from the States culminated in the publication of our Your Schools Your Choice consultation.

Unfortunately the States decided not to approve proceeding with the redevelopment of La Mare de Carteret schools at this time.

All plans are currently on hold until the new Committee for Education, Sport & Culture is able to review various three school options and bring proposals back to the States, probably in 2017. We will use the current four school model as a baseline for comparing all options.

Governance and Local Management of Schools

We are successfully piloting a new system of Governance for our education institutions starting with the College of Further Education.

We have a new Board of Governors in place and have been lucky to recruit individuals of a high calibre who are committed to driving forward the improvement of the College, ensuring that it is able to deliver what employers want in a timely and cost effective manner.

We will use the lessons learned in developing the CFE governance model when looking to introduce different arrangements for our secondary schools, depending on the decision of the States with regards to the future structure of secondary and post-16 education.

We have carried out significant preparatory work to develop a Guernsey system of Local Management of Schools and will be looking to devolve further financial responsibility to schools from the beginning of January 2017.

Guernsey Federation of Secondary Schools

As we work towards the further devolution of decision-making and accountability to schools we are also continuing to develop our federation of secondary schools.

All secondary school headteachers work in partnership to broaden the Key Stage 4 curriculum offer and enhance staff development through sharing of good practice.

As of September 2015 we are running seven Level 2 or GCSE courses available to students from across our schools. These include Computer Science, Psychology, Astronomy and Business Studies.

We hope to develop this further to the benefit of all our children and young people and our staff.

St Anne's School Alderney

St Anne's School in Alderney also benefits from the Federation through sharing staff, where appropriate, to enhance the curriculum offer.

A new headteacher, Martin Winward, joined St Anne's in December 2015, and is continuing to further develop opportunities for joint working with Guernsey schools.

Other highlights of 2014-15

It is difficult to provide an exhaustive or complete list of the Department's achievements over the last year and inevitably there may be areas of success overlooked but here is a brief summary of some other highlights:

- Introduction of a new School Attendance Strategy with improved attendance across all phases of education;
- Improving recruitment processes for teachers and greatly speeding up appointments;
- Replacement ICT infrastructure (GILE2) upgrading all aspects of the network, including student devices to enable enhanced learning and teaching through the use of technology;
- Commitment to and support of the Health and Social Services Department in developing the new [Children and Young People's Plan](#);
- Developing stronger community links and support for schools e.g. collaboration with [ECOF](#) (Every Child Our Future) to improve literacy and numeracy in primary schools;
- Introduction of a new [inspection](#) and self-evaluation regime for all schools and the College of Further Education through Education Scotland;
- Improved data systems in schools to enhance tracking of students and to enable earlier intervention;
- Successfully supporting the embedding of [growth mindset](#) principles within our schools;
- Hosting and actively contributing to the Multi-Agency Support Hub to support children in need or at risk of harm;

- Restructured progression pathways for Learning Support Assistants to enable them to access teaching qualifications on-Island;
- The introduction and expansion of our on-Island [Initial Teacher Training](#) Programme for graduates;
- Improved professional development opportunities for all teaching staff, including opportunities for a Masters qualification through the University of Brighton;
- Continued development of teachers and lecturers' conditions of service;
- The development of a good working relationship with Jersey and the Isle of Man enabling more collaborative working.

Deputy Robert Sillars, Minister
Deputy Richard Conder, Deputy Minister
Deputy Chris Green,
Deputy Mike Hadley,
Deputy Peter Sherbourne.

Plans for 2016 and beyond

2016 will be another year of significant change. The Education Department will merge with the Culture and Leisure Department and Island Archive Service to form the new Committee *for* Education, Sport & Culture.

Work to transform the Public Sector will continue and the new Committee will need to work more efficiently and deliver further savings on its budget.

Educational delivery will need to keep pace with changes in other jurisdictions, not least the continuing introduction of new GCSE and A Level qualifications in England and the new [grading profile](#).

Following the General Election in April 2016 there will be a change to the political membership of States Committees and the new members of the Committee *for* Education, Sport and Culture will not only have a steep learning curve but also a much bigger remit to stay on top of.

So whilst there are exciting times ahead, there will no doubt be further challenges to come. We wish our successors all the best for the years ahead.

Board Responsibilities

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

Remit

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

Board Membership

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

As at the end of December 2015 the Education Board membership was:

Deputy Robert Sillars – Minister
Deputy Richard Conder – Deputy Minister
Deputy Chris Green
Deputy Peter Sherbourne
Deputy Mike Hadley (*elected to replace Deputy*

Andy Le Lievre who resigned in May 2015 to concentrate on other States work)

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

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

Deputy Richard Conder – College of Further Education Governing Body, College of Further Education Project Board, GILE2 Project Board, La Mare de Carteret Project Board, Pre-School Working Party, Skills Strategy and the following School Committees: St. Mary & St. Michael Catholic Primary School, Vale Primary School, Grammar School & Sixth Form Centre, Private Schools Committee.

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

Deputy Peter Sherbourne – The Children and Young People's Plan Partnership Board, College of Further Education Project Board and the following School Committees: Amherst and Vauvert Primary Schools, La Houquette Primary School, St. Anne's School, St. Sampson's High and Le Murier Schools.

Deputy Mike Hadley – Joint Advisory Committee, SACRE and the following School Committees: Hautes Capelles Primary School, Notre Dame du Rosaire Catholic Primary School, Private Schools Committee

Who We Are and What We Do

The Department Structure

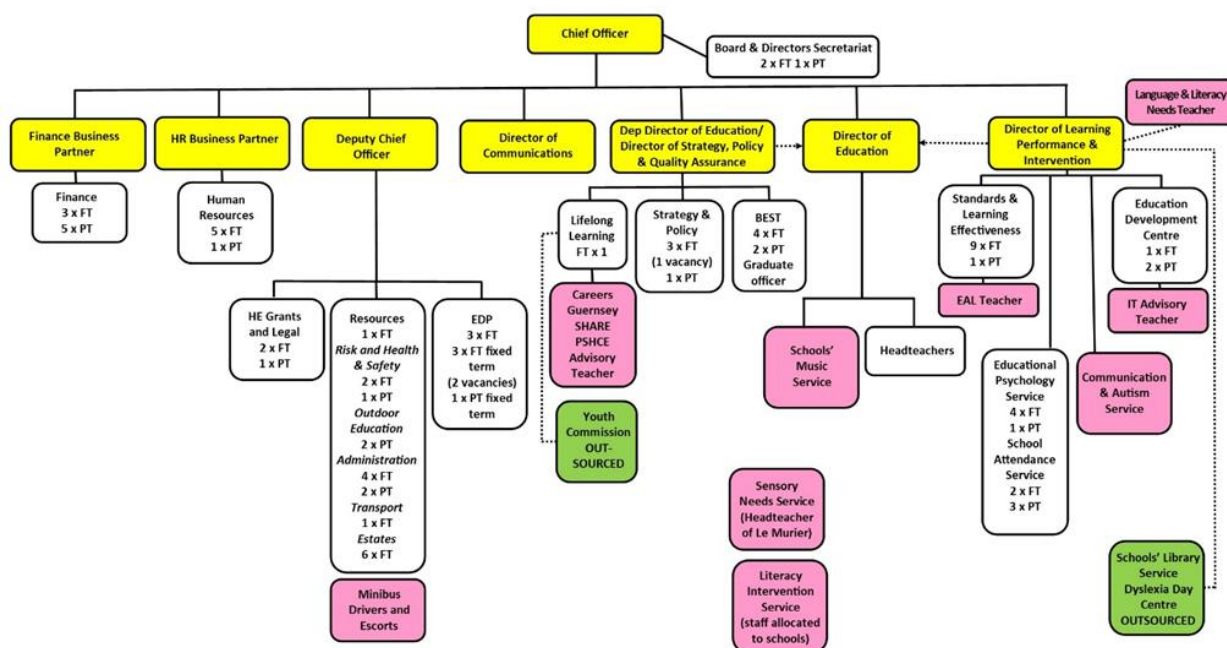
The Education Department provides a range of statutory and non-statutory education, training and support services. The Department has a multi-faceted role as a Government Body, Local Authority, Quality Assurer and Advisory Service.

The Department is responsible for:

- Approximately 8,900 children and young people in 11 primary schools; a small school in Herm, an all-age school in Alderney, three high schools, the Grammar School & Sixth Form Centre, the College of Further Education and three special schools; we provide grant-aid to three Colleges (11 to 18).

- A range of support services for children and young people (including special needs support services, School Attendance Service, Educational Psychology Service, Careers Guernsey, Schools' Music Service, Schools' Library Service etc.).
- The provision of help for students for courses not directly provided by the Department (e.g. Higher Education grants).

The Department is headed by the Chief Officer and is organised as follows:



Who We Are and What We Do

The Senior Management Team

Chief Officer – Jon Buckland

The role of Chief Officer, Education Department is focused at a strategic level accountable to the Chief Executive and responsible to the Board of the Education Department. He acts as the principal political policy adviser to the Minister and Members of the Education Department on all areas covered by the Department's mandate. With support from the education professionals he is required to ensure that the Education Department is equipped to meet the future education needs of the population of Guernsey and Alderney. He is responsible for ensuring that the Department implements the political board's policy objectives and for supporting the Senior Management Team in the operational aspects of the Department's day to day business.

He is responsible for facilitating close working with other Departments in order to achieve States policy objectives. Similarly he is working on preparing the future creation of the Committee for Education, Sport and Culture which will come into effect from 1st May 2016 with the merger of the Education and Culture and Leisure Departments together with the States Archives functions, GTA (Guernsey Training Agency) and IHSCS (Institute of Health and Social Care Studies). He is required to play a key role in leading initiatives beyond the Education Department. He has lead responsibility for leading the Innovation and Continuous Improvement theme within the Service Guernsey – Public Sector Reform Programme. Jon is responsible for supporting the States change agenda and contributing to the delivery of Government policy and objectives. Jon is expected to use his transformational leadership skills and professional expertise to deliver a real culture of change to the provision of Education on the Island.

He is required to:

- lead, manage and motivate the Department to optimise the use of all available resources. He is accountable

for the efficient and effective use of public funds delivering Education services, as required, within the fiscal constraints imposed;

- ensure appropriate standards of governance and risk management are implemented and maintained throughout the Department in its widest sense;
- shape strategies and plans which help put into practice and support the Department's vision and long term direction, including those shared with other departments;
- encourage a culture of imaginative thinking and expand mindsets and genuinely listen to ideas from employees and stakeholders;
- ensure involvement and consultation where necessary and take decisive action when required whilst leading from the front by communicating and motivating people towards stretching goals;
- create, maintain and promote a strong network of connections with colleagues across service areas, the wider public service and externally;
- role model continuous learning and self-development by evaluating his own effectiveness and succession planning within the Department.

Director of Education – Alan Brown

The role of the Director of Education is focused at a strategic level and is accountable to the Chief Officer and also responsible to the Board of the Education Department.

He acts as the principal educational advisor to the Minister, Board of Education, Chief Officer and department staff. He is responsible, on behalf of the Chief Officer and the Education Board, for:

- the development of Guernsey's Education strategy;

- the monitoring of the performance of schools and the development of educational policies across the service in accordance with the Education Department's statutory responsibilities and mandate; and
- the specific workstream accountabilities set out in the Education Department Business Plan.

Alan provides support and guidance to the Director for Learning Performance and Intervention (LPI) and his team to support, monitor and challenge schools and on intervention strategies where necessary. He supports the Director of LPI on implementation of strategies for central support services and ensuring the successful inclusion of vulnerable learners. He provides support and guidance to the Director of Strategy Policy and Quality Assurance (Deputy Director of Education) in the development of departmental strategy and formulation and review of policy.

The Director of Education role includes line management responsibilities for Headteachers and the Principal of the College of Further Education. This includes the performance management of these important post holders to build capability within a culture of continuous learning and knowledge sharing. He must encourage, support and coach individuals and teams across the Service to energise delivery and ensure strategic outcomes and priorities are met.

Alan also has responsibilities for child protection/safeguarding within the Education Department including for example being a member of the Island Child Protection Committee, Serious Case Review Panel and Multi-Agency Sexual Exploitation meetings.

He must navigate and balance a range of political, national and international pressures and build positive relationships with other Crown Dependencies, UK government education departments and agencies. This involves information sharing, negotiating with and influencing external partners and stakeholders at the highest levels.

He is required to maintain a clear focus on maximising resource efficiency, continually

questioning the values of activities against strategic outcomes ensuring at all times that learner outcomes are of prime importance.

Deputy Director of Education & Director of Strategy, Policy & Quality Assurance – Helen Grand

As Deputy Director, Helen supports and works alongside the Director of Education and is required to deputise and act with the authority of the Director during his absence. This includes supporting the Federation Executive Leadership Team and taking the executive lead in determining outcomes resulting from disciplinary hearings.

Helen provides leadership, direction, management and support for the formulation, development, coordination, implementation, monitoring and maintenance of effective strategies, policies and procedures which support the delivery of the Education Department's mandate.

Helen is responsible for:

- policy development for external accreditation of learners' achievement, the selection process for secondary education;
- the continuing development of the strategy for the use of new technology both in schools and centrally; and
- working closely with the Director of LPI, the oversight of the development of the curriculum and assessment policy framework, target setting and benchmarking.

Helen advises and leads the development of the Governance model for the College of Further Education and sits as a member of the Board of Governors.

Helen has line management responsibility for specialist Strategy and Policy officers whose remit is to facilitate the provision of a high quality service that supports, influences, drives and enables change to deliver improving outcomes, including monitoring the implementation of policy. Helen is responsible for leading Lifelong Learning, the Careers Service, PSHCE Advisory teacher, SHARE and the Business and Education Systems and

Technologies (BEST) teams and manages the service level agreement with the Youth Commission.

Helen is required to take a strategic view of all aspects of the Service contributing to corporate planning and service review. She maps the strategic planning process by working in conjunction with all teams within the Department, coordinating the work of Officers who are deployed in cross team project groups across the Department.

In her quality assurance role, Helen has responsibility for:

- continuing development of the Education Department's self-evaluation and inspection;
- the system of inspection for schools and the College of F.E.
- ensuring that there is clear policy and procedures for dealing with issues raised by parents in relation to service delivery by the Education Department, schools or service.

She provides professional guidance and support for policy work to the HR team on the deployment of staffing and with the Head of Professional Development on strategies for the professional development of teachers and Learning Support Assistants. She takes a leading role in the development of policy for the appointment, induction, supervision, and performance management of teachers and lecturers.

Deputy Chief Officer – Frank Flynn

The Deputy Chief Officer's role is to support the Chief Officer across the full range of the Department's activities and takes the lead role for the Department in the absence of the Chief Officer.

Frank supports the delivery of the strategic direction articulated by the Board with specific responsibility for the management and leadership of the Resources Division of the Education Department. The Resources Division is responsible for a wide range of administrative functions including: School Admissions, the 11+ processes, the Education Development Programme; estates management, insurance,

risk management and health and safety; emergency planning; pupil transport; higher education; and certain legal aspects, such as data protection, legislation. In this latter role Frank works closely with the Law Officers' Chambers on a number of legal issues.

As the senior officer for the Resources Division, Frank is required to ensure the Division is as efficient and effective as possible, so that it is responsive to the needs of the community. He will lead on driving specific improvements, in line with any emerging and developing practice felt to be relevant.

Frank has an active and lead role to play in helping to foster the expected shared values and behaviour within the Department. He is expected to take a lead role in creating a learning organisation culture committed to continuous improvement through QMIE2 and performance management, to challenge conventional approaches and drive forward change when the need demonstrates. He has an executive and leadership role in terms of strategy and policy development not only for his Division but across the Department as a whole to help put the "The Vision" into practice and to ensure the delivery of States Objectives as set out in the States Strategic Plan.

Frank acts as executive lead in a number of areas including negotiations with UK authorities on higher education matters; liaison with the three grant-aided Colleges, the Guille-Allès and Priaulx Libraries, as well as being chair of the Department's Health and Safety Committee. Frank represents the Department's interests in discussions with staff groups on matters of pay and conditions of service.

Director of Learning, Performance and Intervention – Nick Hynes

Nick works closely with other senior leaders to achieve the key strategic and operational priorities of the Education Department, delivering its aims and objectives, through the leadership and management of the Learning, Performance and Intervention Division. He is responsible for ensuring that there are effective strategies in place across all key stages so that all educational settings consistently deliver

positive outcomes and experiences for all learners.

He is responsible for:

- leading, supporting and monitoring the work of the Learning, Performance and Intervention Division;
- advising on all matters relating to the Section; and
- contributing to corporate planning and service review.

Nick is responsible for the line management of the Head of Standards, Learning & Effectiveness, the Principal Educational Psychologist, the Head of Professional Development and the Head of the Communication and Autism Service, the SEN & Inclusion Education Development Officer and the Vulnerable Children's Officer. A key part of the role is to act as the lead Child Protection Officer for Education in the absence of the Director of Education.

Nick is responsible for overseeing and monitoring the quality of transferred Services: EOTAS (Education other than at school), Sensory, Dyslexia Day Centre and Literacy Intervention Services.

A key part of the role is to work closely with the Director of Education and the Director of Strategy Policy & Quality Assurance to lead and ensure the development and implementation of key performance indicators for the Learning, Performance and Intervention Section. This includes:

- leading the development of the Bailiwick of Guernsey Curriculum across all phases and environments to ensure that it is fit for purpose and delivers the best possible outcomes for all learners; and
- supporting the development and overseeing the implementation of the School Self Evaluation Report (SER) and Validated School Self Evaluation (VSE) or inspection processes across all Bailiwick schools and post-16 providers.

A key focus of the role is to ensure the continued improvement in the delivery of services, seeking innovative and efficient ways

to enhance and increase value for money. This includes developing the strategic direction for joint working practices between the Education Department and the Health and Social Services Department (HSSD) and third sector organisations to achieve the best outcomes for children in need of additional services.

Director of Communications – Nicky Bougourd

The Director of Communications provides high level support and advice to the Chief Officer, Senior Management Team, Minister, and the political Board of the Education Department. She is responsible for all external communications from the Department ensuring the appropriate style and content and that such communications accurately reflect the Department's vision and ethos.

External communications include all contact with the media (local and national), the Department's website www.education.gg, the staff intranet - ConnectED, the Department's social media accounts and any public reports, consultations and documents.

Nicky carries out research, prepares reports, assists with speeches and answers to enquiries and questions from politicians and the wider community on all aspects of the Department's work and responsibilities. She is also available to provide advice and guidance to schools and services with regards to all communication issues but particularly dealing with the media.

Part of the role includes developing and implementing a Communications Strategy (external and internal), including a Stakeholder Engagement Strategy, ensuring that this reflects the wider States of Guernsey values and that our communications are open, honest, clear and simple.

Nicky works to support the change management agenda, strategy and policy development and prioritisation, business planning and other specific projects and initiatives.

She also has a wider role, working together with the corporate communications team, supporting the States of Guernsey's communications agenda and activities.

HR Business Partner – Kathy Armstrong

Kathy is one of four HR Business Partners (HRBP) working across the States whose role is to lead an HR team in providing a professional HR service to a specific department. She is professionally accountable to the HR Director (Delivery) at Frossard House and responsible to the Chief Officer at Education.

Her role is to ensure that good HR practice is adopted in the management of staff and that the service provided by her team is viewed as making a positive impact on the delivery of business objectives. This means embedding a strategic approach to human resource management within the Education Department, whilst also working with the Chief Corporate Resources Officer as a member of the extended senior HR team, supporting the review and development of HR strategy, initiatives and policy across the States of Guernsey.

She is the principal source of HR expertise to the department and seeks to provide a professional HR service. As with all other HRBPs, she supports, mentors and challenges managers in the application of HR policies and practices, providing advice and guidance on complex HR issues to minimise risk and financial exposure, whilst also seeking to acquire a good knowledge of the strategic and operational requirements of the Department.

Kathy has a valuable role to play in promoting change and, together with her team, supporting managers in implementing and embracing change. Resourcing the schools and College of FE remains a key challenge for the HR team and they, together with colleagues at the Hub, are constantly seeking ideas and improvements to deliver better approaches and service.

Kathy provides professional advice and guidance to the Chief Officer and SMT, and ensures that managers are equipped to deal with the full range of tasks associated with job analysis, recruitment and retention, absence management and occupational health referral cases, performance management, capability and that they are fully conversant with HR policies and legislative requirements which impact HR such as Employment Law, Data Protection, Human Rights etc.

She contributes to the creation/maintenance of a healthy employee relations climate and, in conjunction with the central industrial relations section, plays a role in consultations and negotiations with various pay groups. Casework is a key area for the HR team as they work alongside senior managers to ensure discipline and grievance matters are managed effectively, attending hearings as necessary to provide advice on legal and procedural matters.

Finance Business Partner – Margaret Hughes

As Finance Business Partner (FBP), Margaret is a member of the States' Finance Leadership Team: she works with the Education Department but reports direct to the Assistant States Treasurer in the Treasury and Resources Department.

In supporting the Education Department achieve the outcomes required in meeting its mandate, Margaret's role is to ensure that the Department has the funds it needs to fulfil its required outcomes and that those funds are managed and monitored responsibly and reported accurately.

Margaret as FBP has lead responsibility for all financial issues in the Education Department.

The Finance Business Partner will:

- provide the Education Board and Senior Management Team with regular updates on spending and give early warning of any potential issues;
- ensure that States' financial management and accounting practices are adhered to in the Education Department;
- provide the Education Board and Senior Management Team with advice and analysis to assist performance improvement; timely and informed business decision making; and, to contribute to the development of strategy;
- advise on value for money issues;
- provide financial advice to the Education Board and Senior

Management Team on securing and utilising taxpayer funding;

- ensure that sound financial governance practices exist and are used, including appropriate measures to prevent and detect fraud and corruption;
- provide support across the Department on internal and external audit;
- work to mitigate financial risks in partnership with the Senior Management Team;
- work to enhance financial literacy across the Department; and
- work with colleagues from the Department, and the States' (including the States' Finance function) to achieve these aims.

The scope of the role covers all Departmental revenue expenditure and income and major and routine capital, and non-Departmental funds managed within the Department.

Margaret is supported by and provides support to a dedicated finance team.

As a qualified accountant Margaret will observe and proactively apply her institute's standards of professional practice to all aspects of her work.

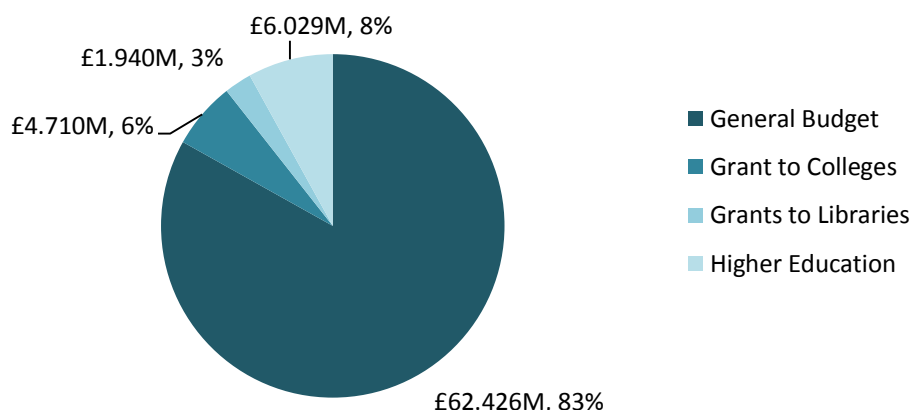
How We Spend Public Money

Overview of Budget 2015

The Education Mandate for the States of Guernsey is delivered either directly by the Education Department or by organisations to

whom the Department issues grants – these include the Grant Aided Colleges; the Libraries; and, Grants for Higher Education.

Education Department Budget 2015 (



Grants to Colleges and Libraries are governed by States' Resolution and the budget split by College or Library is shown in the table below.

Elizabeth College	£2.326M
The Ladies' College	£1.907M
Blanchelande College	£0.476M
Guille-Alles Library	£1.235M
Schools Library Service	£0.392M
Priaulx Library	£0.314M

The Higher Education budget of £6.029M is mainly focused on providing tuition fee and maintenance grant support to students studying at university.

The General Budget

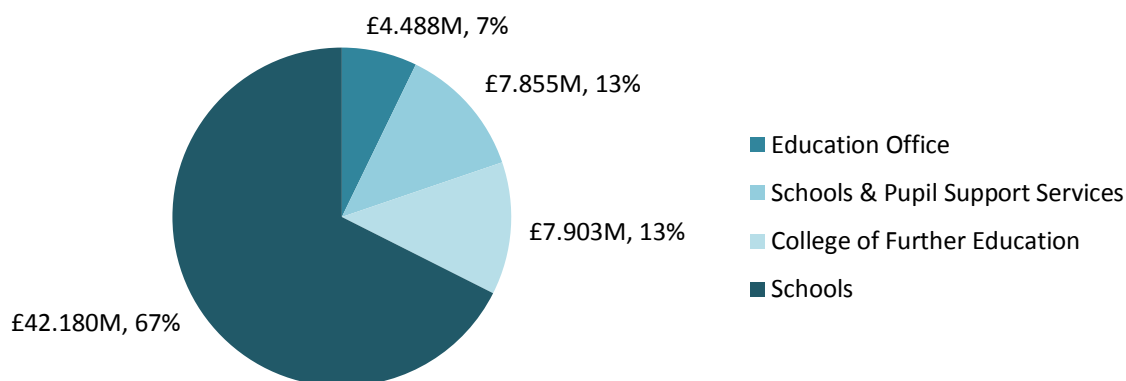
The General Budget of £62.426M supports the Schools, the College of Further Education and a

range of key support services focused on the pupils and students. Support to schools and individual pupils and students is through a range of services including:

- Communication & Autism Support Service;
- Literacy Intervention Service;
- Sensory Support Service;
- Educational Psychology Service;
- School Attendance Service;
- Careers Guernsey; and,
- Schools' Music Service.

The chart below shows how the General Budget was allocated during 2015. Nearly 93% of the General Budget is spent in schools (either directly or indirectly through schools and pupil support services), and the College of Further Education.

General Education Department Budget 2015



Pay costs within the General Budget total £50.968M (that is, 82% of the General Budget is spent on staff pay), and 80% of these staff costs are for Teachers and Learning Support Assistants (this percentage includes lecturers at the College of Further Education).

The focus of the General and, indeed, the total Departmental Budget is to ensure the provision of front-line services with dedicated professional support to facilitate continuous development of the overall educational service provided.

Direct Schooling Expenditure

Of the Education Department Budget just over £50M is spent directly in the schools and the College of Further Education. Adding the grant payments to the Colleges to that figure increases the direct spend of the Education department on Guernsey's schools and colleges to nearly £55M, or 73% of the Total Department Budget.

Explanatory Note

The figures above are taken from Budget 2015. Work is ongoing at the time of writing on the production of the Education Department's Annual Accounts 2015. These accounts will be published as part of States of Guernsey accounts later this year.

Education Services

Careers Guernsey

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



Vision

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

Aims

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

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

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

Highlights of 2014-15

Primary Year 6 Project

Careers Advisers worked with some of the primary schools to deliver two sessions with Year 6 (aged 10/11) focusing on aspirations, expectations, skills and attitudes. The project has been introduced to encourage them to start thinking about their futures and how best they

can prepare for that, which linked with the Transition work they have been doing as they prepare for secondary school. The sessions included fun and engaging activities including About Myself Superhero, No such thing as Boys' or Girls' Jobs, Skills for Work and My Future, Jobs Where I Live and Mystery Guest.

"The lessons were really first class. The pace was excellent, the content good and the children found it useful to start thinking about their strengths". Year 6 teacher.

78% of the Year 6 students said the lessons were 'Really Good' with opportunities to debate and challenge viewpoints. The Careers Advisers really enjoyed working with this age group and the students were excited and interested to learn and worked hard on the activities.

Feedback and evaluation has shown it has been valued and all primary schools in the island have signed up to the project for 2015-16.



My Future, My Choice, My Island & Beyond – Careers Education, Information, Advice and Guidance Strategy (CEIAG)

Careers Guernsey worked on developing the CEIAG Strategy for Schools and Post-16 to help ensure young people will be prepared for a competitive, continuously changing global

labour market. Eight benchmarks of good career guidance (Gatsby Foundation) have been agreed to ensure all young people have an entitlement. Careers Guernsey will be supporting schools/Post-16 to help meet the requirements of the eight benchmarks and showcase good practice and collaboration. Find out more about the [eight benchmarks](#).

Events

Our annual Higher Education Fair (March) and Careers Show (April) are important events in our calendar and a great opportunity to raise awareness and aspiration about the opportunities available. Students and parents met with more than 50 higher education providers from on-island and off-island at the Higher Education Fair. Feedback from the exhibitors highlights how well Guernsey students are prepared with good questions and the confidence to find out as much as they can. Students value being able to speak with university academics face to face and to explore the pathways on offer, rather than just rely on using websites.

More than 80 employers and training providers showcased the diverse opportunities on offer in Guernsey to more than 1800 students from Yr9 through to Post-16 at the Careers Show with 'Have a Go' activities. It was also encouraging to see the number of adults visiting the Careers Show to explore career opportunities and return to work options. Careers Guernsey collaborates with Commerce and Employment to support the economic development strategy and the Careers Show is the only event in the island to help showcase the breadth and diversity of opportunity all under one roof. Guernsey has a lot to offer!

Inspection

The inspection of the Education Department by Education Scotland, included Careers Guernsey as one of the services provided by Education. Our team met with one of the Inspectors who works closely with the My World of Work careers provision in Scotland. It was encouraging to read the final inspection report

and see reference to the work of Careers Guernsey as having a positive impact on learners. The Careers Show and the Guernsey Work Experience (GWEx) programme were highlighted as examples of good practice in supporting young people to explore opportunities for progression to work and further learning.

Raising Aspirations

More than 40 inspiring profiles of people in Guernsey and their interesting career journeys have been included in the first edition of [Direction Magazine](#). Careers Guernsey wanted to highlight the diversity of opportunity in the island and had been keeping an eye out for people to showcase their learning and employment pathways. Careers Guernsey were keen to demonstrate that being resilient and adaptable to change with a flexible approach are key attitudes and behaviours required now for career management. Have a read through and be inspired!



Facts and Stats

1556 work experience placements with 421 different employers

52 new employers joined the GWEx (Guernsey Work Experience) programme

20,125 Users of www.careers.gg with over 119,400 page views

61% were New Users of www.careers.gg

More than 5,200 contacts with young people and adults including primary project groupworks, Careers Show, Yrs 9-11 groupworks, individual guidance interviews, telephone calls and emails, Higher Education Event, parents evenings and Futures Days in school.

Education Services

Communication & Autism Support Service

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

It provides direct intervention and support for named learners and support and training to teachers.

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

Actions & Activities 2015

Over the academic year 2014-15, the Communication and Autism Service continued to work with increasing numbers of young people with complex needs and a diagnosis of autism or social communication difficulty.

The service continued to develop the proposal to the Education Board to have an appropriate and increased Primary and Secondary Communication and Autism support base provision as part of the proposed rebuild of the La Mare De Carteret schools. Full plans have now been agreed after consultation with architects and other professionals. All staff and students optimistically await the decision of the States early in 2016.

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

Pupils attending the Communication Base at Amherst Primary School benefitted from a variety of groups and 1:1 sessions focusing on social skills and emotional literacy as well as receiving support to access the mainstream curriculum. Pupils enjoyed horse riding sessions delivered by the Riding for the Disabled Charity

and were awarded the Sarah Enderson Award for Endeavour. In school, base pupils received numerous behaviour and attitude awards and one child achieved his cycling proficiency award.

Students from the Communication Base at St Sampson's High School played a full part in the life of the school, ranging from being elected as House Sports Captains and Prefects, through to singing in the Choir and acting in school productions. We welcomed five Year 7 students into the base at the start of the academic year. Academically, our students achieved excellent results in public examinations; students completed their studies and moved onto Sixth Form and the College of Further Education after benefiting from a "bespoke" transition process where staff from receiving establishments visit the CAS Base, and students carry out several "familiarisation" visits to their chosen venue. It was agreed that they would continue to receive support from this service. One young person, supported by the service, moved from Alderney to Guernsey in order to continue her studies at Sixth Form and is now happily and successfully working toward her goal of attending university. Students are "set" within the curriculum to allow intensive group work to take place within the CAS base on social communication, organisational and memory skills. This is complemented by Work Related Learning PSHE sessions for specific students as appropriate.

The Service supported children with communication or autistic difficulties across the Island's schools. Learning Support Assistants supported children in class and our teachers offered advice and strategies to schools. We supported numerous social skills and language development groups.

The Service delivered training on Communication and Autism to over 100 teachers and Learning Support Assistants. We worked in partnership delivering training with the Speech and Language Service from Health and Social Services Department and with the Educational Psychology Service. Evaluation of feedback indicated that over 97% of delegates found our training at least very good.

Education Services

Educational Psychology Service

The Educational Psychology Service:

- helps others to understand children and young people and how to help them progress in learning and emotional development.
- helps identify, assess and make recommendation on the educational placement of learners
- supports and advises learning communities when Critical Incidents occur.

Actions & Activities 2014-15

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

The following highlights some of the notable actions and activities of the last academic year:

Growth Mindset

The EPS changed the deployment of staff to overall responsibilities to allow for a significant focus on the development of Growth Mindset in education. This project continued to go from strength to strength, reaching hundreds of people within Guernsey. Rachel Sykes and Jeremy Frith's work included training teachers, working with groups of learners, informing parent groups and wider groups of professionals. They covered what Growth Mindset is, why it is important, and what to say (and not say!) in order to help learners develop a Growth Mindset.

More widely afield, Rachel and Jeremy were key speakers at a Winning Scotland Foundation conference and so impressed delegates that Guernsey has been invited to participate in joint development work with Scotland.

Literacy

Dr Alison Ring completed her Doctorate in Educational Psychology. Her dissertation was about how best to support children learn to

read and write, and by sharing her findings and expertise with school staff and Education Department colleagues she has influenced teaching practice and contributed to Education Department policy.

Mental Health and Wellbeing

The EPS was a key partner in the 'Mind the Gap' conference hosted at Castel Primary School in February. The conference was for teachers and support staff in education, plus Education Department staff, and was judged by all to be highly worthwhile attending. In addition to helping plan the overall event the EPS gave presentations:

Dr Charlotte Friel - Anxiety

Rachel Sykes and Alison Ring – Growth Mindset

Karen Hazzan – Developmental Trauma (Attachment).

These presentations were delivered again in individual schools throughout the year.

Dr Charlotte Friel developed her knowledge and understanding of specific aspects of mental health (such as self-harm, sexualised behaviour, anxiety) and shared her learning with school staff across the Bailiwick to help them understand and support learners with those specific difficulties. More generally, Charlotte delivered 'mental health' assemblies to learners.

Karen Hazzan continued to contribute to 'behind the scenes' developments such as Mindful Schools, the States Mental Health and Well-being strategy, the Grammar School and Sixth Form Centre post of Mental Health co-ordinator, frameworks for mental health and wellbeing in schools.

Efficient administration

Administrative Assistant Trish Bourgaize reorganised the filing system and archiving records and so enabled greater efficiency of EPS casework.

Education Services

School Attendance Service

The School Attendance Service (SAS):

- Explores and addresses issues which impact on school attendance.
- Works with schools to develop strategies to deal with issues that impact on school attendance
- Works directly with parents and learners where attendance or punctuality is a significant concern

Actions & Activities 2014-15

MASH: Multi-Agency Support Hub

This year SAS work has been dominated by MASH. This development, unexpected at the start of the year, entered the SAS world in Mid-March, demanding time and energy, and, gathering momentum along the way, didn't stop. Working alongside colleagues in HSSD, the SAS was a key team in the development of the processes and delivery of MASH.

The work dominated the year because it was a huge job in terms of

- living with the risk of stepping into the unknown,
- time to the task,
- the patience and determination required to tolerate and then overcome practical
- difficulties in the operation of MASH,
- attending MASH as representatives of the whole of the Education Service.

The dedication of the team – Manager Karen Hazzan; School Attendance Officers Fiona Rice, Kay Lowe, Gillian Fisher, Karen Martel and Administrative Assistant Jackie Williams – towards MASH has been outstanding. It should be noted that the work for MASH was in addition to carrying on with the day job of all the other roles and responsibilities held by the team. The 'reward' has been seeing how much

MASH now contributes to effective joint agency support of children and young people.

School Attendance

In addition to the 'day job' of working with schools and young people in relation to attendance, during 2014/15 the whole team took the lead on ensuring that regular meetings were held with the Attendance Leads from a selection of schools. These meetings were held at the Department and resulted in several positive outcomes and peer support. Feedback has been positive and those new to the role found the meetings particularly useful.

Team Around the Child (TAC)

Kay Lowe was chosen to be part of the "task and finish" group that were responsible for developing a training package for the Team around the Child Lead Professional which will be offered to all agencies during the current academic year. Kay has now moved on to being one of the professionals trained to train others about TAC.

Education Department Inspection

Gillian Fisher and Fiona Rice were identified by Senior Managers of the Department to be in the team of Facilitators for the Department Inspection. This involved assisting an individual team to complete a Self-Evaluation exercise to consider team remit, the impact of work done, and analysis of the evidence. Fiona and Gillian were able to assist their relevant team in remaining focussed to successfully complete their development plan.

Efficient administration

Jackie Williams developed and maintained the process efficient communication of MASH information to and from schools, an enormous task that requires patience and perseverance.

Education Services

English as an Additional Language (EAL)

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

The Service provides:

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

Actions & Activities 2014-15

This year has seen a total of 22 pupils on the EAL register.

10 of these pupils were already on roll from the previous academic year and for these pupils support did not continue past the autumn term.

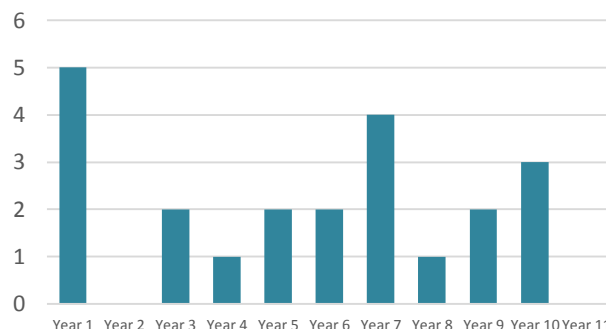
Since September, there have been a total of 12 brand new pupils added to the EAL register. Of these pupils, 8 no longer require support and 4 will continue to receive support in September 2015.

Unusually, the summer term did not see any new referrals. The lower numbers on roll allowed the service to provide more intense provision than is usually possible, with most pupils receiving at least 3 and in some cases 5 support sessions per week. There is an argument to adopt this model in future as pupils progressed very quickly as a result. The capacity to do this however is dependent on the varying numbers on roll throughout the year.

There has been a fairly equal divide of pupils at both primary and secondary level, and most

year groups have contained pupils in need of support.

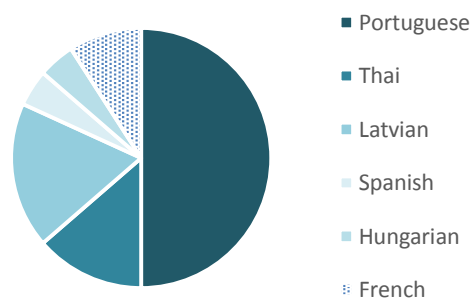
No. of EAL Pupils in each year group receiving support 2014-15



As in previous years, the most common first language has been Portuguese. Pupils speaking Portuguese have originated from Madeira, Portugal and Brazil.

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

First Languages



Pupils in 11 Bailiwick schools have received support during the academic year 2014-2015.

Strengths and Areas for Development

A real strength of the EAL service is the systems and procedures for report writing, new referrals, and schemes of work which are now fully embedded and very effective. This has been particularly useful at the various times when other teachers have taken on the role.

The service has a comprehensive collection of resources which can be used with all different levels and age groups. Lessons remain engaging and challenging, and schemes of work reflect the individual learning needs of the pupils. Pupils make excellent progress as a result. An iPad has now been allocated to the service which is an invaluable tool in areas such as listening comprehension and grammar practice.

An area for development in the coming year includes the dedication of more time in lessons to developing writing skills. The hope is that this will bridge the gap between the informal communicative English used to get by, and the language pupils need for academic work.

Another major development will be the use of Google to communicate more effectively with schools. This will replace paper copies of lesson evaluation forms and allow class teachers to keep better track of schemes of work. It is hoped that this development will encourage a two-way dialogue between the EAL teacher and class teacher, and allow for greater cohesion on student progress and tracking. Access to SIMS from September will also be instrumental in allowing the EAL teacher to track pupil progress in schools.

The final aim for 2015-16 is to 'cherry pick' the best practice from the UK and up-date the service in areas such as assessment, reporting, and teaching and learning where it is felt necessary.

Education Services

Les Voies Inclusion Service

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

What We Do

The aims of the Inclusion Service are:

- To support schools, students and parents/carers in ensuring that all children with SEBD needs have the greatest access possible to the school curriculum
- To provide advice and support to teachers, parents/carers and others on the social, emotional and learning needs of their children
- To provide a training and consultancy service to schools
- To work with other Bailiwick services to provide positive outcomes for all students
- Assisting schools with aspects on a child's development that are causing concern, specifically social, emotional and behavioural difficulties
- Assisting schools in identifying and addressing problems associated with disaffection and their effects on behaviour
- Promoting the development of a multi-staged approach to behaviour management within the various management teams within schools
- Providing specific advice and support to schools in relation to particular students
- or groups of students causing concerns with regard to SEBD
- Helping with the placement of students by working in close cooperation with schools, parents and students to increase the likelihood of success
- Working in close cooperation with schools in the preparation of individual behaviour plans (IBP) and pastoral support plans (PSP). This includes developing ways to use all appropriate resources and personnel within, and outside school
- Developing effective liaison with all agencies involved in the management and care of these students including those 'looked after'.
- Using a range of assessment strategies and develop shared criteria for referral to associated agencies
- Assisting schools in their management of behaviour in order to improve the educational experiences of children with behavioural difficulties and to reduce the number of exclusions across the Bailiwick
- Providing effective programmes for the reintegration of excluded students
- Providing advice and support during transition between infant and junior and primary to secondary school for those students with SEBD.

Actions & Activities 2014-15

- Providing strategic support to the secondary schools to establish inclusion bases to reduce exclusions
- Strategic support to primary schools involved developing policy into practice, whole school inclusion, differentiating for underachievers, providing quality intervention programmes

- Delivered training to NQT, college staff, LSA's and individual schools on the inclusive classroom and SEBD in Guernsey
- Successful transition for St Andrews pupils to other primaries and transition to other secondary schools for the most vulnerable students
- Chronic non-attendance of certain students has been reversed and a successful return to education
- Feedback from students, parents and schools have been 100% positive in outlining the professionalism and effectiveness of staff members
- Collaborative approaches with other agencies has provided the best outcomes for many students

Agency School Engagement Team (ASET)

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

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

Education Services

PSHCE Adviser and Support Agencies

The role of Personal Social Health and Citizenship Education Adviser is currently undertaken by 1 full-time qualified teacher. The post is part-funded by an annual grant from both HSSD and the Home Department.

The role of the PSHCE adviser is to provide;

- A corporate and strategic approach to the development of the PSHE and Citizenship curriculum in schools
- Advice and support on PSHE and Citizenship to the Education Department, Health Promotion Unit, Drug and Alcohol co-ordinator, schools and support agencies.

How we do it

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

Actions and Activities 2014-2015

- Worked closely with Primary and Secondary PSHCE co-ordinators in schools by supporting the planning, delivery, assessment and development of the PSHCE curriculum.
- Worked closely with Support Agencies by providing a link between the Education Departments, schools and agencies and offering advice as necessary.
- Supported the healthy lifestyles worker, employed by HPU, to deliver tobacco education in schools, including the ASSIST (Year 8 peer led smoking intervention) programme
- Supported both the Drug Education Worker and Youth Alcohol Worker, funded by DAS, to deliver drugs and

alcohol education in schools and helped deliver targeted initiatives as required

- Researched drug and alcohol and health promotion programmes, as directed by the DAS co-ordinator and Health Promotion Manager, to develop lessons in schools delivered by Support Agencies and teachers
- Researched and reported on projects that have successfully engaged parents in alcohol and health promotion initiatives and provide recommendation to DAS and HPU
- Introduced new PSHE programmes of study and schemes of work from the PSHE Association, across Primary and Secondary schools
- Reviewed and re-wrote Primary PSHE policy
- Monitored and evaluated lessons delivered in schools by 75% of Support Agencies
- Worked closely with new agencies e.g. Domestic Abuse Education Worker, Alcohol Education Worker & E-safety Worker
- Delivered the National PSHE CPD Programme for teachers, PSHE coordinators and Support from January – November 2015
- Provided training / INSET to PSHCE co-ordinators, Support Agencies, NQTs, teaching assistants, schools and students as appropriate
- Engaged with schools to encourage them to take up the ASSIST programme for Year 8 students and embedded ASSIST in schools already engaged in the programme
- Co-ordinated and led the delivery of half of the ASSIST programmes in schools
- Supported schools in achieving both the Level 1 Guernsey Healthy Schools Award and the enhanced NHSS and encouraged all schools to participate
- Completed a self-evaluation process, as part of the Education Department's inspection in 2015

Education Services

Schools' Library Service

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

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

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

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

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

- To develop school libraries that are up to date, attractive, well-used, accessible to all and fit for purpose in the 21st Century
- To involve staff and learners in the development of their school library and the resources it contains
- To ensure that book and non-book resources are attractive, up to date, accurate and relevant to the Bailiwick of Guernsey curriculum whilst being a balanced collection catering for individual interests and a range of reading abilities
- To support and teach information literacy within schools which can have a

significant impact on student attainment

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



The Schools' Library Service team

Actions & Activities 2014-15

- Book Week – This was run twice during this academic year in order to move Book Week to February. In October 2014 we invited authors Alex Scarrow, Ann Bryant and Catherine Cave. In February 2015 we invited Ann Bryant, Ali Sparkes and Ian Whybrow. They talked to nearly 10,000 children over the course of the two weeks.
- Author, Cathy Cassidy – A cross school event was held at Hautes Capelles Primary where 11 schools and 400 children heard an inspirational talk and got the chance to meet the author and have books signed.
- Carnegie and Greenaway book awards - Were shadowed by all primary and some secondary schools accumulating in an event at the Guille-Allès Library where many children came together to discuss the books.
- Author, Jonathan Emmett – A skype session was held at La Mare Primary with reception
- Author and TV presenter, Steve Backshall – Live feed via skype to

several schools across the UK including Amherst Primary

- Children in primary schools were encouraged to join in the Red House book awards, where their vote was counted towards deciding the winner.
- Author, Ann Bryant – Announced as Patron of Reading for the Bailiwick of Guernsey
- The Summer Reading Challenge was promoted in all primary schools through assemblies and an award ceremony took place to recognise all those who took part.
- Schools' Library Service staff took part in the Careers fair and the e-safety day
- Seasonal story weeks for primary schools where children are invited into the Guille-Allès for stories and activities.
- Introduced collection and delivery of curriculum project loans to ensure circulation of stock is more efficient.
- Redesigned Schools' Library Service layout
- Loans – Increased book loans to over 31,000 items
- On-line resources – SLS have purchased several on-line journals which the SLS librarians have supported the use of within secondary schools
- Schools' Library Service launched new website in September 2015
www.slsguernsey.gg
- E-books – Launched in September 2015

The Schools' Library Centre continues to provide fiction loans and project loans to all schools across the island. This service is accessed by all primary schools as an essential resource in supporting their curriculum. As with every other year we continue to teach research skills and support reading for pleasure, from simple introduction to your school library in reception through to plagiarism and referencing lessons in 6th form. The SLS Librarians also continue to support teachers ensuring all children are skilled

in independent research and schools have well-run libraries.



Children from Castel, Hautes Capelles, Vale and La Mare with Alan (SLS Librarian) during their visit to the Guille-Allès Library for our National Non-fiction November event

Education Services

Schools' Music Service

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

The SMS:

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

The Service taught nearly 700 instrumental and singing pupils in schools and colleges, either in small groups or individually, and delivered a half term of Wider Opportunity lessons to all Year 4 classes. It developed its provision at secondary level through the introduction of piano and keyboard lessons in the high schools and increased access to drum kit and singing tuition. Service staff were also involved in supporting school-based performances and in preparing GCSE and A level candidates for the practical components of their public examinations.

Nearly 300 pupils were entered for graded examinations and 160 performed at grade 5 level and above. Over 800 pupils attended Music Centre and participated in:

- 6 Primary groups for beginner pupils
- 7 Orchestras
- 5 Wind Bands and a brass band
- 2 Jazz Orchestras
- 6 Choirs

- Various chamber groups including an electric string quartet
- Aural and theory lessons

Master classes and lessons by visiting teachers were also arranged, including some provided through the Southbank Sinfonia by Guernsey Bursary Holder, French horn player Stephen Craigen.

The Youth Chamber Orchestra was invited to perform at Birmingham Conservatoire as part of the National Festival of Music for Youth and received an encouraging adjudication.

Music Centre pupils took part in 2 Open Mornings at the Grammar School, and 4 major concerts and 2 Jazz concerts at St James, including one organised as a fund-raising event by the Friends of Guernsey Music Centre. The Service supported the Guernsey Eisteddfod with many individuals and groups taking part.

A range of other performances included:

- Government House for HM The Queen's Birthday Reception
- Service to commemorate the 70th Anniversary of Liberation at Footes Lane
- Holocaust Memorial Service at the Town Church
- Mandela Concert at the Performing Arts Centre
- Girls' Choir and Chamber Orchestra concert at Capelles Methodist Church
- Performance for Senior Citizens arranged by the Lions Club
- The Town Square
- Arts Sunday

The Service organised seven Channel Island Music Council concerts which enabled over 2,000 school pupils to experience concerts by professional performers. These included a performance from the Berlin Philharmonic Octet and Coull String Quartet organised in conjunction with the Victor Hugo International Music Festival. Nicola Benedetti also worked with members of the Youth Chamber Orchestra as part of this Festival.

The Service also organised and delivered performances by its own staff to pupils in their schools. The sheet music library was administered online and made available to schools and others.

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

The Service was supported both practically and financially by the Friends of Guernsey Music Centre.



Nicola Benedetti working alongside Head of Strings Michael Sullivan and members of the Youth Chamber Orchestra as part of the Victor Hugo International Music Festival

Photo: Chris Tostevin-Hall

Education Services

Sexual Health and Relationship Education Service (SHARE)

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

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

How we do it

Sessions for each year group are arranged with the school at the beginning of the academic year to complement each schools PSHCE programme.

Often two or three educators will attend so that classes can be gender split into smaller groups. When working with students who have special needs, the students are often grouped by ability and understanding. Depending on their needs at the time, they often require extra sessions.

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

Actions and Activities 2014/15

SHARE visited Sark School in the summer term where they provided sessions on Growing up

and Sexual Health for students aged 9 -15. They also visited St Anne's school in Alderney for two days in September and delivered sessions for pupils from age 9 -16. The SHARE nurses were involved in the Children's and Young People's plan and attend the recent Island Child Protection conference. SHARE has been involved with the New Sexual Health Strategy and have been involved in liaising with School Nurses and other agencies to help plan its implementation.

They were also able to attend specialist SRE training in London to help with planning lessons for topics including the impact of pornography, coercion and consent.

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

SHARE has been very fortunate to have continued support from MUG and Pink Ladies charities. This has enabled Cancer Awareness sessions in year 11 to be delivered with superb resources.

The SHARE team are about to trial a new introductory lesson with year 5 (students age 9-10). As the SHARE programme commences it is useful to establish ground rules, assess the students' needs and understanding and address important issues such as stranger danger, good and bad touches, public/private etc. This lesson is then followed by a session on growing up, taught in separate gender groups.

During SHARE lessons students always have the opportunity to discuss various issues and situations at an age appropriate level and they will learn how to stay safe and where to access help and advice if they need it.

Further information and lesson plans can be found on the Education website www.education.gg/SHARE.

Education Services

Sensory Support Service (Hearing)

During 2014/15, seven students received direct, ongoing support from the service; a further 42 were included on the service database for regular monitoring, ranging in age from preschool to 18+.

The service was involved in many innovations and successes for the children and young people with a hearing impairment that they support. This was possible due to the hard work, commitment and dedication of all of the staff involved, the students and their families.

Four students made the potentially difficult transition from primary to secondary education. Carefully considered transition plans were put in place and all students managed the transition, with additional input and support from the Service and the relevant schools really well.

Once again The Guernsey Deaf Children's Society continued to provide significant financial support to the Service by purchasing additional amplification equipment, which help our pupils hear more easily in the classroom, and also ran the residential camp in June which many of our supported children attended.

Ongoing priorities for the Service are:

- continuing to provide specialist support and assessment,
- providing suitably differentiated intervention programmes,
- planning an appropriate Service response to the Education Scotland Report,
- revisiting Service remit and amending if appropriate,
- developing opportunities for staff development within the Service

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

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

Education Services

Sensory Support Service (Vision)

This past year, the Sensory Support Service – Vision (VISS) supported 9 children and young people with a significant visual impairment.

Gender	
Female	Male
2	7

Setting	
Home	1
Pre-School	1
SEN School	6
Mainstream	1
CFE	0

The Sensory Support Service – Visual provides advice and/or 1:1 support for children and young people who are blind or have a significant visual impairment. This advice/1:1 support is provided in homes, pre-schools, schools and colleges. The actual number of children that we provide regular support for dropped from 12 to 9 this past year. Our 1:1 support decreased as well as children mastered the skills to learn more independently.

The reduction in our pupil caseload was a result of 1 child moving off-island, one young person graduating from the CFE and one child demonstrating the ability to cope independently at school. We maintain a strong alliance with Specsavers and Guernsey Blind Association. Both charities have made generous contributions again this year. Dame Mary Perkins of Specsavers funded a visit from the West of England School and College for the Blind (WESC) Educational Outreach specialist, as well as a follow-up visit from a UK Children's Habilitation Specialist (Orientation and Mobility) for all of our visually impaired children.

Guernsey Blind Association continues to provide iPads and other specialist equipment, as well as annually sending Christmas gifts to all of our pupils. In turn, our team sells flags to raise money for blind and visually impaired people on Guernsey.

Our Continuing Professional Development (CPD) has been achieved through Perkins School for the Blind Webinars for credit, in-house Braille training and visiting Habilitation and Education specialists for blind and visually impaired children. We, in turn, pass this training on to parents/carers, schools and respite centres.

Our Special Schools

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

Le Rondin School & Centre

Le Rondin is a purpose-built Special Primary School and Centre catering for pupils (aged 3-11 years) from across the Island, with a wide range of learning difficulties, it is co-located with Forest Primary School. The School provides a happy, welcoming and stimulating environment which is safe, supportive and accessible for all, where everyone is valued and treated with respect. Le Rondin accommodates colleagues from both Education and Health & Social Services Departments who work closely in multi-agency teams to provide the best possible support for our pupils.

We aim to provide a bespoke curriculum tuned to the needs of individual pupils, enabling them to become confident individuals, successful learners, responsible citizens and effective contributors, whilst striving to be the best we can be.



At the start of the year we were very fortunate to welcome Para-Olympic gold medallist and world record holder, swimmer, Jessica Jane Appleton MBE to our school. Jessica shared her inspirational story with us and demonstrated how, with hard work and determination each of us can be successful. Our sporting theme continued with many of our learners taking part in the Specsavers Youth Games and challenging themselves to develop new skills. Year five and

six pupils were fortunate to attend the Island games in Jersey and relished the opportunity to boost the number of Guernsey supporters cheering their team on in the basketball and football.



Throughout 2014-2015 we have continued to develop our close working relationship with our colleagues from Forest Primary school. The staff jointly planned and delivered the topic #Liberation70. This was celebrated with a street party hosted at Le Rondin, for all pupils and staff. The topic culminated in a Liberation Museum across both schools and all pupils benefited greatly by working together to share their learning.



The school community was once again generous in raising funds for a number of charities, both locally and internationally. As part of a topic called 'Listen to us' every child was involved in a global learning experience contributing to a sound recording as members of the 'voices around the world choir 2015'. The proceeds

from this recording help to provide funds to schools in Africa.

One of our continuing areas for development has been learning outside the classroom. Off-site educational visits form a major part of our curriculum. The fantastic resources our beautiful island offers us are used to inspire and deepen our learners' experiences. On June 29th we celebrated International Mud Day. This project started at a world forum event in 2009 where the creators of International Mud Day wanted to find a way to help all of the children of the Earth feel closer to each other and decided what better way to do it than through the Earth itself. Through joining in with global events we ensure our learners are inspired by the world around them.



The learning experiences of our pupils are greatly enhanced by the generosity of support provided by the community. The support we get from our PSFA, parents and friends is wonderful. Working in partnership with our local community has been invaluable as many groups and organisations have been involved with several school based events and we are thankful of their support.

We are delighted with everything that we have achieved during 2014-2015 and look forward to the exciting learning and challenges ahead for next year.

Le Murier (Baubigny Schools)

Le Murier's vision is to strive to develop a community of happy and successful learners, confident individuals and responsible citizens. School endeavours to provide a range of challenging opportunities, support and friendship, a safe and stimulating environment and an encouragement of lifelong learning.

Inspectors reported that ***the quality of learners' experiences is good in Le Murier School. Most young people ... say that they feel safe and well cared for in school. Most feel that they have an adult they can talk to if they are worried or unhappy about something.***

The aim of Le Murier is to enable our students to be active, productive members of the community and to be fully included within society.

The Inspectors' report highlighted that the ***majority of students make or exceed expected progress in literacy and numeracy and that the school manages the transition of young people well at all stages of their education and in preparing them for life and work after school.*** 26 students went into 60 work experience placements this year of which the large majority were very successful.



Numeracy

Of the 16 year 11 students who sat Edexcel

Foundation Skills Numeracy examinations at Entry Levels 2 and 3 (pre-GCSE level), 6 passed at EL2 and 6 passed at EL3 - a 75% success rate.

ICT

The 11 year 10 students who sat Edexcel Foundation Skills ICT EL3 passed; a 100% success rate.

BTEC

6 students achieved Level 1 BTEC awards at the GCSE, 5 in construction and 1 in engineering

Duke of Edinburgh

The majority of KS4 and KS5 students are undertaking this award at either Bronze or Silver level. 9 students have achieved Silver, with 6 still working towards.

Additional qualifications are being followed or considered this year including further Numeracy and Literacy awards and a BTEC award in ICT (in conjunction with St Sampson's High). Year 11 students are piloting the John Muir Award (Outdoor Education) and others have begun an Edexcel qualification complimenting the College Retail Course.

One of the highlights of this year has been Le Murier's involvement for the first time in the national **Shakespeare for Schools**. Most of



the school were involved in the successful production of The Tempest. This will feature again in a forthcoming Baubigny Shakespeare evening with St Sampson's High School. This wide range of learning experiences and activities enable our students to gain the skills necessary to become valued members of our community. We continue to maintain strong links with the community and our students benefit enormously from their generosity and support.

Our students also work hard to support others raising over £1200 for the Skipton Swimathon and over £1500 through a unique and successful day out in Herm as part of the BBC Countryfile



Ramble for Children in Need which was featured on national television. Year 7-9 students

greeted and served many parents and friends at a Macmillan Coffee event, raising almost £200. Some of our Senior students decided to donate the profits from the weekly tuck shop they run, to the flood disaster fund in Cumbria just before Christmas – their generosity gained national recognition through one of the major national newspapers!

Guernsey can be proud of our wonderful students – we are!

Les Voies



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

recently set up an ASD unit for students that are unable to manage at the 'Base'. The school has moved and continues to move through phases of rapid change and underwent its first validation towards the end of 2014. The independent validators found that Les Voies is a caring school that parents value greatly which has made 'significant improvements demonstrating a well-developed capacity to continue on its journey of improvement.' Data on the progress and attainment of pupils attending Les Voies is reported in the Statistical Digest section of this report. The highlight being one student that left with 15 externally verified qualifications including 5A*-G including English and maths, Duke of Edinburgh and John Muir awards.



The great majority of learners at Les Voies enjoy their time at school and have made significant improvements in their attendance. Data shows that attendance has increased by 50% over the

last three years and the numbers of secondary students has doubled. Wider enjoyment of school comes through John Muir, Duke of Edinburgh, Prince's Trust, being part of the school council (Junior Leadership Team), completing projects around the school and being involved in school teams. As part of a wider group of schools called 'Engage in their Future' Les Voies secured two places on the prestigious extreme classroom initiative and one student was selected out of 32 to sail on the Baltic trading ship. Other students have participated in challenges like the Everest Challenge (a charity climb) as a school and in football and basketball fixtures. The school is looking to develop further opportunities to take part in inter school activities.



The school has also been actively involved in the wider community, for example the P.T.F.A. Christmas Fayre, the Bailiff's Christmas card competition, gardening competitions and the Battle of Flowers. Different agencies have also contributed to the school curriculum, for example 'The Schools' Music Service' and 'The Hub' visit every week, the SHARE (Sexual Health and Relationships) team have a programme for all secondary students that is delivered throughout the year and the Guernsey Fire and Rescue Service has visited.

We had a visit from the Minister for Education and the Chief Officer from the Isle of Man and it was commented on how hard students and staff are working to make the school a success.

Statistical Digest

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

Key Performance Indicators for 2015

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

The cohort size varies from year to year and between schools of different sizes and one pupil can make a big difference in the final percentages. For example, at St. Anne's school, one pupil counted for around 8% of their Key Stage 2 progress and attainment data in 2015, whereas one pupil at St Martin's Primary counted for 1.45%.

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

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

Key Performance Indicators – Primary Schools

Bailiwick End of Key Stage 2 Attainment

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

Teacher Assessment

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

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

Other Activities and Achievements

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

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

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

Statistical Digest

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

% of Bailiwick pupils achieving Level 4 or above in English and Mathematics in 2015 at the end of Key Stage 2

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

	2013	2014	2015
English Overall	86%	84%	89%
Reading	86%	87%	91%
Writing	80%	78%	83%
Mathematics	85%	86%	87%

Individual schools also report their attainment in Reading, Writing and Maths at both Level 4+ and Level 5+. Those reaching a Level 5 are performing at a higher level than that expected for a child of that age.

Three-Year Rolling Averages

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

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

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

	Three-year period		
	2011-13	2012-14	2013-15
English	77%	83%	86%
Mathematics	78%	83%	86%

Progress Measures Two levels of progress across Key Stage 2

Measuring the progress that pupils make is equally as important as measuring their attainment. Schools track pupil progress across their primary years.

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

% of pupils achieving 2 levels of progress across KS2			
	2013	2014	2015
English Overall	88%	90%	91%
Reading	89%	93%	93%
Writing	87%	94%	92%
Mathematics	88%	91%	91%

12 points of progress

The Department is also now publishing and tracking a more challenging and refined pupil progress key performance measure of 12 points of progress across Key Stage 2 using key stage sub-levels.

% of pupils achieving 12 points of progress across KS2			
	2013	2014	2015
English Overall	76%	82%	85%
Reading	77%	83%	85%
Writing	71%	77%	78%
Mathematics	74%	81%	79%

Statistical Digest

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

Amherst Primary School 2014-15		
Results – Attainment (End of Key Stage 2 Year 6)	Amherst Primary	Bailiwick Average
% Level 4+ Reading	86.0%	91.1%
% Level 4+ Writing	79.1%	83.3%
% Level 4+ Maths	90.7%	87.4%
% Level 5+ Reading	20.9%	39.3%
% Level 5+ Writing	14.0%	26.6%
% Level 5+ Maths	32.6%	42.8%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	95.3%	93.4%
% 2 Levels of progress Writing	86.0%	89.3%
% 2 Levels of progress Maths	93.0%	90.7%
1 pupil/student at this school is equal to 2.32%		
Commentary on Results		
<p>To celebrate: We are delighted to be above Bailiwick average at level 4 in Maths. Maths has been a focus for the school in recent years. The staff have worked tirelessly to improve standards and can be justifiably proud of this result. We are also delighted that we are above Bailiwick average for 2 levels of progress in Reading and Maths. The two levels recognise the amount of progress a child has made from their starting point.</p> <p>We have deployed additional staff to support reading across the school. We have trained staff to deliver the Better Reading Partnership and are fortunate to have Reading Recovery in school. Both these interventions are key to our success in ensuring children make progress in their Reading.</p> <p>Standards continue to rise in writing. Our results at level 4 were the highest ever. Writing remains a focus of our school improvement plan. We have implemented Talk for Writing across the school and work closely with the Somerset Literacy team to ensure children have exciting texts to inspire their writing.</p>		
Next Steps for Amherst Primary School		
<ol style="list-style-type: none"> 1. To implement Talk Boost in Reception. This aims to develop children's language skills which will impact on their writing 2. To develop our work on Mindset across this school. This will encourage the children to have a growth Mindset, embracing challenge and understanding that mistakes can help them learn. 3. To increase the percentage of children who achieve level 5 in Reading, Writing and Maths. Whilst this is a driver for us it is important to understand that some children have lower starting points and may not reach a level 5. We will continue to ensure each child is challenged and supported as needed. 		

Statistical Digest

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

Castel Primary 2014-2015

Results – Attainment	Castel Primary	Bailiwick Average
End of Key Stage 2 (Year 6)		
% Level 4+ Reading	95.7%	91.1%
% Level 4+ Writing	91.3%	83.3%
% Level 4+ Maths	97.8%	87.4%
% Level 5+ Reading	45.7%	39.3%
% Level 5+ Writing	28.3%	26.6%
% Level 5+ Maths	47.8%	42.8%

Results – Progress (End of Year 2 to End of Year 6)

% 2 Levels of progress Reading	95.7%	93.4%
% 2 Levels of progress Writing	93.5%	89.3%
% 2 Levels of progress Maths	100%	90.7%

1 pupil at this school is equal to 2.17%

Commentary on Results

We are very proud of our children's achievements and the commitment of the staff who continue to ensure our children attain highly.

Maths

Strengthening Maths planning and introducing a whole school approach to problem solving have all had a positive impact on attainment.

Our Maths attainment and rates of progress continue to improve and have been consistently above the Bailiwick average for the last four years.

Reading and Writing.

Improvements introduced last year, for example, enhancing the use of assessment foci for reading continue to promote consistently high standards of attainment and good rates of progress for our children.

Next Steps for Castel Primary School

- Continue to embed improvements in Maths
- Raise attainment and rates of progress in writing through introducing a "stage not age" approach to writing and reducing the genre coverage
- Use ICT across the school to support raising attainment in writing

Statistical Digest

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

Forest Primary 2014-2015

Results – Attainment End of Key Stage 2 (Year 6)	Forest Primary	Bailiwick Average
% Level 4+ Reading	96.4%	91.1%
% Level 4+ Writing	82.1%	83.3%
% Level 4+ Maths	85.7%	87.4%
% Level 5+ Reading	39.3%	39.3%
% Level 5+ Writing	35.7%	26.6%
% Level 5+ Maths	42.9%	42.8%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	96.4%	93.4%
% 2 Levels of progress Writing	96.4%	89.3%
% 2 Levels of progress Maths	89.3%	90.7%
1 pupil at this school is equal to 3.57%		
Commentary on Results		
<p>We are very pleased with the progress and attainment of our 2014-15 cohort and thank everyone involved in supporting these young learners as they have developed. Our focus on quality learning and teaching, alongside long term data tracking and individual pupil analysis has positively impacted on progress and attainment, particularly in Reading and Writing, with over 96% of pupils achieving two levels of progress in these areas.</p> <p>Our results across the board are in line with the Bailiwick average. While progress across the curriculum is good, continued success at Level 5 is very encouraging and reflects the positive attitude, dedication and commitment to learning that we work hard to foster.</p> <p>We are extremely pleased with the impact that our wider work has produced with many pupils showing a keen interest in learning. Our joint project with Le Rondin, <i>#Liberation70</i>, inspired many pupils, culminating in a World War 2 Museum open day. The curriculum that we offer, including residential experiences, continues to develop pupils' wider understanding of our world and their place within it.</p>		
Next Steps for Forest Primary School		
<ul style="list-style-type: none"> To improve the quality of learning and teaching leading to greater progress by learners through <ul style="list-style-type: none"> The continued development of positive approaches to learning, including growth mindset, resilience, improved personal health and well-being. Further development of Talk4Writing. A renewed drive to develop learning and teaching in Mathematics, with a particular focus on mental recall and calculation. This will include the introduction of Maths Passports, as well as raising the profile of Mathematics across the school community. To continue developing our curriculum with consideration to the skills needed for life, knowledge and understanding of the world, and the importance of a love of learning, To further develop opportunities for partnership with parents and the community. 		

Statistical Digest

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

Hautes Capelles Primary 2014-2015

Results – Attainment End of Key Stage 2 (Year 6)	Hautes Capelles Primary	Bailiwick Average
% Level 4+ Reading	88.2%	91.1%
% Level 4+ Writing	77.6%	83.3%
% Level 4+ Maths	76.3%	87.4%
% Level 5+ Reading	28.9%	39.3%
% Level 5+ Writing	7.9%	26.6%
% Level 5+ Maths	32.9%	42.8%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	96.1%	93.4%
% 2 Levels of progress Writing	88.2%	89.3%
% 2 Levels of progress Maths	84.2%	90.7%

1 pupil at this school is equal to 1.32%

Commentary on Results

The Key Stage 2 results were as we expected them to be which is lower than previous years.

Historically this cohort of children has demonstrated lower attainment. However, the progress data illustrates that although there was lower attainment the majority of children made the expected progress from Year 2. Our percentage of children making 2 levels progress for Reading and Writing rose from last year highlighting the impact of our focus groups in these two areas.

However we were able to maintain our more able attainment in reading and maths. In these areas a good proportion of our children made greater than expected progress.

Next Steps for Hautes Capelles Primary School

Our School Development Plan for 2015 – 2016 focuses on 3 main priorities

- To raise attainment in maths and writing.
- To develop a progression of skills throughout the curriculum to be delivered through new areas of study (in line with the development of the Island Primary Curriculum)
- To develop in school professional development for staff based on sharing of good practice in teaching and learning.

One key focus within our core skills will be the development of our maths curriculum and a focus on developing opportunities for quality extended writing across the curriculum.

Statistical Digest

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

La Houquette Primary 2014-2015

Results – Attainment End of Key Stage 2 (Year 6)	La Houquette Primary	Bailiwick Average
% Level 4+ Reading	90.3%	91.1%
% Level 4+ Writing	93.5%	83.3%
% Level 4+ Maths	93.5%	87.4%
% Level 5+ Reading	45.2%	39.3%
% Level 5+ Writing	38.7%	26.6%
% Level 5+ Maths	48.4%	42.8%

Results – Progress (End of Year 2 to End of Year 6)

% 2 Levels of progress Reading	90.3%	93.4%
% 2 Levels of progress Writing	93.5%	89.3%
% 2 Levels of progress Maths	87.1%	90.7%

1 pupil at this school is equal to 3.23%

Commentary on Results

Another pleasing set of results for our children. We are particularly pleased with the number of children who achieved level 5 in all subjects. It is important to note that each cohort is different and that progress is just as important as attainment. We are very pleased with the progress in Writing. Whilst pleased with the progress made in Reading and Maths, the challenge now is to bring these to the same level as Writing.

We are also very proud of our pupils' other achievements that are not reflected in these results. Whether they be musical or sporting endeavour or community or enterprise involvement, these are vital building blocks in the development children who are able to thrive in the 21st Century.

Next Steps for La Houquette Primary School

It has been a time of change at La Houquette with the retirement of one headteacher and the introduction of another. This has allowed the school, parents and children to look at our values and vision for the future. It is clear that community and engagement are key pillars upon which to build the success of our school.

We now focus our attention on the teaching and learning, identifying what good learning and teaching looks and sounds like and how we can ensure this is delivered at La Houquette.

We are also keen to ensure a broad curriculum which embraces ICT and core skills across a range of subjects. We also plan to develop our use of the outside learning environment.

We have also been given great support by Floral St Peter's and our community to rejuvenate the outside areas of our school and our gardening areas.

It is going to be a busy year at La Houquette.

Statistical Digest

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

La Mare de Carteret Primary 2014-2015

Results – Attainment End of Key Stage 2 (Year 6)	La Mare de Carteret Primary	Bailiwick Average
% Level 4+ Reading	83.3%	91.1%
% Level 4+ Writing	66.7%	83.3%
% Level 4+ Maths	80.0%	87.4%
% Level 5+ Reading	23.3%	39.3%
% Level 5+ Writing	16.7%	26.6%
% Level 5+ Maths	23.3%	42.8%

Results – Progress (End of Year 2 to End of Year 6)

% 2 Levels of progress Reading	96.7%	93.4%
% 2 Levels of progress Writing	90.0%	89.3%
% 2 Levels of progress Maths	90.0%	90.7%

1 pupil at this school is equal to 3.33%

Commentary on Results

We are delighted that we have improved our percentage of children achieving Level 4 and 5 in both reading and writing. In maths we also improved the percentage of children achieving Level 4 with only a very slight dip in our percentage of children achieving level 5. Our progress however, demonstrates the quality of the learning that children undertake at LMDCP.

We believe in personalised learning journeys and offer children support and challenge through high expectations, a creative and engaging curriculum and targeted intervention both in and out of the classroom.

These results reflect the school's input into improving Guided Reading opportunities for the children, Reading Recovery and ECOF maths programmes and continuing to use the Maths Passports, which have had a very positive impact in school.

Next Steps for La Mare de Carteret Primary School

With a new Headteacher, new Deputy Headteacher and newly appointed Leadership team, La Mare de Carteret is focussing on developing a shared Vision, Values and Aims and underpinning their curriculum with a bespoke set of learning principles.

As well as continuing to embed the initiatives set up in 2014-2015, the school is focussing on:

- Improving the teaching and learning of writing by adopting a new spelling strategy and implementing 'Talk for Writing'
- Revisiting and embedding the principles of AFL, particularly 'Feedback and Marking' to ensure all learners make good progress or accelerated progress.
- To ensure there are robust tracking systems in place to ensure that the impact of all intervention groups is easily monitored.

Statistical Digest

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

Notre Dame du Rosaire Catholic Primary 2014-2015

Results – Attainment End of Key Stage 2 (Year 6)	Notre Dame Primary	Bailiwick Average
% Level 4+ Reading	82.1%	91.1%
% Level 4+ Writing	71.4%	83.3%
% Level 4+ Maths	82.1%	87.4%
% Level 5+ Reading	35.7%	39.3%
% Level 5+ Writing	10.7%	26.6%
% level 5+ Maths	46.4%	42.8%

Results – Progress (End of Year 2 to End of Year 6)

% 2 Levels of progress Reading	82.1%	93.4%
% 2 Levels of progress Writing	71.4%	89.3%
% 2 Levels of progress Maths	92.9%	90.7%

1 pupil at this school is equal to 3.57%

Commentary on Results

Everyone at Notre Dame was delighted when the report from the recent inspection by Education Scotland was published in November 2015. They summarised the key strengths of our school as follows:

- The warm, family ethos, based on Catholic values, that is created by all staff and children.
- Confident, thoughtful and polite children, who are motivated to learn and have a 'can do' attitude.
- High quality approaches to learning and teaching that develop children's independence as learners.
- The valuable support of parents, volunteers and wide range of partners to meet the needs of children.
- Leadership at all levels to ensure that children are valued, respected and very well cared for.

Next Steps for Notre Dame Catholic Primary School

We shall be using the Jubilee Year of Mercy 2016 to reflect on our Mission as a Catholic school and to strengthen our faith through our prayers and actions.

- We shall be working through the next steps which we agreed with the Education Scotland team:
- Building on the strong gains made in the early years, continue to raise children's attainment further by developing consistently robust approaches to using assessment data.
- Continue to develop the curriculum, ensuring progression, depth and challenge across all areas of learning.
- Build on ways to seek and act upon the views of the whole school community to help inform future improvements.

Statistical Digest

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

St Andrew's Primary 2014-2015

Results – Attainment End of Key Stage 2 (Year 6)	St Andrew's Primary	Bailiwick Average
% Level 4+ Reading	85.7%	91.1%
% Level 4+ Writing	85.7%	83.3%
% Level 4+ Maths	85.7%	87.4%
% Level 5+ Reading	23.8%	39.3%
% Level 5+ Writing	4.8%	26.6%
% Level 5+ Maths	33.3%	42.8%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	95.2%	93.4%
% 2 Levels of progress Writing	90.5%	89.3%
% 2 Levels of progress Maths	90.5%	90.7%
1 pupil at this school is equal to 4.76%		
Commentary on Results		
<p>We are very proud of all our children's achievements and the dedication of the staff to focus on continued improvement for all our children despite bringing the school to closure.</p> <p>Over the last four years our children's attainment and rates of progress have improved and are now largely in line with the Bailiwick average.</p> <p>Our focus on challenge and growth mindset has enabled our children to achieve, and has helped to ensure that a greater proportion of children attain at the higher levels.</p> <p>Due to the nature of this cohort we expected a dip in attainment at the higher levels which was lower than in previous years. However, we were pleased that our children's progress was largely in line with the Bailiwick.</p>		
We wish every child all the best for their future success in their new schools.		

Statistical Digest

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

St Anne's Primary 2014-2015

Results – Attainment End of Key Stage 2 (Year 6)	St Anne's Primary	Bailiwick Average
% Level 4+ Reading	75.0%	91.1%
% Level 4+ Writing	41.7%	83.3%
% Level 4+ Maths	83.3%	87.4%
% Level 5+ Reading	8.3%	39.3%
% Level 5+ Writing	0%	26.6%
% Level 5+ Maths	16.7%	42.8%

Results – Progress (End of Year 2 to End of Year 6)

% 2 Levels of progress Reading	58.3%	93.4%
% 2 Levels of progress Writing	58.3%	89.3%
% 2 Levels of progress Maths	58.3%	90.7%

1 pupil at this school is equal to 8.33%

Commentary on Results

Although statistically below average this year group suffered from a large fluctuating population of students leaving and joining the school mid-year. Consequently the targets that were set at the start of the year related to a significantly different group of students who completed the year.

Next Steps for St Anne's Primary School

A number of initiatives have been introduced to improve student outcomes. These include;

- A major programme of staff develop to improve learning and teaching that has recently been praised by external inspectors for its effectiveness.
- Developing stronger home / school links to engage parents more effectively in their child's progress.
- Curricular and extra-curricular reform to improve learning in Literacy and numeracy.

Statistical Digest

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

St Martin's Primary 2014-2015

Results – Attainment End of Key Stage 2 (Year 6)	St Martin's Primary	Bailiwick Average
% Level 4+ Reading	97.1%	91.1%
% Level 4+ Writing	94.2%	83.3%
% Level 4+ Maths	91.3%	87.4%
% Level 5+ Reading	66.7%	39.3%
% Level 5+ Writing	49.3%	26.6%
% Level 5+ Maths	58.0%	42.8%

Results – Progress (End of Year 2 to End of Year 6)

% 2 Levels of progress Reading	97.1%	93.4%
% 2 Levels of progress Writing	94.2%	89.3%
% 2 Levels of progress Maths	94.2%	90.7%

1 pupil at this school is equal to 1.45%

Commentary on Results

Standards reached by children at the end of Key Stage 2 at St Martin's Primary School remain high and we are particularly proud of the percentage of children reaching level 5 and above as this exceeds previous years. At the heart of the school is our belief in growth mindset; that every child can make progress given the right support and curriculum provision. This belief is born out through the very high percentage of our children who made or exceeded expected progress.

We use a creative curriculum and collaborative learning to actively engage our children. This is matched with a robust system of tracking every child's progress and providing quality interventions where they are needed. We also understand that pupils' wellbeing is an essential pre-requisite for learning and that it is our job to ensure that our children are happy and are enjoying their learning.

The introduction of ipads within our curriculum has broadened our use of technology is also providing an exciting and creative tool for learning.

Next Steps for St. Martin's Primary School

- Embed the use of technology including use of ipads to empower learning and creativity
- Promote the use of 'Talk for writing' to raise standards in writing further
- Introduce 'Philosophy for Children' to develop critical thinking skills and independent learning
- Sustain the use of outdoor learning to promote literacy and numeracy skills

Statistical Digest

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

St Mary and St Michael Catholic Primary 2014-2015

Results – Attainment End of Key Stage 2 (Year 6)	St Mary and St Michael Primary	Bailiwick Average
% Level 4+ Reading	100%	91.1%
% Level 4+ Writing	100%	83.3%
% Level 4+ Maths	100%	87.4%
% Level 5+ Reading	35.7%	39.3%
% Level 5+ Writing	28.6%	26.6%
% Level 5+ Maths	50.0%	42.8%

Results – Progress (End of Year 2 to End of Year 6)

% 2 Levels of progress Reading	100%	93.4%
% 2 Levels of progress Writing	100%	89.3%
% 2 Levels of progress Maths	100%	90.7%

1 pupil at this school is equal to 5.0%

Commentary on Results

We attribute our success to:

- Our superb pupils who behave so well in class allowing our, equally superb, teachers to deliver interesting and informative lessons.
- Attendance being excellent as school is such an interesting place to be – pupils won't want to miss out on the opportunities we offer.
- Parents, wholeheartedly, support teachers and their child's learning.

Next Steps for St Mary and St Michael Catholic Primary School

Whole school foci:

- Mindset (the self-belief that success is based on hard work, learning, practice and persistence based on the work of Carol Dweck)
- Increased Co-operative Learning (based on the work of Dr Kagan)
- Establishing Google Apps for Education (GAPE) in our classrooms and learning
- Year of Mercy - that this Holy Year be a living experience of the closeness of God our Father so that our faith be strengthened and ever more effective
- Renewing our Healthy School Award
- Striving for greater, higher levels of achievement in Maths, Reading and Writing.

Statistical Digest

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

Vale Primary 2014-2015

Results – Attainment End of Key Stage 2 (Year 6)	Vale Primary	Bailiwick Average
% Level 4+ Reading	95.8%	91.1%
% Level 4+ Writing	87.5%	83.3%
% Level 4+ Maths	88.9%	87.4%
% Level 5+ Reading	44.4%	39.3%
% Level 5+ Writing	37.5%	26.6%
% Level 5+ Maths	47.2%	42.8%

Results – Progress (End of Year 2 to End of Year 6)

% 2 Levels of progress Reading	95.8%	93.4%
% 2 Levels of progress Writing	93.1%	89.3%
% 2 Levels of progress Maths	93.1%	90.7%

1 pupil at this school is equal to 1.39%

Commentary on Results

As the school looks back after its first full year following the merger of the two schools, the teachers and staff at Vale Primary School are extremely proud of the children's achievements over the past academic year. We would like to congratulate them along with all those who have contributed to the children attaining these very good results across the school. Yet again, this has been another very positive year in regards to attainment with all results above Bailiwick averages in all subjects as well as those relating to two levels of progress.

Compared to last year, there was a 4% increase in Reading at Level 4+ and 3% at Level 5, coupled with a marked 14% increase in Writing at Level 5 and a 10% increase in Maths at Level 5! These represent some of the best results the school has achieved in recent years. This is due to continued development of teaching practices, different use of resources and greater focus on supporting children's learning.

Next Steps for Vale Primary School

- Enhance the delivery of curriculum subjects, especially Maths and English, using different teaching methods and new resources to facilitate engaged learning.
- To raise standards in English through a focus on reading and writing and the level of challenge for higher attaining pupils.
- Continue to strengthen and develop our links with parents, families and the wider community.

Statistical Digest

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

Vauvert Primary 2014-2015

Results – Attainment End of Key Stage 2 (Year 6)	Vauvert Primary	Bailiwick Average
% Level 4+ Reading	90.9%	91.1%
% Level 4+ Writing	81.8%	83.3%
% Level 4+ Maths	86.4%	87.4%
% Level 5+ Reading	43.2%	39.3%
% Level 5+ Writing	36.4%	26.6%
% Level 5+ Maths	50.0%	42.8%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	86.4%	93.4%
% 2 Levels of progress Writing	84.1%	89.3%
% 2 Levels of progress Maths	88.6%	90.7%
1 pupil at this school is equal to 2.27%		
Commentary on Results		
<p>We are pleased with the attainment results for the school, with all results for Level 4 in line with the Bailiwick average, and the Level 5 results above the Bailiwick average. Year on year trends have shown an increase in attainment overall, with significant percentage gains in reading and writing. The progress data, using analysis of matched data from end of Year 2 to end of Year 6, shows that 100% of pupils in reading, 97% in writing and 94% in maths, made the full 2 levels of progress. The Value Added scores of 103.3, 103.1 and 103.3 show that a significant proportion of pupils have made accelerated progress within Key Stage 2.</p> <p>The improvements in attainment and progress are due to the focussed and sequenced work across the school, utilising the best teaching strategies to ensure all pupils are supported and challenged. In addition the stimulating curriculum engages the children in their work, through exciting and interesting topics and themes. The recent development of Growth Mindset has had a significant impact upon a 'can do, will do' attitude amongst the pupils, which in turn has enabled them to focus upon ways in which to further improve.</p>		
Next Steps for Vauvert Primary School		
<p>Overall – 'Personal Best'.</p> <p>This responds to the continuing successful development (and impact) of a Growth Mindset, and the related whole school continued focus on pupil progress. 'Personal Best' will feature within all the curriculum areas below, and into staff development;</p> <p>Mindset – continuation of Growth Mindset – Personal Best, the use of vocabulary and symbolism, continuing and improving parental engagement (in both Growth Mindset and Personal Best);</p> <p>Active Teaching: Active Learning – implementation of AT:AL policy, linked to Personal Best for staff and learner, for continuous improvement;</p> <p>Questioning – development of questioning strategies, feedback and marking (links made to Mindset);</p> <p>Literacy – Handwriting, links to ICT, target cards (Personal Best), phonics;</p> <p>Numeracy – 4 operations, problem solving, links to ICT, mathemateers (Personal Best);</p> <p>Guernsey curriculum for 16/17 (led by the Education Department)</p>		

Statistical Digest

Bailiwick and Individual School GCSE results

Key Performance Indicators – Secondary Schools

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

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

Bailiwick – End of Key Stage 4 Attainment Tables

In Key Stage 4 the large majority of students experience a broad curriculum offer which includes a range of GCSE courses and other qualifications. In addition to GCSE courses,

students are offered, where appropriate, courses leading to nationally approved non-GCSE courses which enable students to learn in a way that best meets their needs and provides progression to Post-16 learning.

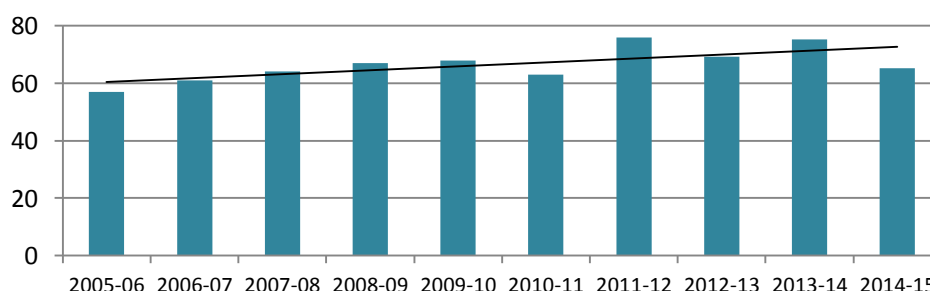
Bailiwick cohorts are small and can equate in total to three year groups of a single large UK comprehensive. The Bailiwick results include all States-maintained schools and the three Grant-Aided Colleges.

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

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

Year	5+ A*-C	5+ A*-C 3-year rolling average	5+ A*-C (inc English and Maths)	5+ A*-C inc Eng & Maths 3-year rolling average	5+ A*-G
2013	69.3%	69.0%	59.3%	58.4%	92.6%
2014	75.3%	69.4%	67.2%	64.0%	92.7%
2015	65.2%	69.9%	57.4%	61.2%	90.9%

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



Statistical Digest

Bailiwick and Individual School Progress data and comparison to England

Progress

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

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

	% of pupils making at least expected levels of progress in English	% of pupils making at least expected levels of progress in Maths
Guernsey Federation of Secondary Schools	66.9	73.9
State-funded mainstream schools in England	72.4	68.1

% of pupils achieving 5+ A*-C including English and Maths		
	Guernsey (all Bailiwick schools)	England
2010	55.2	53.5
2011	50.8	59.0
2012	65.6	59.4
2013	59.3	59.2
2014	67.2	56.0
2015	57.4	57.1

For further information on the changes to GCSE qualifications gradings from August 2017 please go to www.education.gg/KS4

Comparisons with England

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

These changes make it increasingly difficult for us to make meaningful comparisons with key performance indicators published in England. To ensure the most meaningful and accurate comparisons, the Department has compared the Bailiwick figure (including the grant-aided Colleges) with England results for 2014 calculated using the 2013 methodology.

Statistical Digest

Bailiwick and Individual School GCSE results

Grammar School and Sixth Form Centre 2014-2015		
Results – Attainment End of Key Stage 4 (Year 11)	Grammar School & Sixth Form Centre	Bailiwick Average
% 5+A*-G GCSEs or equivalent	99.0%	90.9%
%5+A*-C GCSEs or equivalent	97.1%	65.2%
%5+A*-C GCSEs including English and Maths or equivalent	96.2%	57.4%
3 year Rolling Average %5+A*-C (2013-2015)	97.4%	69.9%
3 Year Rolling Average %5+A*-C including English and Maths (2013-2015)	96.7%	61.2%
Commentary on Results		
<p>There were some exceptional results for individuals and overall the students performed in line with estimates.</p> <p>In terms of attainment, 93% of students gained seven or more A* - C grades and 48% gained five or more A*/A grades. 45% of the grades awarded were A*/A and 78% were A* - B</p> <p>In terms of achievement, or progress measures, the results were very strong. 62% of students made 4 or more levels of progress in English and 78% of students made 4 or more levels of progress in Mathematics.</p> <p>The Value Added Score was 1048.2 which would place the school in the top 10% of schools in the UK.</p> <p>The students and staff should be congratulated on maintaining high academic standards; however, we are not complacent and recognise there remains headroom for further improvement.</p>		
Next Steps for Grammar School and Sixth Form Centre		
<p>The school development plan outlines in detail the key areas for improvement and focus over the coming year which is underpinned by the vision that:</p> <ul style="list-style-type: none"> • Students and staff are confident, reflective, autonomous and engaged in their learning, personal development and the wider community. • The school meets the needs of all of its students • Student progress is consistently excellent across all subject area and key stages. <p>In order to improve teaching and learning, particular emphasis will be focussed upon:</p> <ul style="list-style-type: none"> • Further development of teachers practice through an increasingly personalised CPD programme • Further development of formative and summative assessment practices • Developing leaders at all levels, including student leadership • Further developing data and information management systems 		

Statistical Digest

Bailiwick and Individual School GCSE results

La Mare de Carteret High School 2014-2015

Results – Attainment End of Key Stage 4 (Year 11)	La Mare de Carteret	Bailiwick Average
% 5+A*-G GCSEs or equivalent	92.2%	90.9%
%5+A*-C GCSEs or equivalent	45.6%	65.2%
%5+A*-C GCSEs including English and Maths or equivalent	32%	57.4%
3 year Rolling Average %5+A*-C (2013-2015)	45.1%	69.9%
3 Year Rolling Average %5+A*-C including English and Maths (2013-2015)	32%	61.2%

Commentary on Results

Students have excelled in gaining higher grades of A* and A than in any previous years. We maintain our result where every student (100%) in the year group has attained at least one GCSE grade, and over 90% of students gaining at least five GCSE qualifications above the Bailiwick average.

We remain below the Bailiwick average 5 A*-C measures, a key factor was below average attendance for this year group. Attendance remains an area of high priority within the school working in partnership with parents.

We are proud of all of our students who have completed their final year at La Mare de Carteret High School. They have worked hard to gain results which are reflective of their skills and abilities.

Next Steps for La Mare de Carteret High School

Our three identified priorities this year are:

Closing the Gap:

- All student groups make expected progress. Pastoral and academic interventions are data driven.
- Key gaps between current attainment and target are closed.

Purposeful learners:

- To create Independent learners who are effective contributors, creative thinkers, responsible citizens.
- To provide students with the skills to transition between different phases of their lives and become life-long learners.
- To support students to become reflective; developing skills of resilience, self-management and aspiration.

Raising Aspirations:

- To encourage students to never accept less than their best.
- To maximise opportunities for students to participate in wider enrichment activities.
- For students to be aspirational when exploring post 16 opportunities.

Statistical Digest

Bailiwick and Individual School GCSE results

Les Beaucamps High School 2014-2015		
Results – Attainment	Les Beaucamps	Bailiwick Average
End of Key Stage 4 (Year 11)		
% 5+A*-G GCSEs or equivalent	96%	90.9%
%5+A*-C GCSEs or equivalent	63%	65.2%
%5+A*-C GCSEs including English and Maths or equivalent	44%	57.4%
3 year Rolling Average %5+A*-C (2013-2015)	65.3%	69.9%
3 Year Rolling Average %5+A*-C including English and Maths (2013-2015)	44.9%	61.2%
Commentary on Results		
<p>Give the extremely low starting point of the cohort in September 2014 (18% 5A*-CEM) due to the school's previous early entry policy, we faced a challenging year. In the previous year 2013-14, the Year 11 cohort the year before had already achieved 46% 5A*-CEM at the end of Year and the school succeeded in raising this to 54% (an 8% increase over the academic year). Though our overall result was 10% down on the previous year's achievement, in 2015 we successfully increased achievement by 26% points in a year and we are proud of this.</p> <p>English posed a specific problem after external moderation decreased controlled assessment grades significantly. Had the controlled assessments not been downgraded we would have achieved results around the 54% 5A*-CEM overall. Many UK schools were hit by "vulnerability" within exam marking/moderation and Les Beaucamps was no different. The drop in English is the main reason for the drop in overall results.</p> <p>A significant strength was the number of pupils achieving 5A*-G which was above the Bailiwick average. This demonstrates our belief that every child can achieve and our inclusive approach to all learners.</p>		
Next Steps for Les Beaucamps High School		
<p>We continue to focus on teaching as the school's main priority. We recognise that the best intervention a child will ever receive is high quality classroom practice.</p> <p>We have developed an increased rigour to marking in English to ensure that last year's down grading is not repeated. The school has taken a different approach to pupil tracking and intervention for English and Maths, in recognition that "If you always do what you've always done, you'll always get what you've always got".</p> <p>Our focus is now on early intervention in Years 7 and 8 to ensure that pupils are prepared and supported for the challenges faced in the new GCSEs and their increased rigour. Heads of Department remain focussed on preparing for changes to GCSEs in 2017-19 and the impact of the changes to curriculum planning and development.</p>		

Statistical Digest

Bailiwick and Individual School GCSE results

St. Sampson's High School 2014-2015

Results – Attainment	St. Sampson's	Bailiwick Average
End of Key Stage 4 (Year 11)		
% 5+A*-G GCSEs or equivalent	90.1%	90.9%
%5+A*-C GCSEs or equivalent	41.4%	65.2%
%5+A*-C GCSEs including English and Maths or equivalent	32.9%	57.4%
3 year Rolling Average %5+A*-C (2013-2015)	51.6%	69.9%
3 Year Rolling Average %5+A*-C including English and Maths (2013-2015)	39.4%	61.2%

Commentary on Results

Our Validation in 2015 was very positive. Here are the evaluations for St Sampson's High School:

Improvements in performance	good
Learners' experiences	good
Teaching for effective learning	very good
Meeting learning needs	good
Improvement through self-evaluation	good
Leadership of improvement and change	very good

St Sampson's High School were pleased with the results of the Yr11 cohort in 2015. Students worked hard; we were pleased with the value they added to their results. We have managed to retain the improvements in 5A*-G and 1A*-G from last year.

Next Steps for St. Sampson's High School

As identified by the inspectors our next steps are:

- Continue to raise the attainment of young people
- Continue to meet the needs of all learners
- Seek the views of stakeholders to continue school improvement

Whilst we were delighted that our teaching was graded Very Good by Inspectors, we continue to keep teaching and learning at the heart of improving our school.

Statistical Digest

Bailiwick and Individual School GCSE results

St. Anne's School 2014 - 2015		
Results – Attainment	St. Anne's	Bailiwick Average
End of Key Stage 4 (Year 11)		
% 5+A*-G GCSEs or equivalent	92.9%	90.9%
%5+A*-C GCSEs or equivalent	57.1%	65.2%
%5+A*-C GCSEs including English and Maths or equivalent	42.9%	57.4%
3 year Rolling Average %5+A*-C (2013-2015)	55.1%	69.9%
3 Year Rolling Average %5+A*-C including English and Maths (2013-2015)	45.6%	61.2%
Commentary on Results		
<p>The most recent GCSE results for Saint Anne's School are an improvement on the previous year. Bearing in mind staffing changes and shortages this is a considerable achievement.</p> <p>We were particularly pleased with results in Mathematics, Art, Photography, Technology and Physical Education.</p> <p>All of our students achieved the necessary qualifications to enable them to proceed to their chosen post 16 pathway.</p>		
Next Steps for St. Anne's School		
<ol style="list-style-type: none"> 1. Develop a modern, relevant and increasingly personalised curriculum at Key Stage 4 to include vocational possibilities. 2. Learning and teaching to focus on pace, differentiation and challenge. 3. With the appointment of the new Headteacher, a review of the whole school ethos. 		

Statistical Digest

Post-16 Results

Key Performance Indicators - Key Stage 5/Post-16

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

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

The Grammar School and Sixth Form Centre provides A Level courses for young people from across the Island with students across the ability range. Successful students at A Level are awarded a grade A* to E. Ladies' and Elizabeth Colleges also operate sixth forms.

The Grammar School and Sixth Form Centre introduced the International Baccalaureate Diploma in 2012 and posted its next set of

results during 2015 for the second cohort of students to complete the two year qualification.

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

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

	2013	2014	2015
A Level Grade A*-E (Grammar School Sixth Form + Ladies' and Elizabeth Colleges)	99.5%	99.2%	98.9%
International Baccalaureate (NB small cohort)	n/a	100%	94%
A Levels England	98.1%	98.0	98.1%
BTEC Diploma L3 (or equivalent) College of Further Education	99%	95%	96%
BTEC England	77%	79%	?%

% Grade profile of Island students at A Level

	A*	A	B	C	D	E	U
Guernsey	10.7	17.9	28.4	25.7	11.7	4.4	1.1
England	8.3	17.6	26.8	24.5	14.8	6.1	1.9

% Point Scores profile of Island students at IB

	24+ points	30+ points	36+ points
IB Points scores (Grammar School and Sixth Form Centre)	94%	75%	31%
IB Point scores (World)*	81%	49%	18%

- *Data from <http://www.ibo.org/contentassets/bc850970f4e54b87828f83c7976a4db6/dp-2015-may-stats-bulletin.pdf> p.16

% Grade profile of Island students at BTEC Level 3*

	Distinction (inc D*)	Merit	Pass	Ungraded
Guernsey 2015	49%	27%	22%	2%
Guernsey 2014	55%	26%	12%	6%

NB England figures are not directly comparable and so are not reported here.

Post-16 Three Year Rolling Averages

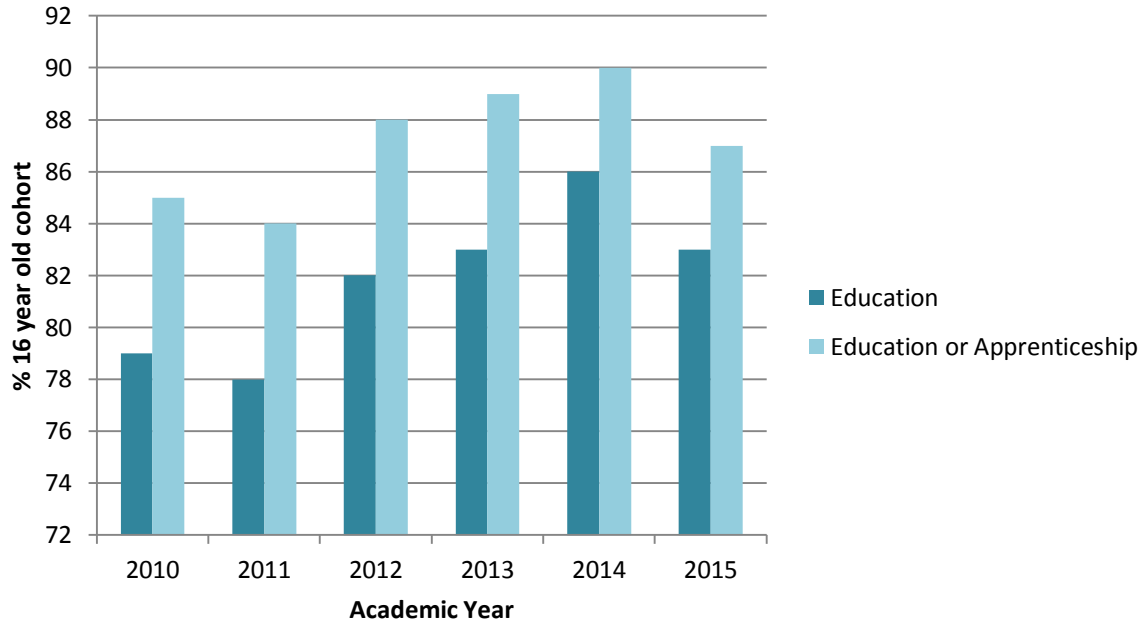
Each year, learners present different strengths, weaknesses and abilities so comparison from year to year is difficult. The three year rolling average allows these differences to be assimilated more clearly and a pattern of achievement to be tracked over a period of time.

As the International Baccalaureate qualification has been on offer since 2012 we do not yet have a three year sequence of results to provide a rolling average.

Three year rolling average	2011-2013	2012-2014	2013-2015
A Level	99.5%	99.4%	99.2%
BTEC Diploma L3	98.3%	97.3%	96.7%

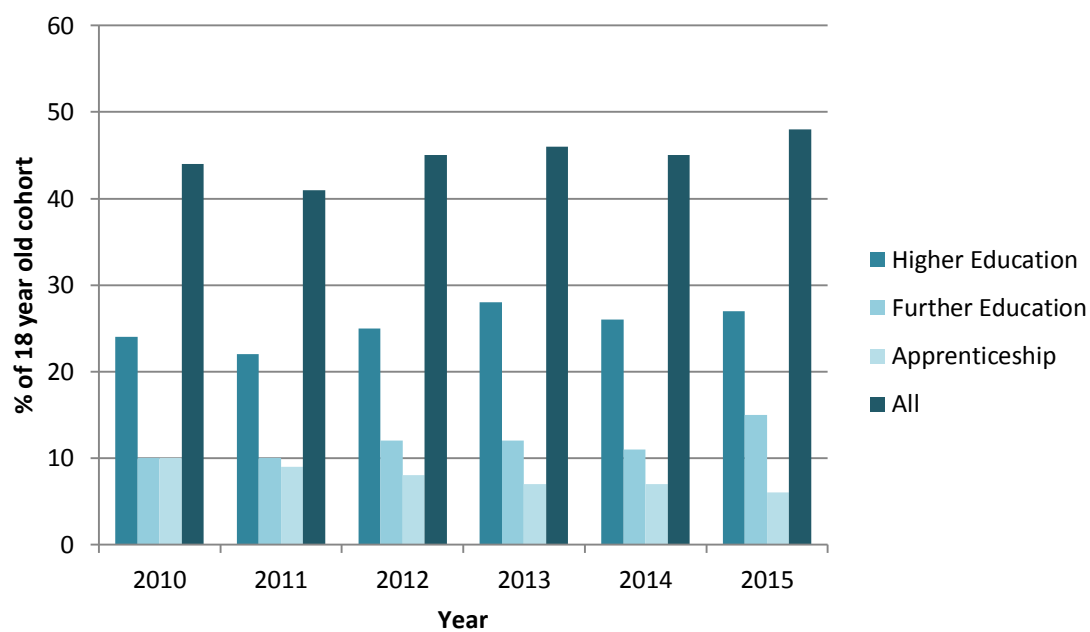
Statistical Digest

Island-wide participation rates in full-time education or apprenticeship Post-16, 2010-2015



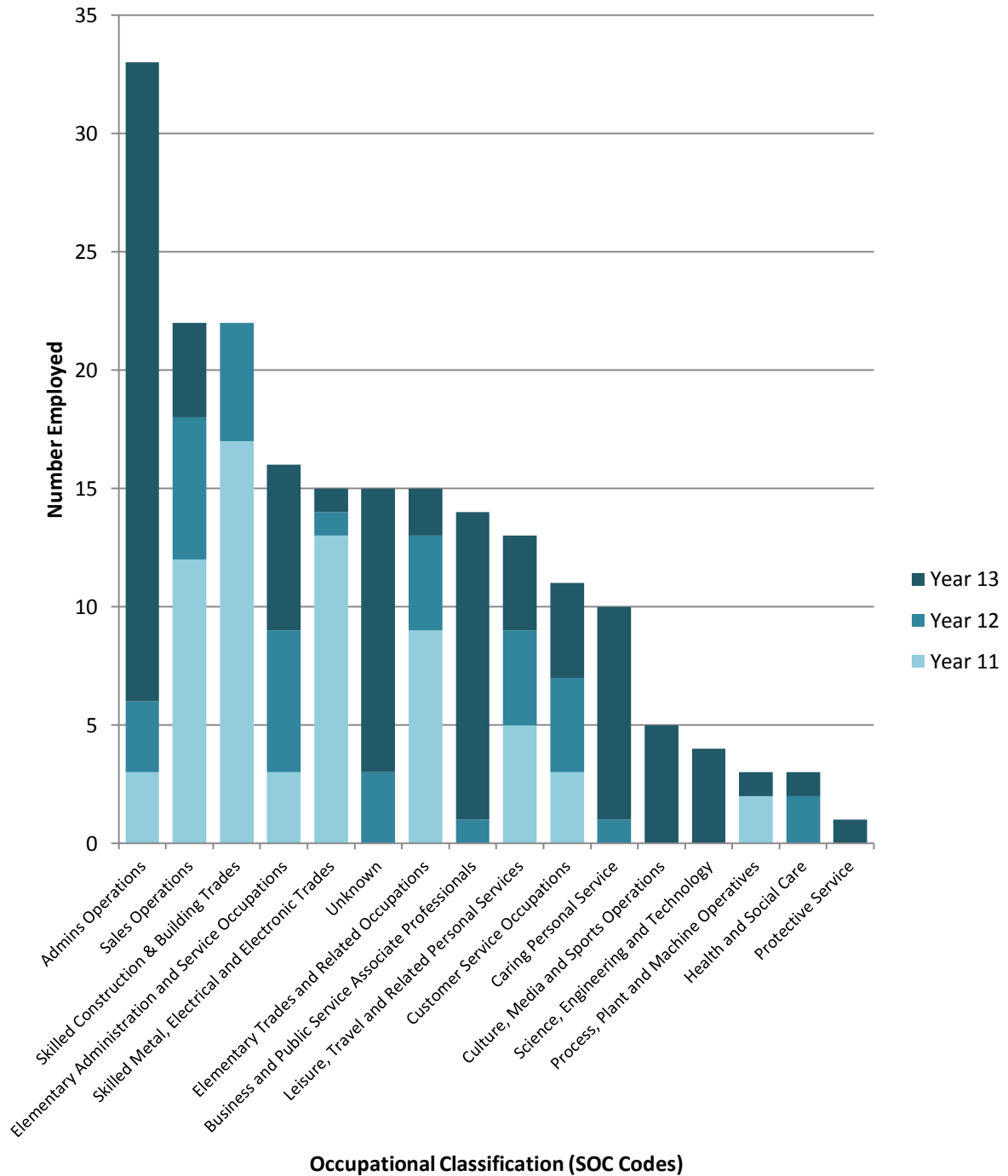
Statistical Digest

Island-wide participation rates in full-time higher or further education or apprenticeship Post 18, 2010-2015



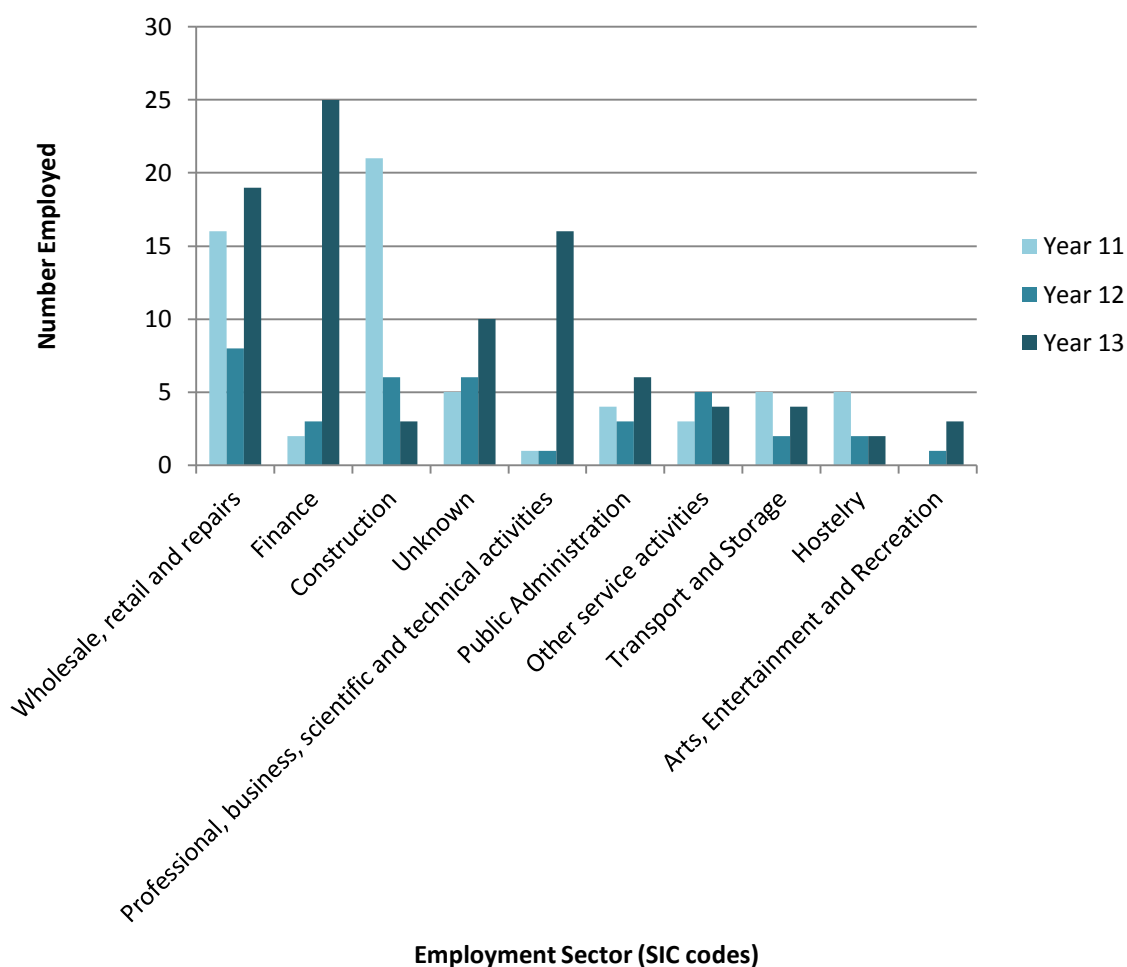
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Employment by Occupational Classification – All Leavers 2015



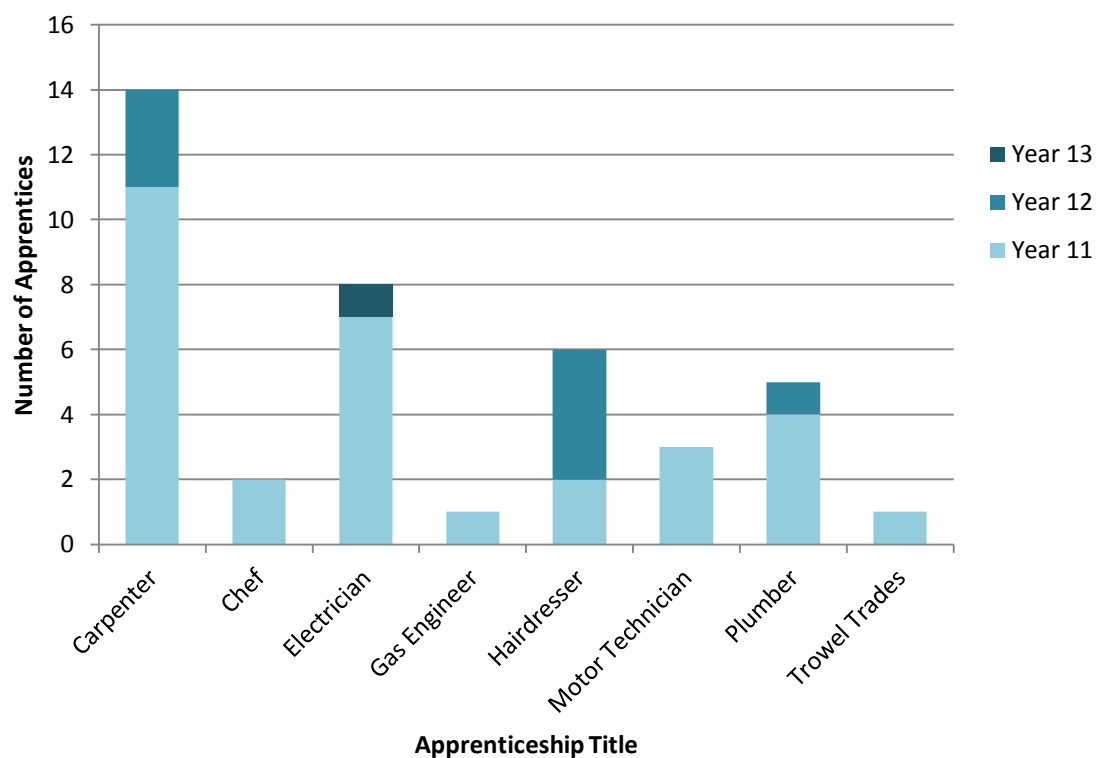
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Top 10 Employment Sectors – All Leavers 2015



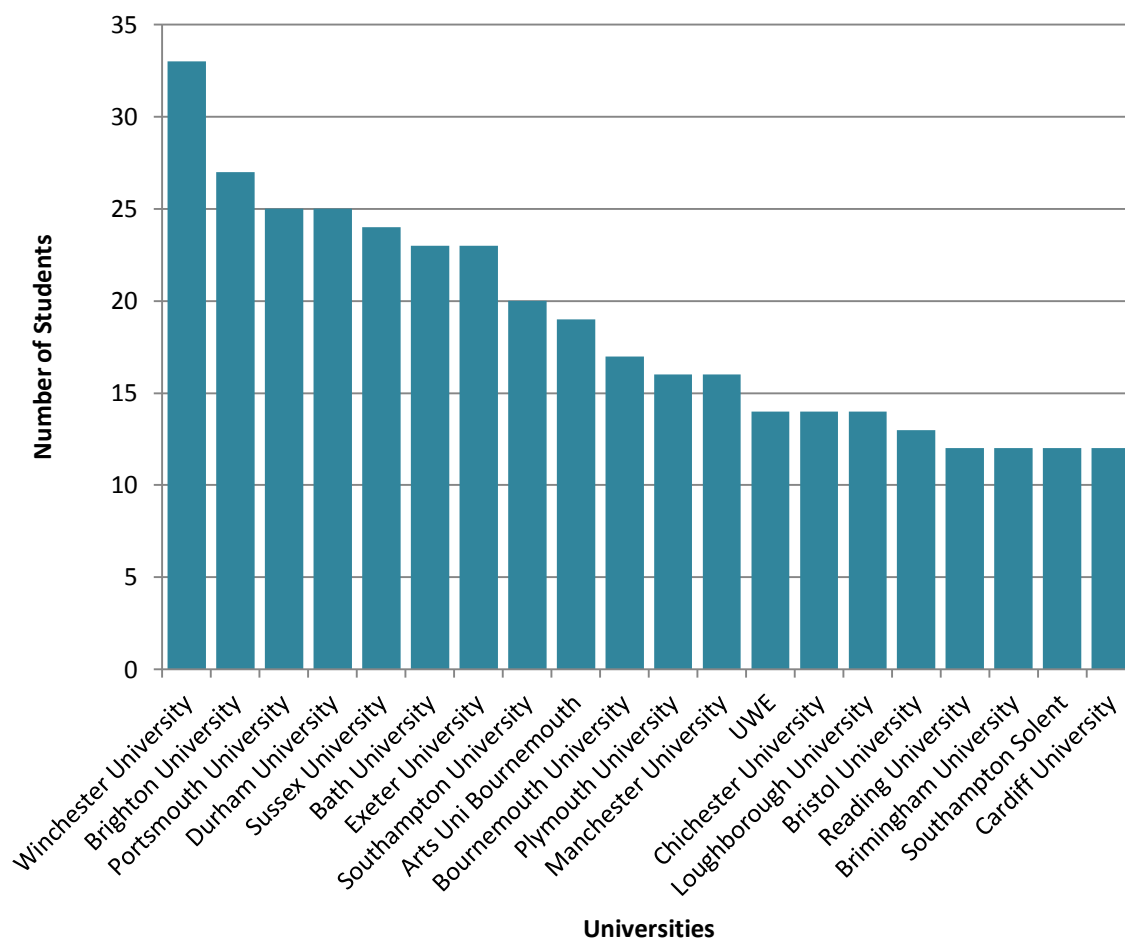
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Apprenticeships by age and type 2015



Statistical Digest

Top 20 most popular HE institutions 2015



Statistical Digest

Number of Students in Higher Education

	2011-12	2012-13	2013-14*	2014-15	2015-16
Total Number	776	766	803	748	687

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

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

Numbers will always fluctuate depending on the overall size of the cohort.

	2011-12	2012-13	2013-14	2014-15	2015-16
Other Higher Education	18	18	23	19	14
Postgraduate	36	31	53	39	42
NHS Benchmark (not Med)	20	24	19	17	17
Undergraduate	702	693	708	673	614
Total	776	766	803	748	687

Number of students by course band

Band A – Clinical Years – Medicine, Dentistry and Veterinary

Band B – Science, Engineering and Pre-Clinical Years

Band C – Courses with a laboratory or field work element

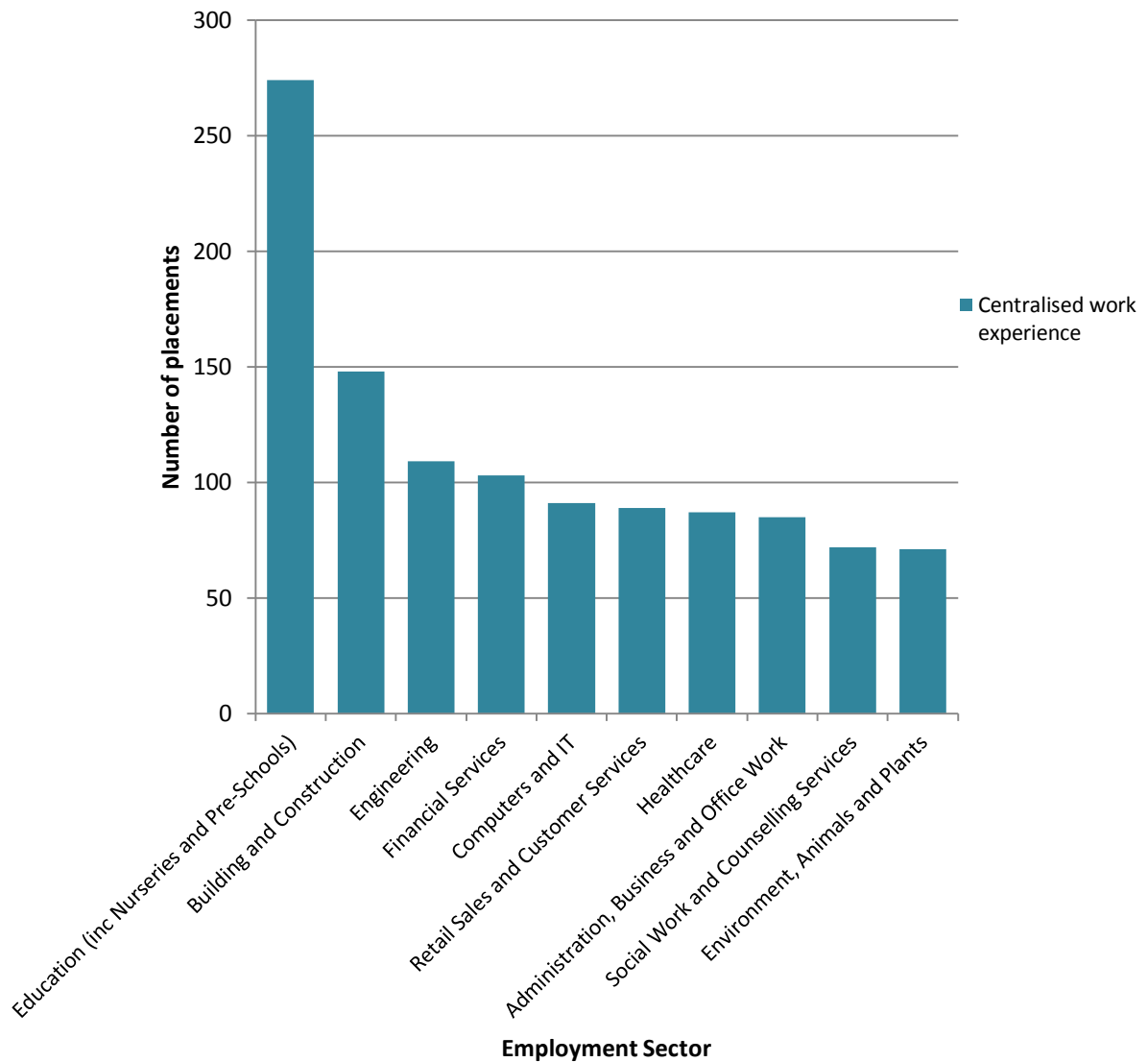
Band D – Classroom-based subjects

	2011-12	2012-13	2013-14	2014-15	2015-16
Undefined	61	36	23	17	17
A	30	30	27	19	20
B	128	137	156	148	121
C	317	342	366	345	345
D	240	221	231	219	184
Total	776	766	803	748	687

Statistical Digest

Work Experience and Management Shadowing - top ten placements 2014-15

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



Statistical Digest

Individual School Exclusion Statistics 2012-2015

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

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

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

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

Numbers/Percentage of Fixed Term Exclusions

Primary Schools

School	2012-2013	2013-2014	2014-2015
Amherst	1	2	1
Castel	0	0	0
Forest	0	0	0
Hautes Capelles	2	2	2
La Houquette	1	0	1
La Mare de Carteret	1	1	1
Notre Dame du Rosaire	0	0	0
St. Andrew's	0	0	0
St. Anne's	0	0	0
St. Martin's	0	2	1
St. Mary & St. Michael	0	0	0
Vale Primary	4	5	4
Vauvert	0	0	0
Primary Total	9	12	10
% of Primary Roll	0.2%	0.3%	0.3%
England	0.9%	1.0%	n/a*

La Mare de Carteret High	24	25	28
%	4.8%	5.4%	6.8%
Les Beaucamps High	21	21	29
%	4.0%	4.1%	5.8%
St. Sampson's High	39	44	5
%	5.4%	6.3%	0.7%
St. Anne's	3	2	4
%	4.6%	3.0%	6.3%
Secondary Total	88	94	66
% of Secondary Roll	3.2%	3.6%	2.6%
England	6.8%	6.6%	n/a*

Special

School	2012-2013	2013-2014	2014-2015
Le Rondin	0	0	0
Le Murier	4	1	0
Les Voies		0	0
Special Total	4	1	0
% of Special Roll	2.0%	0.4%	0.0%
England (<i>not directly comparable</i>)	15.4%	13.9%	n/a*

*England data for 2014-15 not yet published

Secondary

School	2012-2013	2013-2014	2014-2015
Grammar	1	2	0
%	0.1%	0.2%	0.0%

Statistical Digest

Bailiwick and Individual School Attendance Statistics 2012-2015

Bailiwick % Attendance

	2012-2013	2013-2014	2014-2015	3-year rolling average
Primary	95.1	96.1	96.0	95.7
England (primary)	95.7	96.1	n/a*	
Secondary	92.4	92.8	92.5	92.6
England (secondary)	94.2	94.8	n/a*	
Special	93.5	92.1	91.3	92.3
England (special)	90.3	91.0	n/a*	

Special Schools

School	2012-2013	2013-2014	2014-2015
Le Rondin	95.1	94.9	94.8
Le Murier	92.4	93.6	92.6
Les Voies		78.8	79.0

*England data for 2014-15 not yet published

Primary Schools

School	2012-2013	2013-2014	2014-2015
Amherst	94.2	96.0	95.3
Castel	95.7	96.7	96.7
Forest	95.8	96.3	96.2
Hautes Capelles	94.7	96.0	96.2
La Houquette	95.5	96.3	95.7
La Mare de Carteret	94.9	96.1	95.8
Notre Dame du Rosaire	95.8	96.6	96.6
St. Andrew's	94.7	96.5	96.2
St. Martin's	95.5	96.4	96.0
St. Mary & St. Michael	95.2	96.5	96.5
Vale Primary		95.4	95.7
Vauvert	94.4	95.3	95.4
St. Anne's (Primary)	93.1	95.1	95.4

Secondary Schools

School	2012-2013	2013-2014	2014-2015
Grammar	95.0	95.2	95.5
La Mare de Carteret High	91.2	91.1	90.7
Les Beaucamps High	90.5	92.2	91.5
St. Sampson's High	91.5	91.3	90.4
St. Anne's	90.5	90.9	92.6

Statistical Digest

Pupil : Teacher Ratios and Average Class Sizes 2014-15

States-maintained schools continue to sustain favourable pupil:teacher ratios (PTRs) and small average class sizes during 2014-15 (population figures as of school census taken in November 2014).

School	Pupil Numbers	Teacher Numbers (excluding headteacher)	PTR	Average Class Size
Amherst Primary	368*	18.7	19.7:1	21.6
Castel Primary	344	15.5	22.2:1	24.6
Forest Primary	169	8.0	21.1:1	24
Hautes Capelles Primary	516	24.6	20.9:1	24.6
Herm School	8	1	n/a	n/a
La Houquette Primary	230	12.7	18.1:1	19.2
La Mare de Carteret Primary	281	15.6	18:1	23.4
Notre Dame du Rosaire Primary	250	11.94	20.9:1	23.8
St. Andrew's Primary (no Reception or Y5)	91	5.7	15.9:1	18.2
St. Martin's Primary	526	25.48	20.6:1	25.0
St. Mary & St. Michael Primary	141	7.4	19.1:1	20.1
Vale Primary	512	22	23.3:1	24.4
Vauvert Primary	319	14.8	21.6:1	21.1
Primary Total (exc Herm)	3747	182.42	Average PTR 20.5	22.8

**does not include 11 children in the Nursery*

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

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

In Guernsey, based on annual census figures from November 2014, the average class size in States-maintained primary schools was 22.8.

Statistical Digest

Pupil:Teacher Ratios 2014-15 (Secondary, Alderney and Special Schools)*

Secondary

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

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

School	Pupil Numbers	Teacher Numbers (excluding headteacher)	PTR
Grammar School & Sixth Form Centre (11-18)	908	75.69	12.00:1
La Mare de Carteret High (11-16)	439	35.6	12.33:1
Les Beaucamps High (11-16)	513	36	14.25:1
St. Sampson's High (11-16)	696	51.8	13.44:1
Secondary Total	2556	199.09	12.84:1

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

Alderney

School	Pupil Numbers	Teacher Numbers (excluding headteacher)	PTR
St. Anne's Alderney	135	13.5	10:1

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

Special

School	Pupil Numbers	Teacher Numbers (excluding headteacher)	PTR
Le Murier	97	19.4	5:1
Le Rondin	95	16.0	5.9:1
Les Voies	34	10.4	3.27:1
Special School Total	226	45.8	4.93:1

*Pupil statistics as of November 2014 census.