

Annual Report of the Committee *for* Education, Sport & Culture 2015-2016

This is an expanded version of the previous Education Matters Annual Report published each year since 2010.

This new version now includes services provided under the strategic and political direction of the new Committee *for* Education, Sport & Culture.

We will refer to these services collectively as Education, Sport & Culture (ESC)



Committee *for*
Education, Sport & Culture

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Introduction from the Committee *for* Education, Sport & Culture

The Committee *for* Education, Sport & Culture is one of the six Principal Committees of the States of Guernsey created following changes to the structure of government implemented in May 2016.

The new Committee brings together the mandates of the previous Education Department and Culture & Leisure Department and also assumes responsibility for the Island Archives, Institute of Health & Social Care Studies and GTA.

The Committee also supports the Guernsey Sports Commission, Guernsey Arts Commission and Youth Commission for Guernsey & Alderney.

The Committee *for* Education, Sport & Culture is committed to building and protecting its reputation as a well-managed, modern States Committee delivering a high standard of service to the Bailiwick's learners, families, service users, the wider community and businesses.

The Committee aims to support the delivery of its vision and key priorities by:

- Enhancing the reputation of Education Services, Culture and Heritage, Sport and Recreation, Island Archives, the Institute of Health & Social Care Studies and all other services under the control of the Committee *for* Education, Sport & Culture by promoting and celebrating the Committee's successes and achievements as well as those of schools and services

- Improving the public's understanding of the work of the Committee's services and our aspirations for the future
- Providing a flow of quality and accurate public information to help ensure that the public is properly informed of all the relevant facts
- Demonstrating the Committee's commitment to the core principles of Good Governance.

To assist in achieving these aims, the Committee publishes regular updates and also this Annual Report & Statistical Digest.

The main achievements for 2015-16 for each of the areas covered by the Committee's mandate can be found later in this report (please see contents page for details).

Committee Discussions and Decisions from May 2016

Island Games 2021

The Committee voted unanimously in favour of the Policy Letter drafted by the previous Culture and Leisure Department to support the bid by Guernsey Island Games Association for Guernsey to host the 2021 Island Games.

Pre-School Entitlement

The Committee has reviewed the previous States resolutions with regard to the

introduction of a universal entitlement to 15 hours of free pre-school education for all children in the year before they start school.

This review has involved various discussions with representatives from the Guernsey Pre-School Learning Association and other private pre-school providers.

The Committee has considered making some changes to the previously approved scheme and will bring amended proposals back to the Assembly for approval in due course, if required.

The Committee's preferred option (by majority) is to provide a scheme where private providers are paid a flat hourly rate but may charge parents a 'top-up' fee at their discretion.

In the interim, the current scheme where providers will receive £5.90 per hour for each child placed at their nursery or pre-school for 15 hours a week, term-time only, will operate for two terms starting from January 2017. For these two terms providers will not be able to charge a top-up fee.

Information about this interim scheme is available at www.gov.gg/preschool

A new Quality Standards Framework will be introduced from January 2017 which has been developed jointly with colleagues at Health and Social Care and replaces the previous regulatory minimum standards for Day Nurseries and Pre-Schools. All providers will be supported to work towards producing a self-evaluation report against these new standards from September 2017.

Future Structure of Secondary and Post-16 Education

Members of the Committee believe they were elected into office on the clear understanding that they were looking to

review the previous States decisions of March 2016 relating to removing the current system of selection by ability at age 11 for admission to secondary school and moving to all-ability secondary schools.

The Committee made it a priority to review all aspects of the decisions taken by the previous Assembly. As part of its deliberations, the Committee met with a delegation of headteachers, organised a survey of education professionals to gauge their views on selection and met with a group of teachers who carried out their own survey and were concerned about suggestions of using continuous assessment as an alternative means of selection for admission to secondary school.

The Committee's review resulted in the publication of a Policy Letter debated by the Assembly at the end of November 2016. A copy of the Policy Letter and associated appendices is available online at www.gov.gg/selectiondebate.

The States resolved to continue with the ending of selection by ability at age 11 from September 2019. The Committee is now working on proposals for the future structure of the education estate in line with the extant States resolutions. The Committee will also be considering the future funding of the Grant-Aided Colleges.

New Governance for College of Further Education

The Committee has agreed to an implementation timeline for the Outcome Agreement for the College of Further Education as part of the move to a new governance structure.

This Outcome Agreement is a key document which will govern the relationship between Education Services and the College of Further Education and set out expectations

of what the College will deliver in return for the funding it receives.

A working party has been established to progress the transition of the College of Further Education to an LBG.

Maintenance and Improvement Works to La Mare de Carteret Schools

The Committee has expedited further improvement and maintenance works to La Mare de Carteret Schools to ensure that the teaching and learning conditions for the staff, children and young people remain the best that we can deliver within the funding available until such time as the new schools are redeveloped.

Works during 2016 included:

- Roofing
- Windows and doors
- Essential carpentry
- Ceiling replacements
- Essential health and safety works (e.g. science labs)
- External works
- Creation of additional Communication Base
- New furniture and equipment.

The Committee Budget

The Committee has had a range of discussions and briefings on the management accounts for 2016 and budget proposals for 2017 and beyond. These discussions have included initial suggestions on how to increase income and how to achieve the required budget cuts without affecting service delivery.

The Committee has also facilitated a Priority Based Budgeting project lead by PwC and commissioned by Policy & Resources.

The outcome of this work should be available in the first quarter of 2017 and will help inform where there is scope for reducing expenditure not just in 2017 but in future years.

The Big Picture – New Curriculum

The Committee has continued to support officers within Education Services working in partnership with teachers and other school staff to develop the detail of the new Bailiwick of Guernsey curriculum which will be implemented from September 2017.

We are aiming to build on the existing four core purposes of the current Bailiwick curriculum, enabling our children and young people to become confident individuals, responsible citizens, effective contributors and successful learners.

What we want to do is further develop the skills and activities, programmes and schemes of work that underpin these four purposes and also reflect the aims of the Children and Young People's Plan to ensure that our children are Healthy & Active, Safe & Nurtured, Included and Respected and able to reach their individual potential. We also want to make sure that our young people have the enthusiasm and interest to hopefully continue their learning beyond compulsory school age with a thirst for lifelong learning.

What will be different is that our new curriculum will help develop and value some of the transferable skills that we know our employers are looking for – critical thinking, teamwork, independence, creativity, resilience and reflection. We will focus on developing a growth mindset in our children and young people and promote positive mental health and wellbeing.

Further information about the new curriculum is available at www.gov.gg/curriculum

Development of Plans for Guernsey Language Commission

The Committee is working on plans for the creation of a Guernsey Language Commission. This work is still in the early stages but will be further developed in 2017.

Induction Workshops

As the members of the new Committee only came into office in May, a programme of induction sessions has been organised to ensure awareness of the many and varied services coming under the mandate of ESC. These induction workshops will continue in 2017.

Committee Responsibilities

The Committee *for* Education, Sport & Culture was established in May 2016 following the General Election and subsequent committee elections.

Purpose

To encourage human development by maximising opportunities for participation and excellence through education, learning, sport and culture at every stage of life.

Responsibilities

To advise the States and to develop and implement policies on matters relating to its purpose, including:

1. pre-school, primary, secondary, further and higher education;
2. apprenticeships;
3. skills;
4. lifelong learning;
5. sport, leisure and recreation;
6. youth affairs;
7. the arts;
8. libraries, museums, galleries and heritage;
9. Island Archives;
10. civic celebrations and commemorations, including Liberation celebrations.

To exercise powers and perform duties conferred on the Committee by extant States' resolutions, including those resolutions or parts of resolutions which relate to matters for the time being within the mandate of the Committee *for* Education, Sport & Culture and which conferred functions on the former Commerce and Employment Department, Culture and Leisure Department, Education Department, Health and Social Services Department and Policy Council.

Committee Membership

The Board is made up of a President, Vice-President and three members, all of whom are sitting members of the States.

As at the end of December 2016 the Committee membership was:

Deputy Paul Le Pelley - President
Deputy Carl Meerveld – Vice-President
Deputy David de Lisle
Deputy Andrea Dudley-Owen
Deputy Marc Leadbeater (resigned Dec 2016 and replaced by Deputy Neil Inder on 11th January 2017)

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

Deputy Paul Le Pelley – Guille-Allès Library Council, La Mare de Carteret Schools' Project Board, Les Beaucamps High School Project Board, Blue Plaque Commission, Great War Working Party, Guernsey Language Commission, Liberation Day Committee, Museum Management Board; and the following School Committees – Castel Primary School, Grammar School & Sixth Form Centre, Notre Dame du Rosaire Catholic Primary School, St Mary & St Michael Catholic Primary School, Vale Primary School

Deputy Carl Meerveld – College of Further Education Governing Body, College of Further Education Project Board, Joint Advisory Council, La Mare de Carteret Schools' Project Board, Les Beaucamps High School Project Board, Beau Sejour Leisure Centre Management Board; and the following School Committees – Hautes Capelles Primary School, La Mare de Carteret Primary School, La Mare de Carteret High School, St Sampson's High School & Le Murier

Deputy David de Lisle – College of Further Education Project Board, Joint Advisory Council, SACRE (Standing Advisory Council for Religious Education), Forum re Playing Golf over Vale Commons; and the following School Committees – Grammar School & Sixth Form Centre, La Houquette Primary School, Notre Dame du Rosaire Catholic Primary School, St Anne's School, St Martin's Primary School, St Mary & St Michael Catholic Primary School

Deputy Andrea Dudley-Owen – Children’s Executive, Guernsey Training Agency, SACRE (Standing Advisory Council for Religious Education), Skills Guernsey, Guernsey Arts Commission, Guernsey Language Commission, St James Council; and the following School Committees – Les Voies School, Blanchelande College Board

Deputy Marc Leadbeater – Youth Commission, Guernsey Sports Commission; and the following School Committees – Amherst Primary and Vauvert Primary Schools, Forest Primary and Le Rondin Schools, Les Beaucamps High School,

Who We Are and What We Do

There are three main service areas within the Committee for Education, Sport & Culture. These are Education Services, Sport & Recreation and Heritage & Culture. The new Committee also has responsibility for the Island Archives, the Institute of Health and Social Care Studies and the GTA.

The Committee also supports three commissions: Guernsey Sports Commission, Guernsey Arts Commission, Youth Commission for Guernsey & Alderney.

The actions and activities of each of the service areas during 2016 are highlighted later in this report.

Education Services

We provide a range of statutory and non-statutory education, training and support services. We have a multi-faceted role as a Government Body, Local Authority, Quality Assurer and Advisory Service.

Education Services is responsible for:

- Approximately 8,700 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 approx 1,600 pupils).
- A range of support services for children and young people (including special needs support services, School Attendance Service, Educational Psychology

Service, Careers Guernsey, Guernsey 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).

Sport & Recreation Services

We are responsible for advising the States, our Committee and the wider community on strategic and policy matters in relation to sport, recreation and leisure. There are four main venues/service areas.

Beau Sejour is the Island's only community-based sports and leisure centre, for indoor and outdoor sports, swimming, fitness classes (over 80 per week), spa and operating one of the Island's largest gyms. A purpose built theatre and other comprehensive entertainment and conference facilities include meeting rooms, and a dedicated conference hall with its own catering facilities is also included within the Centre's operating mandate.

Footes Lane is a multi-use sporting facility consisting of a 400-metre six lane synthetic athletics track with a floodlit infield used for hosting events. As well as a grandstand, floodlit artificial turf pitch for hockey and football, and a hockey clubhouse, Footes Lane is the 'home' of the Guernsey Island Amateur Athletics Club, Guernsey Rugby Club, Guernsey Football Club and Guernsey Hockey.

Delancey Park is situated in the north of the Island, with stunning views taking in the islands of Sark and Herm. This public park provides large open grass areas for an array of activities, a playground suitable for infants, young children and teenagers, as well as an outdoor gym. In addition, there is a football pitch available to book, a bowling green and cycle circuit (tarmac and mountain bike).

In addition, Sport & Recreation Services look after:

Victoria Avenue Playing Field: Currently leased to the Guernsey Football Association, providing a football pitch and training pitch and cricket pitch, together with two team changing rooms, and an officials changing room.

Fort Le Marchant Rifle Range is located between Grande Hougue and Le Plomb, at La Fontenelle, Vale. The Range consists of five lanes and has a gallery with Hythe frames, stop butt and markers shelter. There are firing points (in the form of raised mounds) at 600yds, 500yds, 300yds, 200yds, 60yds and 40yds.

Beau Sejour Park (separate to the Centre, but still operated and maintained by Centre staff): Providing two football pitches, one softball diamond, five netball/five tennis all weather courts, stone climbing tower, playground, Xtreme Skatepark and a bowling green.

Culture & Heritage Services

Culture & Heritage Services provide strategic and policy advice to the States, our Committee and the wider community relating to the Island's heritage and on many cultural matters, including the development of the arts and our language,

Guernésiais. We are also responsible for the care of many of the Island's historic sites, housing a large collection of both local artefacts and those from around the world and retelling their stories in museums, literature and outreach activities.

Guernsey Museum at Candie - Set in the magnificent Candie Gardens in the heart of St Peter Port with views across the other islands in the Bailiwick stands the Guernsey Museum & Art Gallery. Hosting a range of exhibitions and collections. You can find out more at www.museums.gg

Castle Cornet - The jewel in Guernsey's crown; an 800 year old castle standing proudly at the mouth of St Peter Port harbour, it has withstood war, tempest, revolution and invasion. Extended and rebuilt many times over the centuries, the castle is a maze of walkways, tunnels, bunkers and secret gardens with five museums housed in the buildings covering the history of the castle plus maritime, military history and the RAF 201 squadron.

Fort Grey Shipwreck Museum - The Martello Tower was built in 1804 to help defend Guernsey against the French and when it was converted into a Shipwreck museum in 1976, it became one of our most unique and interesting tourist attractions. The timbers from Guernsey's Roman Ship are also housed temporarily across the road at Guernsey Pearl.

Historic Sites – we care for over 70 historic sites from Neolithic tombs that are 6,000 years old through to German fortifications built during the Second World War.

Commercial Hire – some of our historic sites can be hired out for events and functions.

Access & Learning – Guernsey

Museums works to ensure that the whole community is able to access its resources through a wide range of outreach work. This includes working closely with schools, holding family learning events, hosting living history and theatre event and outreach visits to nursing and residential homes – taking the museum out of the museum.

Island Archives

The Island Archives was created in 1986 to collect, preserve and provide access to public and private records relating to the history of the Bailiwick of Guernsey.

Spread over three floors of the deconsecrated St Barnabas Church in Cornet Street, the Archives houses thousands of documents, files, books and images that date from the 14th century to the present. We maintain an extensive collection of records of the States of Guernsey, both ancient and modern. Others of historical value are obtained by purchase, deposit or donation from institutions or private individuals. Whilst most of our records concern Guernsey, we also hold a number covering the rest of the Bailiwick, including an extensive Alderney collection.

You can find out more at www.gov.gg/islandarchives

Institute of Health & Social Care Studies

The Institute of Health & Social Care Studies forms the training and education arm of Health & Social Care (HSC). It provides a range of education and training opportunities in response to the health and social care needs of the Bailiwick. Courses are delivered by a team of highly skilled staff in a purpose built facility on the Princess Elizabeth Hospital site.

You can find out more at www.gov.gg/theinstitute

GTA University Centre

The GTA University Centre works with providers of higher education and advanced training to deliver a wide range of courses to individuals and companies.

Since it was opened in 1996, more than 8,000 programmes and courses have been facilitated on behalf of the Bailiwick and the GTA has seen more than 80,000 students come through its doors.

You can find out more at www.gta.gg

How We Spend Public Money

Overview of Budget 2016

The Mandate for the Committee *for* Education, Sport & Culture of the States of Guernsey is delivered either directly by the services provided under the Committee's strategic and political direction (for simplicity referred to as ESC) or by organisations or for individuals to whom grants are made – these include the Grant-Aided Colleges; the Libraries; Guernsey Sports Commission; Guernsey Arts Commission; Youth Commission and Grants for Higher Education.

Where the Budget is spent

The General Budget of £79.560M supports the Schools; Further Education; Higher Education; Sports; and Arts, Culture, Recreation and Heritage services.

The range of services supported and provided is wide, including for example:

- the further education services provided by the Institute of Health & Social Care Studies and the GTA University Centre
- the heritage and cultural services provided by the Island Archives, the

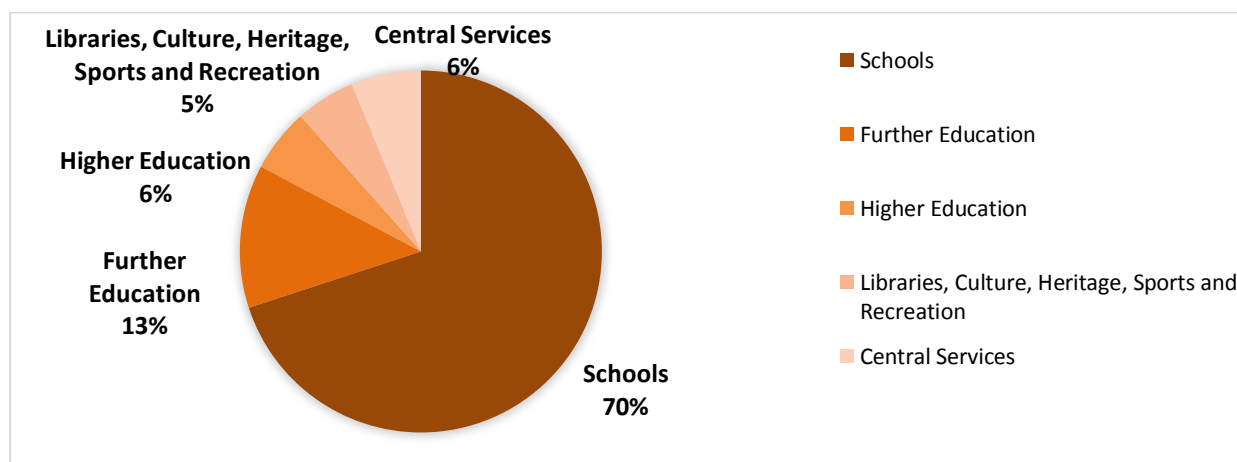
Guille-Allès and Priaulx Libraries and the Guernsey Museums and Galleries

- the sports services provided by Beau Sejour Leisure Centre, Footes Lane and the Guernsey Sports Commission
- the arts and recreation services provided by the Arts Commission, Beau Sejour Leisure Centre, the Princess Royal Centre for Performing Arts and St James Concert Hall
- central services which includes Information Technology support for schools, estate management work, health and safety, marketing (principally for Beau Sejour Leisure Centre and Museums), as well as educational policy work and support to politicians.

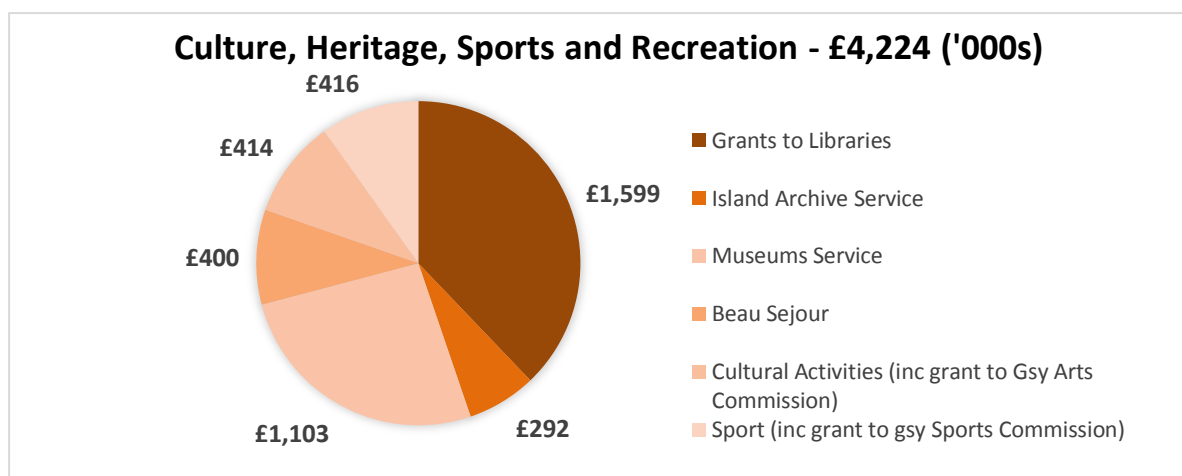
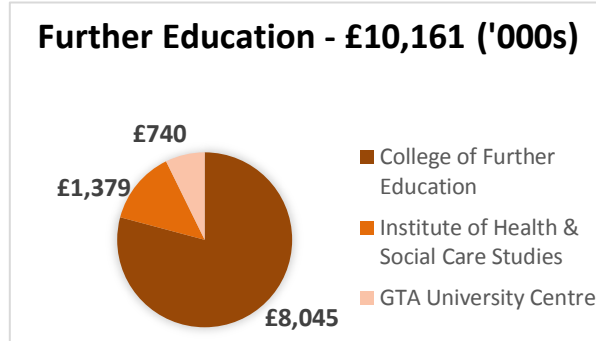
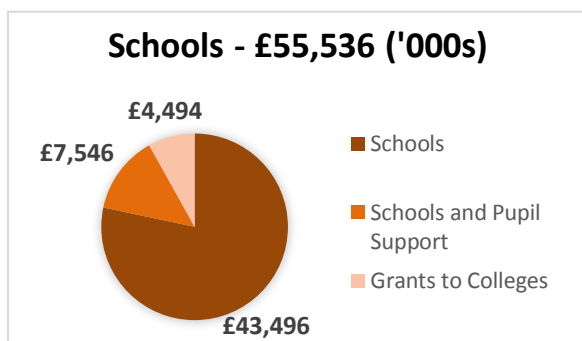
But, the majority of the budget (nearly 90%) is either directly or indirectly spent in schools and further and higher education.

The chart below shows the services on which the Budget was distributed during 2016.

All figures as at November 2016



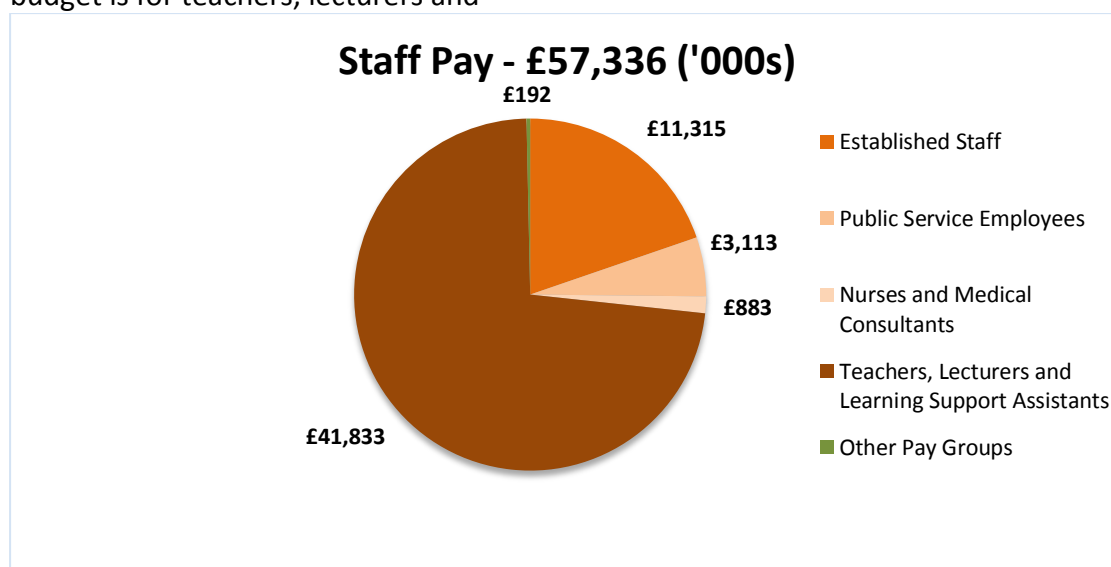
Each of the service areas can be broken down further:



What we spend the Budget on

The majority of ESC expenditure is on pay costs (approx: 73%) and 73% of the pay budget is for teachers, lecturers and

learning support assistants. Established staff include those working in Schools e.g. Technicians, Administrators, School Secretaries etc.

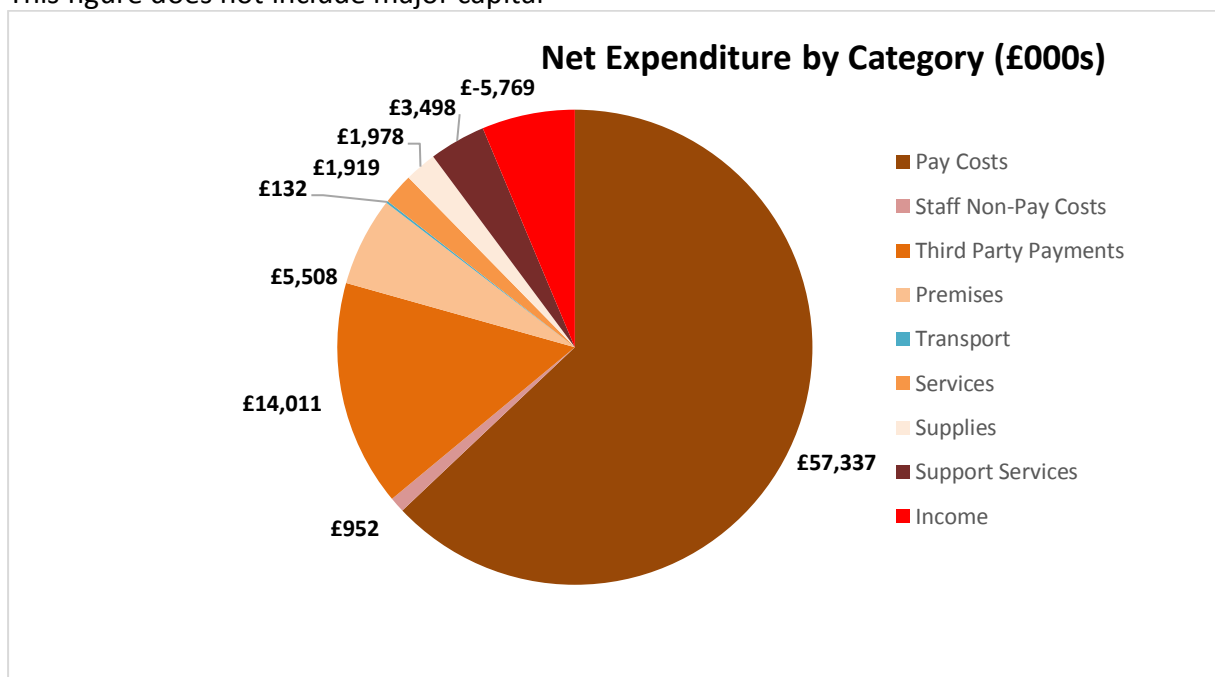


The biggest non pay cost for ESC is payments to Third Parties which includes the grants to the Libraries, the Grant-Aided Colleges, the Sports, Arts and Youth Commissions, St James and Higher Education grants. Expenditure on maintenance of the estate (schools and College of Further Education, museums and our sports facilities) follows, with about 7% of the budget being spent on the estate. This figure does not include major capital

works to the estate which are funded separately.

ESC also earns income, the bulk from sports facilities, including Beau Sejour, with Museums, the College of Further Education and schools contributing to the total income earned.

The chart below shows how the Budget was allocated during 2016.



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

Highlights of 2015-16

Careers Guernsey provide activities and support for schools/Post-16, community groups, parents, employers, Higher Education providers, university students, adults, agencies and States Departments. Here are some of our highlights of 2015-16:

Improved communication with parents/carers

Research shows that parents/carers are one of the first people their son/daughter will turn to for help with decisions about their future. So it was important for Careers Guernsey to establish how to provide reliable, timely and relevant careers information to parents/carers in a way they wanted. Careers Guernsey already attend the school parents/carers evenings to support this and following a parent survey to seek their views, a termly careers e-newsletter is now produced by Careers Guernsey and sent directly to parents and available on careers.gg. The most popular articles have been on Post-16 options, cost of going to university, what the future of work will look like, changes to qualifications, entry requirements for university and work experience.

Big Picture Curriculum

Careers Guernsey has supported the development of Careers, Employability and Enterprise as a key area of learning in the proposed new [Big Picture Curriculum](#) for the Bailiwick. Learners will be preparing for an unpredictable world of work and developing their career management skills to support their lifelong career transitions. Engagement with employers will support

their employability and also raise their aspirations and motivation to help connect their learning to their futures.

Developing collaborative working, access to services and employer engagement

Guernsey Work Experience (GWEx) continues to support the development of employability skills through engagement with employers and the team worked with 406 different employers to arrange over 1400 student placements.

Developed closer links with agencies that support young people and adults to provide developmental guidance, support with extended work experience opportunities, tailored careers information and support for transition plans.

Worked in partnership with Student Finance (Grants) to develop graduate destination data to establish trends, better inform students/community and provide data analytics for employers to help their forecasting of skills shortages.

Making a difference

More than 5,100 contacts made with young people and adults including Yr 6 primary project lessons, Careers Show, Yrs 7-11 groupworks, individual guidance interviews, telephone calls and emails, Higher Education Event, parents' evenings, transition meetings, careers assemblies.

Just a snapshot of some of the young people and adults Careers Guernsey has supported over the last year with career advice and guidance. Careers Advisers at Careers Guernsey are professionally trained in career guidance and their on-going professional development ensures support

provided is impartial, client focused and ethical.

- 18 year old, left post-16 learning, disengaged/lacking confidence, supported with job hunting & interview skills, now successfully employed with a local insurance company
- 20 year old, long term unemployed, worked in collaboration with GET (Guernsey Employment Trust) to support and motivate client to attend placements and apply for jobs
- Year 10 educated off island, home visit with social worker to discuss opportunities in the holidays for work experience locally and also set up access to on-line careers resource for exploration and information
- Support for 19 year old with a criminal conviction, looked at job hunting approach, advice on disclosing conviction and improving CV/letters of application, identified some volunteering/work experience opportunities to help client feel more confident
- Adult in their 30s, looking at returning to administrative work after 10 year gap raising family. Relevant information, advice and guidance on refresh of IT skills, course information and increased labour market awareness of the types of environments for administrative roles
- 73 year old wanting help with options and advice to study a degree distance learning

- Unemployed labourer, wanting help to get basic skills learning. Liaised with College of FE and student funding on their behalf in order for them to have initial assessment and to then progress to classes
- Adult in their late 20s experiencing difficulties and dissatisfaction in their line of work. Psychometric assessment identified key issues with the type of work they are doing. Helped identify alternative careers and action planning to achieve this.

Education Services

Communication & Autism Support Service

The Communication and Autism Support Service (CASS) provides specialist advice to schools and Education Services 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. The Service manages the Communication Bases within Amherst Primary School, St. Sampson's High School and La Mare de Carteret High School.

Actions & Activities 2016

- There are currently 170 pupils on the CASS caseload who the service are directly teaching and working with 120 of whom either have a diagnosis of autism or are currently being assessed by health.
- The Service completed a full review of activities in response to the Education Scotland Report resulting in a more holistic and simplified referral process that allows schools to seek advice early and ensure appropriate strategies are used and involve parents from the outset.
- Working alongside Education Services, extra funding has been allocated to schools to allow them to directly support learners rather than CASS request funding for specific individual learners, thus empowering schools to be more able to support their own learners. CASS is able to

offer a high level of consistent advice to those staff to implement.

- An application by CASS to England's Department of Education and the National Autistic Society funded Autism Education Trust (AET) Programme was accepted. This resulted in CASS staff being authorised trainers for the Channel Island AET Training Hub for Guernsey, Jersey & Isle of Man for pre-schools, schools, post-16 and complex needs all at Level 1,2 3. <http://www.autismeducationtrust.org.uk/about-aet/aet-faqs.aspx>

- Delivery of Level 1 Autism Awareness to 450 Guernsey Teachers/LSAs
- Delivery of Level 2 Autism Training to 175 Guernsey Teachers/LSAs
- Whole school training in 6 Guernsey Primary & Secondary schools
- Over 50 staff across schools enrolled and currently studying to gain formally accredited AET Level 2 qualification.
- AET validation and inspection visit in July 2016 concluded that our AET training was 'excellent' in every sphere and concluded that

'The sessions were rooted in practice with helpful examples and advice throughout the day. Participants had real opportunities to input and discuss the implications for their own context. The delivery was fluent, well-paced and engaging. Opportunities were taken to explore the broader implications for practice and policy for all children. The feedback I was able to see was universally positive with many enthusiastic comments. I had earlier seen feedback forms from other

AET training sessions already completed on the island and these were similarly positive.'

- Due to increasing numbers and working in partnership with La Mare de Carteret High School, the service planned and opened a new communication base for Year 7 students without incurring any additional costs.
- Due to increasing numbers and complex needs the service planned for and delivered improved facilities at the Amherst Base resulting in a more appropriate environment with only minimal capital outlay. Charities have since donated funds for a Sensory Room.
- The Service worked in partnership with colleagues from Health & Social Care, National Autistic Society and Autism Guernsey to draw up the island wide Autism Strategy for children and adults.
- The service continued to work with individual autistic students to help them reach their full potential. Examples included helping develop self-help skills for an autistic student at Sixth Form in preparation for Oxbridge application. Another student with complex needs benefited from extensive work experience support from CASS resulting in an offer of employment from the States' Tax Office. Others accessed learning at Grammar in specific subjects.
- The States has agreed that from January 2017 there will be a 15 Hour entitlement to funded pre-school education in partnership with private providers. An understanding of autism is essential to ensure early

intervention and that appropriate strategies are used from the outset. With that in mind AET Early Years Level 1 training dates were agreed with providers over the coming months and it is anticipated that Level 2 and Level 3 will also be delivered.

Education Services

Educational Psychology Service and School Attendance Service

The Educational Psychology Service (EPS):

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

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 if attendance or punctuality is a significant concern.

Actions & Activities 2016

Education Services developments

This year, as part of internal departmental re-organisation, the EPS and SAS both became elements of the newly created Learning, Performance and Intervention (LPI) team. This change in organisational structure has been welcomed by both services because it has led to much closer, and therefore effective, working with our Education Development Officer colleagues. We are now better able to contribute to the

wider picture of our schools and co-ordinated strategies put in place to support the work of school staff. For example, both teams have been involved in the two major Education initiatives of the Big Picture Curriculum and the Inclusion Strategy.

Staff changes

In February 2016, Karen Martel retired from the SAS. She began working in Education in 1998 and the time had come for her to 'hang up her satchel'. Karen did not particularly wish to take early retirement, but recognised that her health is such that she must focus on looking after herself. For 6 months the School Attendance Officers carried out sterling work covering a vacant post. Then in September 2016, we were delighted to welcome Kirsty Furley as our new SAO. Kirsty moved to join us from Les Beaucamps High School, where she had been supporting pupils with attendance and welfare difficulties and so the skills and knowledge that she already had have allowed her to 'hit the ground running'.

Within the EPS, Jeremy Frith has been working with us on the Growth Mindset work for some time. This year, a welcome change has been that he is now based in our office, which means we can pick his brains more easily and he is better able to contribute to our wider strategic work.

Administrative Streamlining

During the summer, responsibility for administration of the School Uniform Grant moved from SAS to the Committee for

Employment & Social Security. Jackie Williams supported the transition of the task to the new team and is delighted to now have time to fully carry out all the Multi-Agency Support Hub (MASH) related administration the SAS is responsible for on behalf of Education Services. Within the EPS, Trish Bourgaize supported the transition of a number of Formal Assessment tasks she carried out on behalf of Education Services, which has released her to be able to pick up on a number of EPS tasks that had been sadly somewhat neglected whilst her focus was on the Formal Assessment work.

Casework and Specialisms

All EPs and SAOs carry out casework with individual children and young people and their families. This work is highly regarded by families and professionals alike and has real impact on improving circumstances for learners. The services receive a number of letters of thanks from parents.

Each team member also has an area of specialism, related to supporting schools with their work, and for this Annual Report each person has written a summary of an element of their specialist work.

Charlotte Friel, Senior Practitioner EP, Social, Emotional and Mental Health

This role includes Educational Psychology input to Les Voies special school for students with social, emotional and behavioural needs, which involves a mixture between assessment of special educational needs and work with students around understanding of them. Over the past year, specific strategic work included areas such as Attention Deficit and Hyperactivity Disorder (ADHD), anxiety, managing harmful sexual behaviour, Looked After Children (LAC), and the Agencies School Engagement Team (ASET). This involved multi-agency

groups working to improve practice around these areas, the development and delivery of training, as well as consultation.

Kay Lowe, SAO, Team Lead for MASH

During 2016 the School Attendance Service has continued to develop strong links within the Multi-Agency Support Hub (MASH). The daily MASH meetings are now part of our work load and we represent the schools in the Bailiwick, requesting reports from Headteachers when necessary. The knowledge that we bring as a team has proved to be invaluable and we have been known to challenge decisions made within MASH. It has been reassuring that (at times) our knowledge of the families being discussed has resulted in a more collaborative approach. We hope this strong link will continue to develop during 2017.

Rachel Sykes, Senior Practitioner EP, and Jeremy Frith, Education Officer, Growth Mindset Project

Ongoing consultation with schools has helped them plan their implementation of growth mindset which is now in the new Guernsey Curriculum. This has resulted in more training, creation of resources, delivery of curriculum to students and meetings with individual staff. Alongside training for other States Departments, our training, resources and expertise have been shared off-Island, creating a revenue stream for Education Services. A Growth Mindset Leadership course has been devised and implemented. A research project has begun, looking at measuring students' mindsets to help guide interventions in Secondary Schools.

Gillian Fisher, SAO, the Voice of the Young Person and Parents

Information was gathered directly from young people and their parents regarding how schools could support them with issues

they have with attendance. 20 students and 10 parents participated; all students had an attendance of under 85%. There was a differing of opinion between pupils and parents regarding school attendance and the roles of the school. It was apparent that those schools which responded to attendance in a positive and supportive manner, ensuring consistent communication with students and parents, led to the student and parent feeling more included and valued. Findings have been shared with schools to help them develop support for poor attenders.

Alison Ring, Senior Practitioner EP, Early Years and Literacy

An SEN audit was completed by visiting all 34 pre-school providers. This review summarised their training needs and has contributed to the States Early Years Team (SEYT) development work, including establishing a pre-school SENCO Network, and greater involvement of other agencies, especially the Speech and Language Therapy Service. Further contributions were made to the training of the Language and Literacy specialist teaching staff on supporting children with dyslexia and reading difficulties as well as advice and support to streamlining the Dyslexia Day Centre (DDC) referral process, extending the DDC remit to working in the High schools and ensuring staff are trained to undertake exam concession assessments.

Fiona Rice, SAO, Attendance Strategy and Policy

This year there was a review of Attendance Strategy and Policy, which enabled the SAS to work closely with Headteachers and Attendance Leads, ensuring that all aspects of the document were discussed at length before amendments were made. The amended policy emphasises a staged approach, provides clear guidelines for staff

in schools and allows the SAS to function more effectively. There has been a focus on making clear the disadvantages of taking holiday in term time. I carried out a particular piece of joint work with colleagues in Health, where we looked at the best way to track and respond to learners who are absent from school on medical grounds.

Kirsty Furley, SAO

I am so pleased to be able to work in the SAS. Right now I am learning the ropes, with excellent support from my colleagues in the SAS and Link schools. Next year I will be developing a specialism.

Karen Hazzan, PEP, managing the SAS and EPS

It continues to be a privilege to work with such skilful, knowledgeable and dedicated colleagues, whose work is impressive and who really make a difference for the better for some of Guernsey's most vulnerable learners.

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 2015-16

This year has seen a total of 25 students on the EAL register.

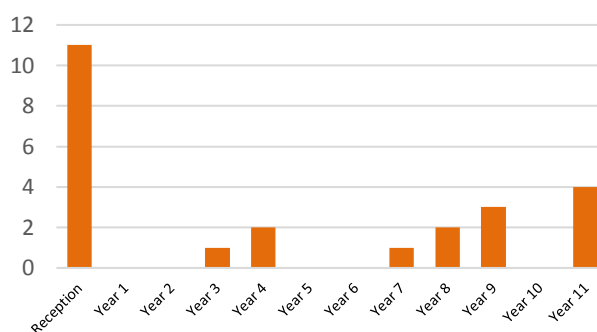
4 of these students were already on roll from the previous academic year while 21 new students have been added to the EAL register since September 2015.

By July 2016 there were a total of 11 students still receiving support. Of these students, 4 will definitely no longer require support at the end of this academic year and 7 will continue to receive support for a limited time from September 2016.

There were 3 new referrals in the summer term. Students who had reached the level of English required were discharged from the register to accommodate these new referrals.

There were slightly more students in primary than secondary this year, with Reception seeing by far the most students. There were also more students in Year 11 than is usually the case.

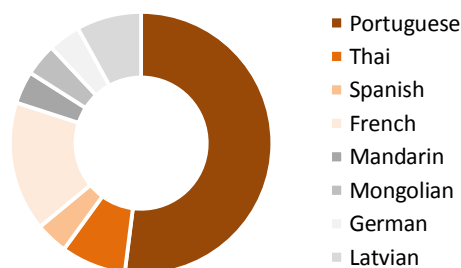
No. of EAL Pupils in each year group receiving support 2015-16



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



Support from the EAL service has been requested in a total of 9 Bailiwick schools. There have been more new referrals from La Mare de Carteret High School than any other. The most effective way to accommodate the greater number of students in this school has been to offer more sessions in a group environment. This has allowed plenty of time to cover the points on the EAL learning checklist which has helped many of these students progress quickly.

Strengths

Google tracking

One of the most important developments this year has been the improved communication between EAL teacher and schools. A robust tracking system is now used with every primary school pupil. It involves regular updates from both the EAL teacher and class teacher on the progress of the student. As with the lesson evaluation form that was previously used, the EAL teacher continues to provide in-depth lesson evaluations on a weekly basis. The trackers are updated directly on Google. Trackers keep the class teachers fully aware of the content in EAL support sessions which makes them more informed to build on and reinforce the work covered by the EAL teacher. This improved communication also allows the EAL teacher and class teachers to ask each other questions and highlight particular difficulties or strengths the student is having.

Clear learning intentions

Students are now much more aware of the learning intentions in their lessons, as well as the direction they are heading on a whole. This can be attributed to the EAL learning checklist which is now shared with students. The learning checklist was previously only shared with teachers; it is

now completed together at the end of the lesson. Pupils feel motivated to 'tick off' the checklist as grammar and vocabulary are covered and it allows students to see how individual lessons fit in to the 'big picture.'

Relationship with parents

An effort is being made to support and build a relationship with parents. In future, there will be direct contact with parents by letter in the event of a new referral. The letter will detail the role and aims of EAL support and will include helpful information such as links to websites, helpful tips for improving their child's English and the EAL teacher's contact details. There are plans to develop this communication further in the coming year through Google Sites.

Progress checkers

A Progress checker for students at secondary level is soon to be trialled at La Mare de Carteret High School. The purpose is to highlight the strengths and weaknesses of the pupils' English in subject specific areas. Common patterns and trends may also be seen which may prove useful to both the school and EAL teacher. In some cases it may also be used to signal that EAL support is no longer required.

Certificate of completion

A certificate is now awarded to students of primary school age when EAL support comes to an end.

Areas of development

Google tracking

Many areas for development involve the use of technology to enhance the service. The success of the Google tracking system at primary level must now be adapted for use at secondary. It is envisaged that the Progress Tracker would serve as a two-way communication tool between the EAL teacher and all subject teachers. This will

allow more focused support on the individual needs of the students.

Progress checkers

The aim is to use the progress checker at secondary level more regularly every term, half-term or whenever it is felt necessary so it gradually becomes a normalised part of EAL support.

Google sites

The intention is to create two Google sites, one for Schools' use and the other for students and parents. The sites will contain useful links to websites, resources, referral forms, help sheets and homework tasks. There will be many advantages brought about as a result of the improved communication. This will include advice and support for teachers, greater contact with parents and more support for students.

Independent study

A more robust approach to homework will be taken in the coming year to ensure that students work independently to improve their English, especially at secondary level. An 'Independent Study Log' will be issued to students from Key Stage 2 onwards to help keep track of the amount and quality of work students undertake outside of EAL support lessons.

Cambridge iGCSE in English as a Second Language

This qualification is available for learners who already have a working knowledge of the language and who want to consolidate their understanding in order to progress in their academic or professional career. This will certainly be an option for some students in Guernsey and will be discussed with all those involved as the opportunity arises.

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 mentors.

The service also manages the Education Other Than at School (EOTAS) provision for children and young people who are medically unable to be in school, and provides education for children and young people that may be in the secure unit along with education provision for the prison service for prisoners of school age.

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 of 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 developing 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 2015-16

- Alternative Pathway for identified year 11 students planned and implemented
- Part of working group on Inclusion framework/inclusion mark
- Strategic support to secondary schools on policy development, inclusion strategies and whole school planning
- Strategic support to primary schools involved developing policy into practice, whole school inclusion, differentiating for underachievers, providing quality intervention programmes and staff training
- Delivered training to NQT, college staff, LSA's and individual schools on the inclusive classroom, SEBD in Guernsey, the teenage brain, ADHD, attachment, Managing challenging behaviour
- Parent and carer workshops delivered on 'supporting your child's emotional development'
- Delivery of Team Teach across the Bailiwick schools
- Training delivered to agencies and other professionals on the 'Team around the child' process

- Feedback from students, parents and schools has 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
- Continued delivery of Team-Teach.

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 one full-time qualified teacher. The post is part-funded by an annual grant from both Health and Social Care and Home Affairs.

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 Education Services, Health Promotion Unit (HPU), Drug and Alcohol co-ordinator, PSHE co-ordinators/staff in 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, delivering parts of the PSHCE curriculum in schools, by providing a link between Education Services, schools and agencies and offering advice and support as necessary.

Actions and Activities 2015-2016

- 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 Education Services, schools and agencies and offering advice as necessary
- Supported the healthy lifestyles worker, employed by HPU, to deliver tobacco education in schools
- Co-ordinated and led the delivery of ASSIST (Year 8 peer-led smoking intervention programme) in schools
- Supported both the Drug Education Worker and Youth Alcohol Worker, funded by the Drug and Alcohol Strategy, to deliver drugs and alcohol education in schools and helped deliver targeted initiatives as required
- Delivered INSET in Primary schools to introduce the new PSHE programmes of study and schemes of work from the PSHE Association
- Monitored and evaluated lessons delivered in schools by 75% of Support Agencies
- Reviewed the current Healthy Schools award and moved to a benchmarking tool
- Launched new Healthy Schools programme and trained staff from the first 6 schools to start the programme
- Provided training / INSET to PSHCE co-ordinators, Support Agencies, NQTs, teaching assistants, schools and students, as appropriate

- Trained to deliver the Royal Society for Public Health Youth Health Champions programme to Year 9 & 10 students
- Delivered Youth Health Champions programme at pilot Secondary school
- Mapped the PSHE and Citizenship schemes of work across all phases for the new Bailiwick Curriculum
- Created a PSHCE website for Bailiwick students so they can access further information and support on all PSHE related topics
- Worked with the Programme Manager and students from the Performing Arts Centre on a project to create and perform a play, on the topic of alcohol, for Year 7 students in Secondary schools
- Assisted the DAS co-ordinator with the tender process for awarding the drug & alcohol education contracts
- Attended a 'Mindfulness in Schools' conference in the UK and Oxford University lecture on Mindfulness at St James'. Helped set up Mindfulness sessions for students at La Mare de Carteret Primary & High Schools
- Worked with new Support Agency, Liberate, to organise training for teachers and community workers on the topic of LGBT+.

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.

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

Under the current 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, Education Services 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.



Actions & Activities 2015-16

- Book Week –February 2016 we invited Nick Cook, Steve Antony and Tommy Donbavand. They talked to nearly 5,000 children over the course of the week.
- Author, Ann Bryant our Patron of Reading for the Bailiwick – Worked with 7 schools throughout the year working with nearly 800 students. She also ran 2 CPD sessions for teachers and presented the Summer Reading Challenge certificates at our celebration event held at the Guille-Allès Library.

- Book events included Carnegie and Greenaway, Non-fiction November and our World book day quiz – All schools were invited to take part with many sending students to the library as representatives of their school. Over 140 students visited the Guille-Allès to attend these events.
- Schools' Library Service staff took part in the DigitalACE day promoting the use of educational resources for homework support. Over 1,000 people attended
- Seasonal story weeks for primary schools where attended by 1,300 children who visited the Guille-Allès for stories and activities.
- Collaborations between schools in the Bailiwick and schools in Arkansas, Wisconsin and Mexico were organised and supported by SLS staff using Google Hangouts.
- Educational visits to the Guille-Allès were revamped and promoted seeing 8 schools bring nearly 200 students this year.
- Parents evenings – SLS staff have attended parents evenings in many schools in order to promote the new website and the online resources available through it.
- [SLS Guernsey Blog](#) – Jodie Hearn has set up a blog for SLS which will enable us to review books and give recommendations. We are also using it to promote school libraries and reading for pleasure.
- Book Bench for the literary festival– Stories were read from the book bench when it was in one of their schools.
- Study skills workshop – La Mare High and Les Beaucamps High attended a joint study skills workshop which SLS ran in the Guille-Allès Library.
- Head of Schools' Library Service, Elizabeth Hutchinson, was shortlisted and was runner up in a national information literacy award. She had been invited to join the judging panel for the teentech awards in the UK. This group judges the research skills of entrants.

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.

Education Services

Guernsey Music Service

The Music Service believes that music can enrich all pupils' lives and that it has a unique contribution to make to their education.

The Music Service therefore:

- 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;
- 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;
- makes a strong contribution to the cultural life of the Island through the active involvement of staff and pupils, past and present.

The Service has provided half a term of whole class Wider Opportunity instrumental music tuition to all Year 4 pupils in mainstream States primary schools and helped to improve the confidence of generalist teachers at primary level in teaching the subject. It has provided similar but appropriately adapted activities for pupils at Le Rondin and Les Voies.

As well as providing lessons in orchestral and band instruments and singing, the Service has further developed opportunities for pupils to learn keyboard, guitar, kit drums and singing at secondary level, targeting in particular pupils who may not have learnt instruments previously. 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. The Service organised three very successful performances of *Seussical the Musical* at St James, involving all the Island's primary school choirs. 924 Guernsey pupils attended three Channel Island Music Council concerts co-ordinated by the Service which also organised and delivered performances by its own staff to pupils in their schools.

The Service embarked on a major longitudinal study, *The Benefits of Instrumental and Vocal Learning on Attainment and Progress (BIVLAP)*, led by the Institute of Education, London University and Hampshire Music Service, investigating the effects of learning an instrument on pupils' progress in English, reading, writing and mathematics.

306 pupils achieved a pass rate of 96.4% in graded examinations during 2015-16.

Over 800 pupils attended Music Centre and participated in:

- 7 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.

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 and another jointly with the Guernsey Jazz Orchestra. The Service supported the Guernsey Eisteddfod with many individuals and groups taking part. Other performances included one at Government House for HM The Queen's Birthday Reception and a performance for Senior Citizens arranged by the Lions Club.

66 senior Music Centre students toured the Czech Republic as part of a Music Centre visit to the country. Performances included a particularly memorable one at the Czech Museum of Music. The students also experienced the historic sights and beautiful architecture of Prague, saw Mozart's *Don Giovanni* at the Estates Theatre and cruised on the River Vltava.

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.



Music Centre students on tour in the Czech Republic

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 approximately 16 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 school's PSHCE programme.

Often two or three educators will attend so that classes can be gender split into smaller groups. When working with students who have special needs, the students are 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 2015-16

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 attended the recent Island Child Protection conference. SHARE has been involved with the New Sexual Health Strategy and has been involved in liaising with School Nurses and other agencies to help plan its implementation. SHARE has also been involved with the Children and Young People's Plan and 1001 critical days Teen Pregnancy forum.

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

As well as teaching in schools and 1:1 with some students, the SHARE nurses regularly attend youth clubs, parents' evenings and events, and provide training for newly qualified teachers, Student Nurses and Youth Workers, on SRE and working with young people.

SHARE has been very fortunate to have continued support from Male Uprising Guernsey (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 States of Guernsey website www.gov.gg/SHARE .

Education Services

Sensory Support Service (Hearing)

During 2015/16, five students received direct, ongoing support from the Service. A further 44 were included on the service database for regular monitoring, ranging in age from birth to 18+.

The service was involved in many innovations and successes for the children and young people with a hearing impairment. This was possible due to the hard work, commitment and dedication of all the staff involved, the families and, of course, the students themselves. Three students received FM receivers to aid their clarity of hearing in a noisy classroom situation.

Two students made potentially difficult transitions, one from pre-school to mainstream primary school and the other from a secondary special school to a similar school in the north of England. Carefully considered transition plans were put in place and both students managed the transitions well, with additional input and support from the Service.

Several students successfully completed residential trips on and off island with direct support from the Service. The students gained a great deal from the experience, particularly in self-confidence, self-reliance and PSHE goals.

The Sensory Support Services have relocated from Le Rondin School and Centre to Le Murier School. The move was successfully completed in July 2016.

Once again the Guernsey Deaf Children's Society (GDSCS) continued to provide

significant financial support to the Service by part-funding a Test Box with the Ewing Foundation of London. Learning Support Assistants (LSAs) have started a rolling programme of testing the function of students' hearing aids and sharing the results with Audiology at Medical Specialist Group (MSG). The GDSCS also ran a residential camp in June which was popular with many of the children with a hearing impairment.

Ongoing priorities for the Service are:

- Continuing to provide specialist support and assessment;
- Providing suitably differentiated intervention programmes;
- 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.

The Service continues to foster and develop links with other professionals, both on and off Island, so that the Service can help to ensure that the team around the child is providing the best possible support package for them, their families and the schools.

Education Services

Sensory Support Service (Vision)

This past year, the Sensory Support Service – Vision (VISS) supported 3 more children than last year. Our numbers grew from 9 to 12 children and young people with a significant visual impairment.

Our support takes the form of assessment, planning, 1:1 support and monitoring/advising families, schools and pre-schools.

Our current caseload looks like this:

Gender	
Female	Male
2	10

Setting	
Home	1
Pre-School	2
SEN School	5
Mainstream	3
CFE	1

Our staff include one Qualified Teacher for Visually Impaired and two Learning Support Assistants. We are now line-managed by the Headteacher at Le Murier School, where we are also based.

We continue our long and happy relationship with Specsavers and The Guernsey Blind Association, who have been

kind enough to donate specialist devices. We have also received support from the UK's West of England School and College (for the Blind and Visually Impaired). Our staff help train families, schools, pre-schools and the wider community how to use the specialist devices and deliver instructional strategies for blind and visually impaired and visual impairment awareness.

Our pupils have benefited greatly from the on-going and harmonious relationship our service has with families, schools and other agencies. We are currently involved in the transition process as two young people prepare to leave school. Liaising with future service providers makes the transition much smoother for all concerned.

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

2015-2016 Celebrating Ten Years of Learning

As this was our 10 year anniversary the school celebrated its birthday with a tea party for everyone in September. We held an open day where lots of ex pupils, parents and staff attended.



Focussing on developing pupils' Literacy skills to raise attainment has been achieved using several strategies. The visit from author Ann Bryant, who said our pupils *"were engaged and full of imagination"* inspired us to read and read and read as our giant reading tree shows. Pupils add leaves for their reading achievements and receive gold or silver certificates to celebrate their successes.

Working with colleagues from Forest school we have introduced Talk for Writing which has led to even more creativity in written work from stories and myths to poetry and news reports.

Our Kindness initiative lifted everyone's spirits. The pupils looked for ways to show kindness and also gave feedback when they saw or experienced kindness themselves. Marc Winn visited along with John Sweeny and both felt the pupils were inspiring kindness ambassadors. We also focussed on the importance of happiness and everyone thoroughly enjoyed the visit by Shona McFarlane and world champion Beat Boxer Bass6.

Being active, energetic and fit has also been a theme for the year with our participation in the primary schools Rugby tournament for the first time. Our team of Lions played well and were proud to make it through to the quarter finals in their new kit. The coaching support given by Rugby Development Officer, Rachel Merrien, ensured that the pupils' skills and team spirit developed hand in hand.



The inclusive sports day was well supported by our parents who encouraged pupils to do their best for their team mates. This was followed at the end of the term by another first for the school when our Year 6 pupils

entered the Le Rondin triathlon to raise funds for next year's Year 6 off-Island visit and to support our determination to Be Active for life.



The school has also been encouraging creative and innovative approaches to meeting the needs of learners in a number of ways including through Learning Outside the Classroom. Den Making day in June provided a practical opportunity for everyone to problem solve and be open minded when looking for ways to build an outdoor shelter.



This positivity was enhanced through Magical Days in the Park when a number of classes were introduced to formal gardening and Peter Rabbit!



As a school we continuously strive towards being the best we can be. Staff were able to visit Anna Ephgrave, at her school to see Continuous Provision in action for Early Years Foundation Stage and plan ways to adapt this model for our pupils.

We are developing this over the next year as a way to increase engagement and achieve even greater skills progression. By making the best possible use of technologies, such as green-screening, developing both adult and pupil Digital Leaders and having a whole school 'growth mindset' Le Rondin has set itself a challenge and we look forward to the next 10 years of exciting learning.



Le Murier (Baubigny Schools)

School's Aim:

We aim to promote every student's academic, social, emotional, sensory and physical development through a breadth of

learning experiences both in and outside of the classroom. We want to enable our students to be active and productive members of their local community. We value our students as individuals and we aim to provide an holistic approach to their learning and care.

Some of the many achievements and activities over the year

Le Murier students have had a very positive and productive twelve months. The year started out with successful **team building** events for KS3 and KS4. KS3 Years 7 & 8 was a joint Baubigny School's event with St Sampson's High Year 7 students at Rue Mainguy.



We've enjoyed **Shakespeare's Tempest** productions with Years 7, 8 and 11.



Duke of Edinburgh has remained a key feature, and within the year, three groups have undertaken aspects of the award and have their final parts to complete in September 2016. An amazing accomplishment was the KS5 (Yr13) group completing their Bronze camp and expedition. This group had a range of learning and physical difficulties, which called for adaptive equipment on camp as well as a 'creative' look to the actual expedition walk – *congratulations to all!*



John Muir Award was introduced for a group of Year 11 students with the view to extend in the coming year. Le Murier is also now a registered member of the National Navigation Award Scheme **Young Navigators Star Award** providing students with further opportunities to gain certification for their outdoor education pursuits.

Edexcel Functional Skills in Numeracy accreditation was achieved by ten students at Entry Level 2 and a further ten students at Entry Level 3. **Edexcel Functional Skills in Literacy** accreditation was achieved by five

students at Entry Level 2 and four students at Entry Level 3. Eight students passed the **BTEC Home Cooking Skills** award.

Residentials have again featured throughout the year, with student groups staying in Lihou Island and Wales (outward bound activity week).

In March 2016 the **Everest Challenge** (annual wall climbing weekend fundraising event), which is supported tremendously by our students and the local community, raised **£20,000**. The monies raised go towards funding outdoor education and the residential programme for Le Murier students.



The school has achieved **Stage 2 of the Investors in Careers** quality badge for its commitment to work experience and appropriate support and placements for students in this area. Students undertake work placements in Key Stage 4. In the past year eleven Year 11 students (out of twelve) completed three successful work placements and eight Year 10 students (all) completed two placements. Year 10 also showed readiness for work by doing one in school work/enterprise activity, and the one Year 11 student who didn't go out on placement worked alongside our cookery room technician within an 'apprentice' capacity, supporting both the technician and the students.

Le Murier sent a group of students to Hampshire to take part in an annual **cricket**

festival with special schools from all over Hampshire.



Year 11 students on the Retail course did a '**pop-up shop**' in town for Valentine's Day and two Year 10 students took part in the **States Youth Forum**.

The **choir** represented the school at the **Eisteddfod** in March, gaining a Highly Commended from the Adjudicator and received the trophy for the Class they took part in. The choir, as well as other students, has also sung at **Care Homes** within the community as well as the **Christmas Concert**.



App communication with parents:

Parents within the Sensory & Communication department have trialled successfully the **SeeSaw app** for daily communication, progress updates and access to their child's learning journey. This also allows them to comment on targets, progress and share back with the class

teacher. Le Murier also now has a **school app, Twitter account and website.**

Charity fundraising: In the academic year of September 2015 to July 2016 Le Murier students raised a remarkable £4,591 for various charities; these included, amongst others, Macmillan Cancer Support (through a coffee morning), Swimathon, Children in Need Ramble (all students with some parents) in Herm (£1,420), Salvation Army, Sport Relief and Gurkha Welfare Trust. Students have used entrepreneurial skills to raise monies for others charities through baking, making ingredients and selling jacket potatoes to staff for their lunch on a Friday (monies raised divided between Channel Island Air Search and RNLI - £475 to each charity) as well as a Year 11 group raising £205 for the GSPCA. ***A huge well done to all students for the community and charity contributions!***



The school also gratefully received a **new mini-bus** from the Wooden Spoon charity.



Staffing: In July of 2016, two of Le Murier's long-standing members of staff retired; Jeremy Teehan, Headteacher and Rob Tiplady, Head of Key Stage 3. Sadly one of our retired LSAs, Penny Carey, passed away in the spring term of 2016. Penny's family kindly wanted to commemorate her time and support to the students of Le Murier (and previously Oakvale) with a gesture which would benefit the students' learning; a modified and partitioned library, named in Penny's honour, was established.

A thank you to all the staff for their continued commitment to the teaching, learning, support and care of Le Murier's students during the academic year of 2015-2016.

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 now has an ASD (Autism Spectrum Disorder) class for students that are unable to manage at other provisions. 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. In 2016 the school achieved its best results ever with 86% of students leaving with 5 A*-G including English and Maths.



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 for the vast majority of students in comparison with their previous schools. 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. The school now has a 'therapy dog' in every day and this has resulted in a number of students accessing learning, exams and activities that they have previously been unable to do.



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 two students took part in 'The Deepest Classroom'. The school competed in the island basketball league for the first time and won one of their matches in their first season.

The school has also been actively involved in the wider community, for example the P.T.F.A. Christmas and Summer Fairs, art competitions. Different agencies have also contributed to the school curriculum, for example 'The Guernsey Music Service' and Schools' Library Service have been a regular part of the school and SHARE (Sexual Health and Relationships) team have a programme for all secondary students that is delivered throughout the year.

The school was represented at the Installation of the Lieutenant Governor by the Head Boy and Head Girl.



The school was fortunate to be the only one on the island to have the Premier League trophy visit.



Sport & Recreation Services

Recreation Services operates and maintains the following sporting and recreation Island facilities:

Footes Lane – a multi-use sporting facility consisting of a 400-metre six lane synthetic athletics track with a floodlit infield used for hosting events. As well as grandstand, floodlit artificial turf pitch for hockey and football, and a hockey clubhouse, Footes Lane is the home for a number of local sports clubs and is the ‘Home’ of the Guernsey Island Amateur Athletics Club, Guernsey Rugby Club, Guernsey Football Club and Guernsey Hockey;

Delancey Park – situated in the north of the Island, with stunning views taking in the islands of Sark and Herm. This public park provides large open grass areas for an array of activities, a playground suitable for infants, young children and teenagers, as well as an outdoor gym. In addition, there is a football pitch available to book, a Bowling Green and cycle circuit (tarmac and mountain bike);

Beau Sejour Leisure Centre – the Island’s only community based sports and leisure centre, for indoor and outdoor sports, swimming, fitness classes (over 80 per week), spa and operating one of the island’s largest gyms. A purpose built theatre and other comprehensive entertainment and conference facilities including meeting rooms, and a dedicated conference hall with its own catering facilities is also included within the Centre’s operating mandate.



Outdoor Areas

The **Footes Lane** sporting complex remained busy throughout 2016, and was the venue for:

- 26 home matches hosted for Guernsey Football Club (GFC) (of which the highlight was when Thamesmead Town played the GFC in the FA Cup – the first time a match has been played outside of the UK for this competition – over 1,140 fans turned up to support the local side);
- 14 home matches hosted for the Guernsey Rugby Football Club (GRFC);
- Two home matches hosted for the Guernsey Football Association (GFA) played by Island representative teams;
- The 2016 Rugby Inter-Insular – The Siam Cup (drawing a crowd of over 1,500);
- The BWCI Mini’s Football Tournament (attracting teams from professional clubs such as Arsenal, Everton etc.);
- The Rugby Tag Junior Festival;
- Numerous school athletic sports days;

- Athletics Intertrust Meeting (with UK athlete Matt Mattimore setting a new record of 73.89 metres in the javelin);
- School hockey clubs and lessons;
- Hockey business leagues;
- One of the Island's largest firework events, hosted by the GRFC (attracting a crowd of over 2,000)



Work undertaken during 2016 at this site included the installation of a bore hole to assist with infield irrigation when required, in order to reduce water costs and ensure the pitch remains in a playable condition throughout the dryer periods.



Delancey Park remains another hub of local sports and leisure activities, with the park being used for:

- Cross Country races, hosted by the Guernsey Island Amateur Athletic Club (GIAAC) (encompassing all standards and age-groups);

- Circuit bike racing hosted by the Guernsey Velo Club, including the 'Delancey Flyers' (for juniors) and criteriums (closed circuit racing) for all ages;
- Mountain bike racing, hosted by the Guernsey Velo Club, who have also assisted with the restoration of the overgrown areas of the park to create a mountain bike trail for use by all (public included) together with Community Services;
- Lawn Bowls, for which the playing surface has now been top dressed and re-seeded in preparation for the 2017 season.

Fort Le Marchant Rifle Range has benefited from the donation of 10 tonnes of bagged sand, used to top up the target butts, and all users continue to benefit from this community facility. The site was recently inspected by the Ministry of Defence (MoD) which takes place every two years, and although still awaiting the official report, no issues were raised during the visit.

Beau Sejour Park saw some maintenance repairs carried out on both the upper and lower tennis courts, and the bowling green has been top dressed and seeded in preparation for the 2017 season. A replacement fence has been installed around the children's play area – and the sunken garden (used for model car racing) has undergone a complete course re-design, implemented and carried out by members of the model car club.

Beau Sejour Leisure Centre

The Centre continues to focus on its customers and as such many of the changes made throughout 2016 were as a direct

result of customer comments and experiences. Three manned customer 'drop-in' sessions were conducted throughout 2016, providing feedback regarding things the Centre did well; things the Centre could do better; and ideas for improvements. All of these comments have helped inform and develop the Centre's Customer Improvement Plan, a 'live' document to help guide and inform the future direction of the Centre's offering to the local community.



As a result, specific areas of the Centre continue to develop and adapt to customer expectations, such as the bringing together of the front of house staff teams, ensuring a more integrated customer experience is provided throughout the Centre's opening hours. In addition, the BodyZone Gym was refurbished as a result of customer feedback in July. This refurbishment included:

- Full refurbishment of the Spin Studio, including the replacement of all Spin bikes;
- A reconfiguration of the floor area within the gym, to increase the free weight and core areas in line with

customer expectations and comments;

- The installation of new free weight matting, new carpets throughout and a fresh new look and colour scheme;
- The inclusion of space saving ideas such as swiss ball racks, new hanging mats and suspension training brackets;
- The addition of Plyometric boxes and more free weights, again in line with customer feedback.

The gym refurbishment was welcomed by all users, as were the revised earlier weekday opening times in response to customer comments, with approximately an additional 200 people per month now using the BodyZone between 6.30am and 8.00am. In the month of August following the refurbishment, usage of the area jumped by around 13% when compared with August 2015 figures.

Staggered and earlier finish times of early morning classes has been received well, creating easier access to showering facilities, and allowing customers additional time to get ready for work.



The LifeFit Exercise on Referral scheme continues to grow, and as such a full-time LifeFit Co-ordinator was appointed to assist with the development of this valued scheme. Aligning with overarching strategies such as the Strategic Living and

Ageing Well Strategy, as well as the Healthy Weight Strategy, LifeFit continues to be one of the 'unsung' heroes of Beau Sejour's continuing commitment to community active health and well-being. Referrals for this scheme increased by around 28% when compared with 2015 (336 referrals in 2015, 429 referrals in 2016), and this area will continue to develop according to demand and customer requirements.



One of the larger projects of the year was to extend the length of the swimming pool – as it had no Amateur Swimming Association (ASA) certification to enable competitive swimming events to be hosted at the Centre. To adapt the pool to meet the required length standards it was drained, and then tiles and plaster removed at both ends to obtain the required length.

The walls were then sealed and re-tiled, and the pool refilled with water. At the same time, the carpets and vinyl were replaced. Once this work was completed, a full survey was undertaken and the results sent to the ASA to achieve certification.

The project was completed during August (traditionally the quietest period for swimming) taking six weeks to complete and coming in under budget.



At around the same time, the hot water tanks were also replaced, increasing the efficiency of the Centre's hot water system, and the Centre recorded its tenth consecutive year of energy consumption reduction which, at current day prices, has resulted in the annual cost reduction now reaching almost £200,000 when compared with 2006 (if applying the same present day tariff rates).

With the swimming pool being the only public pool in the Island, as well as the base for the Centre's swim school, activities in this area continue to be popular. The Swim School continued to provide swimming courses for in excess of 2,600 pupils per week for an age range between five months and 81 years. In addition, a further 200 pupils per week attended casual classes. In the summer term, Swim School teachers also taught an additional 1,800 children per week in primary schools to assist Education Services in delivering its Swimming in Schools programme.



During 2016, the highest ever number of pre-school children learned to swim completely unaided – with 28 able to swim 25m. Within the competitive swimming environment, the Swim School Novice Gala attracted over 300 entries spread over two days, following which 12 swimmers were offered squad places with the competitive Barracuda squads (the competitive and voluntary arm of the Swim School).

Barracuda swimmers continued to compete successfully at Island, County, District and National level, with swimmers currently aiming to qualify for the 2017 Island Games in Gotland, the 2017 Youth Commonwealth Games in the Bahamas and the 2018 Commonwealth Games on the Gold Coast in Australia.

Fun Aquafun sessions held during the holidays continued to be popular, as did private swimming pool parties, with 47 private pool parties taking place during 2016.



Provision for other children's activities continues to prove popular with the Holiday Club catering for over 100 children aged from Reception class to year 9 during the Easter holidays; over 180 children in the summer holidays and around 70 children over the Christmas holidays. The club focuses on active leisure and sporting pursuits including football, tennis, swimming and squash, as well as educational and fun visits to external sites such as Castle Cornet, Guernsey Museum, the Island's many beaches, and the Aquarium.

Kiddy Kapers continues to provide gym activities for pre-school children, with around 50 children attending each week.

Extensive staff training and accreditation was achieved throughout the year:

- The Centre maintained its 'Good' Quest¹ rating during its 2016 maintenance visit. It will next be assessed in April 2017;
- The Assessors External Quality Assurance visit from the Royal Life Saving Society (RLSS) took place in December 2016, in which the Centre attained 100% accreditation for the sixth year running;
- The inaugural Emergency Evacuation Training day took place in July, in association with the Emergency Planning Officer. Scenarios included a hostage situation, a bomb threat and evacuation, and a major fire. Many lessons were learnt and, following feedback, this will become an annual training afternoon for all operational staff;



- The annual requalification of the National Rescue Award for Swimming Teachers and Coaches was organised, together with update sessions for all Swim School Staff;
- Updated certificates in Child Protection and Equity Certificates

¹ Quest is the UK Quality Scheme for Sport and Leisure, and is a tool for continuous improvement, designed primarily for the management of leisure facilities and development.

were also achieved for all Swim School Staff;

- Café and Bar staff have worked extensively with the Dietetics Team from the Committee for Health & Social Care to review and enhance the food and beverage products in the café to endeavour to offer a healthier choice selection, as well as provide additional education for customers to assist them to make more informed choices about their food options.

Aligned with the focus on healthier food and beverage options on offer in the café and bar, the café was relocated to the bar area in September, to help achieve a number of things:

- Release additional pool viewing space for the small pool;
- Provide an opportunity to utilise staff in the most efficient way possible;
- Provide a more enjoyable experience and atmosphere for those customers using the café area (as evidenced by the customer drop-in sessions complimenting the new layout, healthier food alternatives, positive customer experience and staff).

The results of this move, together with a focus on healthier options and education has led to a change in the way food is sold and bought including:

- The introduction of meal ranges in 'toddler' size portions (over 500 meals sold since their introduction in September);
- Concentrating on the presentation of food and its placement in order to encourage customers to make healthier choices (such as fruit

placed next to the till as opposed to chocolate);

- The introduction of healthier 'snack pots' as an alternative to crisps (over 650 sold between September and November);
- A reduction in confectionary sales between September and November 2016 by over 3,700 items when compared with the same period in 2015;
- The removal of certain high sugar products where education regarding additional sugar content resulted in a change in consumer choice, and a resulting drop in demand (e.g. Capri-Sun drinks pouches and Wispa chocolate bars).



In addition to this new café location, a refresh of all marketing materials across the Centre has resulted in a more cohesive and co-ordinated image, and the addition of retail space for swimwear and accessories has been well received by customers, with the Centre now offering one of the largest Zoggs merchandise range in the Island.



As a result of a planned schedule of mystery visits in the latter part of 2016, the Centre has now achieved a Net Promoter Score (NPS) of **69.44%** - the percentage of mystery visitors who stated they would recommend the Centre to a friend or family member.

Following the Centre's 40th Anniversary in December 2016, the aim for 2017 is to improve further on this NPS; continue to make informed choices regarding the future direction of the Centre based on community needs; and establish Beau Sejour Leisure Centre as a true '**Centre for Island Life**'.



Culture & Heritage Services

Guernsey Museums & Galleries 2016

During 2016 Museum staff continued with our regular task of caring for some 100,000 objects from Guernsey's cultural heritage, 80 historic sites and the island's archaeology. Our daily work includes the preparation of exhibitions, cataloguing objects, conducting research and answering queries from members of the public.

Governance. The Museum ceased to fall under the Culture and Leisure Department from 1st May. It now forms part of the Culture and Heritage arm of the Committee for Education, Sport and Culture.



Visitor Footfall improved again, with admissions to our three main sites topping 100,000 for the first time this millennium. Castle Cornet welcomed 65,000 people, its highest footfall since 1992, and up 8% on 2015. It is currently rated as the #1 attraction in Guernsey by Trip Advisor. We have again seen more cruise ship passengers and more organised tours. Fort Grey is enjoying a revival, with 13,213 visitors being a 14% increase. We believe that locating Asterix at Rocquaine and using the Fort for more out-of-hours events is reviving interest in the site. Candie improved its footfall by 5% to over 22,000 visitors despite having its main gallery

closed for half the year. Take up of our Discovery Pass continues to increase, and events such as Mini Muse for preschool children creates deep engagement. Retail sales were more sluggish, reflecting the trend seen at UK museums, remaining at same cash value as 2015. All our sites received good scores from the independent VAQAS (Visitor Attraction Quality Assurance Scheme) assessor.

Candie Lower Galleries was the focus of much work, resulting in the fresh and modern 'Collecting the World' gallery and a renewed Archaeology octagon. Work has now switched to creating a new folklore display in the remaining octagon for summer 2017. This will complete the redisplay of the permanent galleries which were last refreshed in 1994. A fourth and final phase of work replaced a further section of the roof and redundant ventilation plant was replaced.

The Centenary of the First World War continued to be supported through a number of events, working in partnership with service organisations and volunteer groups. Two days of WW1 themed sessions for local schools took place at the Castle, plus lectures and a foyer display at Candie. The gardens were also the setting for an encampment to mark the centenary of the 'Guernsey Irish' going into action on the Somme.

Access & Learning covers our in-house 'education' work and our 'Outreach' programme. Some 6,000 School children came to our sites. We additionally organised Memory Box sessions for seniors, Family Activity sessions during the half terms,

'Discovery Club' days and weekly 'Mini Muse' sessions for pre-schoolers. Social media engagement continues to grow and we have purchased an app to develop in 2017.

Our Archaeology Team had an active year, concluding work on the Rue des Frères cemetery project and supporting work in Alderney and Sark. Seven small excavations in advance of development took place across the island plus a two week dig to uncover the rock-cut ditch of Corbière Castle. A large excavation at the Nunnery, Alderney discovered the doorway to its Roman tower and resolved the question of where the 16th century Governor lived.



Art projects included a residency involving Magnum photographer Mark Power, Student Artist in Residence project 'Is the Paint Still Wet?' and we initiated the 'Christmas Commission' for local artists.

Natural History work continued despite our current skill gap. Volunteers are cataloguing the Charles David collection; 10,000 insects have now been transferred to Museum drawers, with a similar number to go.



Social History work included increased focus on the Occupation, making strategic purchases of key objects, and making more recordings for the Wartime Memories project. The major museum storage project concluded, but leaves us with an assortment of large items still needing proper storage conditions. The Castle Cannon conservation project was almost completed by year end.

Research and publication continued.

Lectures were given by museum staff within the islands and the UK. Dr Phil de Jersey was awarded the North Prize by the British Numismatic Society for his book on Iron Age Coin Hoards.

Exhibitions mounted at Candie in 2016 were: *Lego Bricks on the Move*; *Beyond the Naked Eye*; natural history microphotography; *Naftel & Le Leivre: the Professional and the Amateur*; Bruce Gilden's *Go*. Additional displays included *TimeWarp* Mir Space Station, *Toilers of the Sea*, *The Great War at Sea*, *Guernsey Trams*, Alderney's Bayeux Tapestry finale and the regular Artwork of the Month. The Guernsey Arts Commission also held five shows in the greenhouse and we mounted additional displays for the Photography Festival at the Castle.

Historic Sites work included the repointing of the tower at Fort Hommet, and repointing of the Castle's Married Quarters south gable. The former prison at the Castle was transformed into a role play / dressing up room whilst the adjacent Sutler's Pleasance garden was made-over and replanted. Tower 14, Saints Bay, was reconditioned with the collaboration of a volunteer group. A Blue Plaque was erected for Thomas De La Rue at le Bourg, Forest.

Public Events were organised at Castle Cornet including Historyfest, The Queen's Birthday, Fete d'Etai and three Castle Nights with our second ever highest attendance at

over 6,100. Commercial concerts proved a sell-out for Killer Queen and Fade 2 Grey. Oddssocks Outdoor Theatre was as usual at full capacity, but TNT Theatre Britain remain much less well attended. Wedding Fayres, a Winter Fayre and Halloween event were all popular. Museums at Night was held at Fort Grey this year, and we experimentally started using it for small concerts. The Fort roof was opened for special tours which were well received but so logistically challenging it is not planned to repeat them. Candie's main event was 'the Big Geekend', whilst Vale Castle hosted the Vale Earth Fair and other events. In total we hosted over 120 events including private hires.



Guernésiais - Guernsey Norman French - continued to be supported through a number of small-scale initiatives including 'Speed Patois' nights and lunchtime language lessons at Candie. We sent representatives to the British-Irish Council minority languages forum and hosted a forum in Guernsey.

Our Public Profile was maintained through considerable local media coverage of exhibitions, events and the work on the historic sites and archaeology. VIP Visitors to our sites included the Duke of York, the Swiss Ambassador, the French Ambassador, the Lieutenant-Governor, the Lieutenant Governor of the Isle of Man and members of the British-Irish Council. A 17-gun salute was fired to mark the funeral of Lt Governor

Sir Peter Walker, and a 21-gun salute was fired to mark the visit of the Duke of York.

Engagement with the Community and the other islands is an important feature of our work. Heritage projects were assisted by volunteers from Festung Guernsey, Guernsey History in Action Company, Guernsey Museum Archaeology Rescue Group and Guernsey Military History Company. Workers from the Probation Service and Community and Environmental Project Scheme assisted our historic sites team from time to time. We continued to work with our colleagues in the Alderney Society, Jersey Heritage, La Societe Guernésiaise, La Societe Serquaise and Herm Island. Corporate sponsors of our projects included Cannon Asset Management, KPMG and Lloyds Bank.

The Institute of Health & Social Care Studies



The Institute of Health & Social Care Studies provides a range of education and training opportunities in response to the health and social care needs of the Bailiwick.

The Institute academic team and library moved from the Committee *for* Health & Social Care (HSC) to the Committee *for* Education, Sport & Culture (ESC) on the 1st May 2016. The training team and associated budget remained within HSC but is being line managed by Human Resources.

The Institute entered into a tendering process in early 2016 for the provision of a pre-registration nursing programme, a framework for the development of the unregistered workforce, mentor preparation and a return to practice programme. Middlesex University was successful in being awarded the tender. This was followed by a successful Nursing and Midwifery Council (NMC) endorsement event of those programmes leading to an NMC recognised award. The Institute team received 3 commendations, 4 conditions and 2 recommendations by the panel.

The recruitment of students to the new programme was tight this year due to the timing of the endorsement event. That said, the team worked hard with HR to recruit 16 students to the new pre-registration nursing course which started in September 2016. The 11 second year students were also transferred across from the University of East Anglia (UEA) to Middlesex University.

In March 2016, the Institute held a graduation event at Les Cotils, where representatives from the University of East Anglia joined students, family, service colleagues and politicians in the conferment of degrees. The graduates included 12 pre-registration student nurses, 11 post-registration students. Of these, 21 students achieved good honours degrees with 8 gaining a first class and 1 student being awarded a starred first.

The BA(Hons) Professional Practice degree undertaken by registered Health and Social Care Professionals is currently provided by the UEA. The intention is to run this programme out by July 2017. There are currently 12 pathway students; 3 will graduate with a diploma and 9 with a degree in 2017.

There are 14 students currently registered on the postgraduate pathway. Three students completed their PGCE in September and are compiling their portfolios to meet NMC and Higher Education Academy requirements.

Staff turnover during 2015 was high, however 2016 has seen a number of new appointments made enabling the Institute to move forward with a number of new initiatives in tandem with the skill mix review undertaken by HSC. These include:

- The development of the unregistered workforce through the implementation of a framework designed by Middlesex University. The first cohort are expected to start in September 2017

- The development of a return to practice course, due for endorsement in 2017, with first cohort in September 2017
- The development of a new mentor programme in collaboration with the team at Middlesex, due for endorsement in 2017
- The development of a new undergraduate programme for registrants and other professional groups. A validation event will take place in 2017 with the first cohort of students beginning September 2017
- On-going development of the postgraduate pathway.

There are currently over 200 candidates registered to undertake a Vocational Qualification (VQ) award. Unfortunately it was noted that many of these candidates working within HSC were failing to complete. A decision was made to stop registering new HSC candidates and to channel the resources to support those students already on the pathway. This decision will be reviewed again in 6 months' time.

An award ceremony was held in October where 11 candidates received their certificates and badges from Professor Juliet Beal.

Feedback from the standards verifiers indicates that the quality of the VQ provision by the Institute is very good. These awards are still a valuable means of developing the unregistered workforce and are a source of good income generation for the Institute from the private sector

Whilst the training arm of the Institute is outside of ESC, there is a deal of cross-working between both aspects of the

provision. The safeguarding adults and the child protection training is delivered by service staff and members of the academic team. The academic team have also been involved in the delivery of Basic Life Support, Advanced Life Support, patient group directives, and manual handling. They also work closely with their link areas and support practice in a number of ways including:

- Investigations
- Practice development projects
- Staff recruitment
- Attendance at meetings
- Consultancy and review of services
- Planning conferences

Island Archives

The year 2016 saw the transfer of the Island Archives from the aegis of the Policy Council to that of the Committee *for* Education Sport and Culture. The move has proved a successful one, particularly in terms of available resources. Policy at the Archives remains largely under the advice of an Archives' Group which includes the Law Officers of the Crown, the Chief Information Officer and other senior Civil Servants.

The Archives have been continuing to develop functions and public engagement in line with an internal audit of 2014 which led to the Strategic Policy available on the States of Guernsey website.

Close liaison has continued through meetings with Senior Officers of the Museums, Libraries and Archives group.

Improvements in technology include the installation of a conveyor (a health and safety necessity) at our out store, public access to Wi-Fi technology and of the installation of a multifunction copier (MFD) allowing the digital reproduction and transmission of high quality document images. We also made investigations with regard to purchasing display units in order to show some of the large number of historical records we have to the public. An order for these units was placed in December 2016, with the support of the Committee *for* Education, Sport and Culture.

Visits and tours:

- 10 February 2016. We received a visit from the Senior Management Team of the future E, S & C. This was well received and was a great success.

- 16 March. We put on a tour (first of two in the year) of the Archives to members of the U3A (University of the Third Age). They were very interested in the Archives building and history and were pleased to look at the records we put on display.
- 21 April. Tour of the Archives for the Museums, Libraries and Archives group.
- 15 September. Visit of a delegation from Holland, including a former Dutch archivist. This related to historical records concerning the seizure of a Dutch vessel and nobleman by a Guernsey privateer.
- 23 September. Second of two tours put on for another group and leader from the U3A group.
- 28 October. We were delighted to welcome His Excellency and Lady Corder to the Archives for a tour of the premises and a display of original records.



Visit of His Excellency and Lady Corder

Events (including media related releases):

- Early April 2016. Display of original Victor Hugo caricatures put on display boards in the Guille Chapel area for one week.
- 27 April. Radio interview with JKT (BBC Radio Guernsey) on the subject of the tenth anniversary of the official opening of the new premises for the Island Archives at the former church of St Barnabas. A newspaper article also appeared relating to this story in the Guernsey Press.
- October-November. We assisted Beau Sejour management with historical information on Beau Sejour and its 40th anniversary celebrations/exhibition.
- 23 November. JKT (BBC Radio Guernsey) interviewed Archives staff on the subject of our 10 favourite historical records, in order to celebrate Archives week.
- Early December. Interviews took place with relation to the deposit of Guernsey Growers' Association archive material and Archives staff were recorded for the Radio Guernsey Christmas theme of 'Advent Doors'



Victor Hugo Display

Notable deposits in 2016:

- Guernsey Lawn Tennis and Croquet Club (formerly Kings Club) – minutes, photographs, etc. dating from the late 19th century.
- Legal papers and correspondence of the former Bailiff Sir Victor Gosselin Carey.
- Guernsey Chess Club and Workers' Educational Association.
- Allied Aircrew Memorial Fund Committee.

Additions to existing collections include: JH Lenfestey, St Matthew's Church, Women's Institute, Guernsey Island Games Association, St Sampson's Constables, Royal British Legion etc.



Display of Records for SMT visit

Guernsey Arts Commission



Guernsey Arts Commission's aim is to help the arts in Guernsey to grow and develop and to involve more people in the arts. The GAC wants to assist the arts community to succeed and to pursue excellence and for the arts to be valued as a vital part of island life. Guernsey Arts Commission's key priorities are:

- Accessibility – to increase accessibility by engaging a wider audience, broadening opportunities and increasing involvement
- Audience Engagement – to increase audience engagement and participation by increasing understanding of the arts, providing a wider context and enhancing learning opportunities
- Art in Public Places – to encourage art in public places by providing a framework to deliver public art projects, reclaiming public spaces as venues for arts activity and putting in place a programme of initiatives in the public realm
- Research – to undertake research in order to understand and promote the value of the arts including our arts programme.

Actions & Activities 2016

Guernsey Arts Commission's (GAC's) Arts in Health Programme has been contributing towards personal health and well-being for a few years now and it is becoming increasingly recognised by health providers.

In 2016 we worked with the Children's Dental Service to brighten up their corridor with an underwater scene, which is now complete.



We created an Artist in Residency on the Children's ward to re design their playroom. Delivered one to one creative workshops for individuals undergoing Chemotherapy, using their artwork to transform corridors and waiting areas in Le Vauquiedor House.



We have continued working in Oberlands Centre which was shortlisted for the

Building Better Healthcare awards in two categories.

GAC's work at the Princes Elizabeth Hospital is an ongoing project, but we are incredibly proud of the feedback we have already had. The transformation of the hospital's corridors, thanks to the artwork installed there, and the individually tailored art workshops make a massive difference to the frame of mind of the patients every day.

#artsinhealthsy

In 2016, thanks to Arts Sunday (GAC's flagship event for showcasing the Arts in Guernsey) we had an abundance of visual

art, theatre, dance, music, poetry & literature, an Arts market, workshops and demonstrations along with public art offerings. In its 6th year, Arts Sunday saw well in excess of 11, 000 people visit the event, including locals, visitors holidaying on Island and cruise ship passengers. The event runs all day and gives support to over 200 artists and musicians to promote themselves to the public. Over 35 hours of entertainment was provided across 7 stages along with a bustling arts market. The day was packed with Art related activities and workshops for all ages. Arts Sunday will come back on 4th June 2017! **#artssunday**



Arts on the Beach, which took place on Sunday 31st July, saw hundreds of people having a fantastic time enjoying the fun day on beautiful Vazon beach. The day was filled with interactive arts activities for families and individuals and wrapped up with a sand castle competition! **#artsonthebeachgsy**



We are incredibly proud of our charity outreach work for the community of Guernsey. We have been delivering weekly outreach sessions at Les Genats, and Le Bouet. One of the fantastic outcomes in 2016 was the Les Genats Photo Exhibition based on images taken by the young people living on the estate. You could really sense the positive energy and the togetherness GAC's activity has brought to the Les Genats community.



We have also been working on the development of a bug trail in the form of an interactive app around the Chateaux de Marias (Ivy Castle), Le Bouet, which has some interesting plant and insect species. This particular project connects the community to their environment and also educates the young people who are creating the artwork for the trail. We are looking forward to the completion of this fun, engaging project.

We hosted 4 exhibitions at the greenhouse gallery including Skipton Art Festival Open Exhibition 'Guernsey Heritage', 'Sharkification' by Cristina De Middel, student exhibition called 'Insights' and Jason's Wilde's called 'Guerns'.

2016 Arts Funding Allocation

GAC's arts grants scheme funds arts projects and events that engage residents in the Bailiwick of Guernsey and adds to the cultural offer to both locals and visitors.

Here is the list of events and projects we have supported in 2016:

- Guernsey-born singer and songwriter [Nessi Gomez](#), who recently won the [2016 Best Unsigned British Female Artist Award](#)
- [Dutcheez Productions – 'Patch'](#) – A Short Film, which recently has won its first award: 'Award of Merit' in Los Angeles.
- [Alderney Literary Festival](#)
- 'Financial World – Works of Philipp Valenta' – catalogue
- [History in Action performances at the Castle Cornet](#)
- [40th Vale Earth Festival](#)
- [Candie Garden's Sunday Concerts](#)
- [Town Carnival](#)
- [Guernsey Literary Festival](#)
- [Guernsey Photography Festival](#)
- [Guernsey Proms – Proms on the Pier](#)
- Alice Nant & Kit Gillson and project 'Solitary'
- [Opera Sark](#)
- [Alderney Theatre Group](#)

You can find out more about the work of the Guernsey Arts Commission and all their activities during 2016 at www.arts.gg

Guernsey Sports Commission

The Guernsey Sports Commission has now been in existence for 12 years having been set up in 2004 its mission being:



“To promote and support a healthy active and successful sporting community”

To that end we administer on behalf of the States of Guernsey the Sport Development Fund and also the Sports Guernsey Fund. In addition, we oversee the appointment of development officers who are employed by individual sports. During 2016 the number of development officers increased to 10 with several sports ready to make appointments in the next few months.

This year has seen the continuation of our PE in schools initiative with lessons taught for years 3 and 4 in 12 of the Island’s primary schools and 2 private schools. Each receiving 15 sessions of high quality PE. Overall, in 2016 over 1,000 hours of PE and Fit Club instruction was delivered to 1,250 children and 50 teachers.



During the school holidays the Commission’s development officers, supported by accredited part-time staff, delivered the “On Your Marks” programme. The activities are designed to develop

confidence, physical literacy and social skills through playing sport. Over 400 children from reception age to year 6 have taken part this year.



We have also organized sports festivals and inter schools sports festivals for primary school children during the year and in 2017 will run the bi-annual Specsavers Youth Games.

This year, in order to assist the transition from primary to secondary education, we have introduced the “Move on Up” passport so that a child’s physical literacy is recorded for passing on to their new school in conjunction with the established academic information that the schools already receive.



Also new for this year in conjunction with the Active Travel Unit we have appointed 2 part-time Bikeability development officers

in order to teach core and safe cycling skills to year 5 and year 6 pupils.



Our “Street Sports” programme delivering sport and physical activity together with advice on healthy living and life styles to the under 18’s who for various reasons experience social and/or economic difficulties continues to be well supported and is a good example of multi-agency working between the Sports Commission, Youth Commission, The Hub Youth Justice Service and Action for Children.

Throughout the year our Generali sponsored Get Active Stay Active programme has seen various sporting events supported with the intention of

getting more people involved in sport or returning to a more active life style the highlight being the family fun day at KGV in the summer.



Also throughout the year the Brooks Macdonald High Performance Gym at Footes Lane has seen a steady flow of elite and up and coming athletes use the strength and conditioning facilities there and our High Performance team are now working with our athletes as they prepare for the Island Games and Youth Commonwealth Games this year as well as the full Commonwealth Games in 2018.



The Guernsey Sports Commission is a small dedicated team but as is often said about Guernsey sport that it is passionate about *“it punches well above its weight.”*

Youth Commission for Guernsey and Alderney

The Youth Commission for Guernsey and Alderney (YC) is a relatively new and independent charity, which since January 2014 has been expanding its provision for young people. We place young people at the heart of everything we do and in essence work in that space between home and school, especially for those for whom home and school do not always feel comfortable and with those who struggle through and after school. With the right support and opportunities the Youth Commission can help young people to become the best that they can be and fulfil their potential as adults of the future. These are the key principles that underlie the Youth Commission for Guernsey and Alderney.



The Youth Commission ensures that there is a clear strategic and holistic focus for the non-statutory and statutory services provided; providing resources to effectively and efficiently support young people in the Bailiwick. By affiliating many organisations under one entity the YC ensures that there is a clear voice for the islands' young people, and a clear voice for those groups working with young people.

Our vision is aspirational: 'a Bailiwick where all young people reach their full potential'. We achieve that through 'providing safe, supportive environments where young people can experience new opportunities,

overcome barriers, develop skills and build confidence'. Our independence, as a charity sitting outside the States, affords us the ability to have a broad reach, to form strong relationships and to be agile and flexible, taking risks where we consider them to be appropriate.

What are our services?

The Youth Commission is a charity responsible for the delivery and co-ordination of all forms of youth and support work in the Bailiwick. Working with children and young people under the age of 25, although concentrating particularly on those aged 11-18.

Under an innovative partnership with Education Services, we have contracted to deliver those services previously delivered by the Youth Services team for the period to 2021. These services are provided in youth clubs, on playscheme, bespoke settings, with schools and via outreach, mobile and street based work.

However, our services are not restricted to only this arrangement with Education Services: our ethos is needs-driven and aspires to provide gold standard services that make a difference to young people and their futures. Examples of further services that we provide include:

- oversight and leadership of the Duke of Edinburgh Award Scheme, which currently has around 1,000 young people working on their Bronze, Silver and Gold awards
- delivery of Prince's Trust Achieve programme in partnership with all

High Schools, Les Voies, Le Murier and St Anne's in Alderney, working with targeted young people to help them re-engage with education. We now have eight Achieve clubs running

- delivery of the Prince's Trust TEAM programme, a personal development programme aimed at young people aged 16-25 who are educational underachievers and/or unemployed, not in training and are often facing additional barriers, such as those who are ex-offenders, are in or from social care or those just in need of a confidence boost. The programme is 12 weeks with the chance to gain new skills, take a qualification and meet new people
- the Youth Commission is very closely aligned with The HUB (Young People Guernsey LBG), a safe place where young people can access confidential advice and emotional support. As well as its core universal service, the HUB also offers a range of specialist support services
- they also act as an umbrella organisation for the youth sector generally: supporting many other charities, drawing together others for the betterment of the youth sector and groups working with children and young people in the Bailiwick.

Ambitions

Our aim is to ensure the highest quality provision for young people across the islands. We strive to ensure that more young people have access to shape and engage with positive activities that support their personal and social development. We wish to ensure that youth work is based on

evidence and focused on results, committed to supporting and training staff and volunteers from all Bailiwick organisations that work with young people, to provide the highest quality services and to ensure that these services are effective and sustainable.

Finally, the Youth Commission recognises the importance of the opinions of young people and last year set up the Youth Forum to enable us, the States, other forums and organisations to gather young people's feedback on what the youth sector are doing well (and not so well). This not only helps the Youth Commission and others to improve services and meet future needs but also to influence wider. This Forum will increasingly have a role to play in encouraging young people to engage with those who influence their lives.

Highlights of 2016

Prince's Trust TEAM Programme launches for first time

January 2016

Guernsey's first ever Prince's Trust Team programme run by Youth Commission for Guernsey and Alderney began with 14 young people. The programme helps those aged between 16-25, who are out of education, employment and training and want to start making those positive steps to gaining employment or further education.

TedX Youth

18 February 2016

Working with The Dandelion Project, the aim of TEDxYouth was to provide a platform for the young people of Guernsey to inspire, engage and catalyse the Guernsey population to make positive, innovative steps to improving quality of life on the island. The event was a sellout and was received well by all who attended, and the local media.

Prince's Trust TEAM – Gareth Southgate visits young people

February 2016

England Football Team under 18's coach, Neil Dewsnip and under 21's coach Gareth Southgate (England Football Team Manager as of 2016) visited Guernsey to meet the young people on the Prince's Trust Team programme. The young people took part in a football session, followed by Gareth and Neil talking about their lives and how they got to where they are today, finishing up with a question and answer session including questions around equality and politics.



Project Week 1 - Sponsored by Help a Guernsey Child

February Half Term 2016

The Youth Commission worked with local photographer Ben Bailey to provide a half term photography project, with an exhibition at The Caves Youth Centre.

Prince's Trust TEAM - 24 hour cycle

February 2016

The TEAM programme completed a grueling 24 hours static bike ride to raise money for the Action For Children Community Project - 975 miles completed!

Youth Forum – Take The States Day

29 February 2016

Take The States allowed young people run their first ever debate in the Royal Chamber.

Excellent debates and powerful speeches took place. It was made possible with the support of Tanya Dorrity, Education Services, the Election Team, Home Affairs and The Bailiff.



Youth Forum – Make The States

6 April 2016

The Youth Forum worked with young people to give them an opportunity to quiz candidates in each of the parishes ahead of the Guernsey Election on 27th April 2016.

Gold DofE Presentation

6 April 2016

15 young people were presented with their Gold DofE Award by the Acting Lieutenant-Governor, Sir Richard Collas at Government House.

Project Week 2 - Sponsored by Help a Guernsey Child

Easter Half Term 2016

The Youth Commission held a Building and Upcycling skill week, with all furniture made being used to create a 'Youth Garden' for Liberation Day.

Prince's Trust TEAM 1 – Complete

May 2016

The Prince's Trust Team Programme celebrated completing the first 12 weeks programme with an awards evening at Guernsey Museum. 80% of young people who completed the programme are now in a full time or part time employment.

Liberation Day

May 2016

The Youth Commission created a "Youth Garden" with live music performed by local young people, a games section and smoothie bar. The Outreach team were also on hand throughout the evening celebrations to support young people at the event. This one of the Youth Commission's largest public events of the year.

Duke of Edinburgh's Award – Visit Buckingham Palace

May 2016

Four young people, along with our DofE Manager Claire Cathcart, were invited to the DofE Diamond Anniversary Gold Presentation at Buckingham Palace to receive Gold DofE certificates and meet HRH as part of the The Duke of Edinburgh's 60th Anniversary of DofE.



Where I Live - Photographic Exhibition

June 2016

Working with the Guernsey Arts Commission 'Where I Live' photographic project launched outside the Kindred Centre, Les Genats estate. This project was delivered by Photographer Ben Bailey as part of the Arts Commission and the Youth Commission's weekly outreach programme at the Kindred Centre. Young people were given disposable cameras to take home and document their lives and surroundings over

a six week period. The resulting photographs exhibited for two weeks allowing everyone to see the work from the very talented young photographers

Bristol Cutters - Set Sail Trust

June 2016

The Set Sail Trust kindly gave the Youth Commission the opportunity for young people from various areas of the Youth Commission to go sailing with the Bristol Cutters and experience what it takes to be out at sea with a sailing crew. This was a project aimed to give young people new experiences that they would perhaps struggle to gain otherwise.



Project Week 3 – Sponsored by Help a Guernsey Child

Summer Half Term 2016

A three day Healthy Lifestyle Choices Herm Residential trip was open to young people for the summer holidays. The trip involved a fitness session with local personal trainers, healthy cooking lessons and fun team building outdoor activities to enjoy on the island.

Prince's Trust Achieve

July 2016

The first group to complete the Achieve programme all successfully passed. The 16 young people attended an awards evening later in the year at the Youth Commission, receiving certificates.

These young people faced challenges within a mainstream educational setting, and the

Youth Commission for Guernsey & Alderney was able to offer these students an alternative source of educational attainment via the nationally accredited Prince's Trust Achieve programme.



Duke of Edinburgh's Award – Round Island Challenge

September 2016

The Earl of Wessex, Prince Edward, made a royal visit to the Channel Islands on 22nd September to meet young people doing their Duke of Edinburgh Award and to celebrate 60 years of DofE. As part the celebrations DofE Guernsey organised the 'Round Island Diamond Challenge', which involved various groups from local schools and the Youth Commission for Guernsey & Alderney taking on various challenges throughout the day around the island. These included sailing, road bike cycling, walking, kayaking and mountain bike cycling across 7 stages circling the island.

As part the celebrations, DofE organised various groups to showcase some of the skills they have learnt during their DofE Award. This involved various groups from local schools and the Youth Commission for Guernsey & Alderney taking on challenges and demonstrations for HRH at Government House gardens, including erecting tents, cooking and displays of group activities.



Guernsey Community Foundation Awards November 2016

Millie Bourgaize won the Guernsey Community Foundation Youth Award 2016. A very much deserving and worthy winner. The Youth Commission was also very proud to see Tabitha Carr, Chair of the Youth Forum for Guernsey and Alderney, be shortlisted for the award. Roddy Winsor, Youth Commission's CEO, was nominated for an award, as was the Youth Commission for charity of the year.



National Youth Work Week November 2016

Youth Work Week provides an opportunity for the Youth Commission for Guernsey and Alderney, youth workers and young people to celebrate their achievements and the impact of their work. Youth Work Week 2016 was held from 7-12 November 2016. It

is a UK national event that the Youth Commission has embraced over the last three years. The theme in the UK was 'Fair chances: how youth work helps young people to brighter futures'. In the Bailiwick the Youth Commission adapted this idea to focus on how youth work can support young people to a better future by holding events to highlight our work and by issuing our staff with toolkits for effective practice.

Visit of Patron, The Lieutenant Governor. November 2016

The Lieutenant-Governor and Lady Corder visited the Youth Commission Head Office. They met young people, staff and board members of the Commission to gain a deeper understanding of the Commission and what it aims to continually achieve.



Commonwealth Nomination November 2016

Youth Commission's Youth Work Manager, Grace Thoumine, was shortlisted for a Commonwealth Youth Programme award. This was fantastic recognition for all the brilliant things she has achieved while with the Youth Commission.



Youth Works Conference 2016

November 2016

Youth Works 2016 – A Conference Providing Toolkits for Effective Practice, took place on Saturday 12th November. Over 100 people attended the event, with a mixture of youth workers, young people, teachers, volunteers, health professionals, Deputies and families all in attendance.



The Youth Commission was extremely pleased to have the UK's leading mental health charity for young people, YoungMinds providing a workshop. This was highly popular with all attendees. The Channel Islands Cooperative Eco-Fund kindly supported the Street Style Surgery workshop, which taught people how to get creative with recycled materials. Kick It Out and ASH Wales were able to offer powerful presentations and activities which can be used in a youth setting as means of tackling each topic. All of the workshops were of extremely high quality and the Youth Commission are very proud to have been able to offer this opportunity for the local community.

UK Youth Awards

December 2016

Millie Bourgaize, Youth Commission volunteer and service user, was shortlisted for the UK Youth Awards. Millie made it down to the final three for the Young

Person of the Year Award. The judging panel consisted of Sol Campbell, Nigel Mansell CBE and The Minister of Civil Society who shortlisted applications. Millie attended an exclusive event at Buckingham Palace hosted by HRH The Princess Royal on 7th December. The Youth Commission are very proud of Millie for everything she has achieved. She has already been recognised locally by being awarded the Guernsey Community Foundation Youth Award in November, and it's an absolute delight to see Millie be recognised further afield.



Prince's Trust TEAM 2 – Complete December 2016

Nine young people aged between 16-25 years old completed Guernsey's second Prince's Trust TEAM programme. The programme involved challenges that included a week long outdoor based residential in Wales, two young person lead community projects, two weeks of full time work experience, CV and interview technique workshops as well as continuous development of life skills to enable young people to progress in to the working world.



These young people, through the support of The Prince's Trust TEAM programme delivered by The Youth Commission For Guernsey and Alderney, are now moving on to a range of outcomes: 4 young people have secured interviews, whilst the other young people are continuing to work with the Prince's Trust TEAM staff to get into employment or education. Every young person on the programme will continue to receive support over the next three months to ensure a smooth progression into their positive outcomes. They were presented with awards by The Lieutenant Governor at an awards evening at The Venue, Fermain Valley Hotel on Thursday 8th December 2016.

Gold DofE Presentation 21 December 2016

15 Gold participants attended Government House to receive their awards from the Lieutenant Governor Vice Admiral Ian Corder.

Statistical Digest

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

Key Performance Indicators for 2016

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 just over 7% of their Key Stage 2 progress and attainment data in 2016, whereas one pupil at St Martin's Primary counted for 1.27%.

The data in this section of the Annual Report includes attainment and progress at the end of Key Stage 2, the end of Key Stage 4 and at the end of Key Stage 5.

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.

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.

	2014	2015	2016
English Overall	84%	89%	88%
Reading	87%	91%	90%
Writing	78%	83%	85%
Mathematics	86%	87%	88%

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		
	2012-14	2013-15	2014-16
English	83%	86%	87%
Mathematics	83%	86%	87%

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			
	2014	2015	2016
English Overall	90%	91%	90%
Reading	93%	93%	91%
Writing	91%	89%	89%
Mathematics	91%	91%	89%

12 points of progress

Education Services 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			
	2014	2015	2016
English Overall	82%	85%	82%
Reading	83%	85%	84%
Writing	77%	78%	78%
Mathematics	81%	80%	80%

Statistical Digest

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

Amherst Primary School 2015-16		
Results – Attainment (End of Key Stage 2 Year 6)	Amherst Primary	Bailiwick Average
% Level 4+ Reading	74%	90%
% Level 4+ Writing	66%	85%
% Level 4+ Maths	84%	88%
% Level 5+ Reading	16%	43%
% Level 5+ Writing	8%	30%
% Level 5+ Maths	18%	42%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	89.5%	91.6%
% 2 Levels of progress Writing	78.9%	88.5%
% 2 Levels of progress Maths	86.8%	89.3%
1 pupil/student at this school is equal to 2.63%		
Commentary on Results		
<p>We are proud of the progress our children have made in Reading and Maths and that we are broadly in line with the Bailiwick average. Although some of our children may not reach age related expectations, our progress data tells us that they are making good progress from their individual starting points.</p> <p>We are delighted that this year our girls were above Bailiwick average for Maths with 94.7% achieving level 4 compared to the Bailiwick girls average of 89%.</p> <p>It is important to highlight that many of our children made accelerated progress i.e. made more progress than the expected 12 points: This year 58% of the cohort made accelerated progress in Reading, 26% in writing and 24% in Maths. This progress is even more remarkable considering that 47% of the cohort were identified having additional needs.</p>		
Next Steps for Amherst Primary School		
<ol style="list-style-type: none"> To increase the number of children attaining level 4 and above in Writing by: <ul style="list-style-type: none"> The implementation of the new Guernsey curriculum which will include new opportunities for writing for a purpose A whole school focus on the teaching of grammar and punctuation using Pie Corbett's teaching materials The introduction of new texts to inspire and engage children as writers. To continue our drive to raise standards by: <ul style="list-style-type: none"> Increased focus on monitoring of teaching and learning including the implementation of pupil inspections Further develop the use of "Even Better If" marking Seeking parents' views through parent forums. 		

Statistical Digest

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

Castel Primary 2015-2016		
Results – Attainment	Castel Primary	Bailiwick Average
End of Key Stage 2 (Year 6)		
% Level 4+ Reading	94%	90%
% Level 4+ Writing	94%	85%
% Level 4+ Maths	95%	88%
% Level 5+ Reading	37%	43%
% Level 5+ Writing	27%	30%
% Level 5+ Maths	37%	42%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	96.2%	91.6%
% 2 Levels of progress Writing	92.3%	88.5%
% 2 Levels of progress Maths	90.4%	89.3%
1 pupil at this school is equal to 1.92%		
Commentary on Results		
<p>We are very proud of our pupils' achievements and the commitment of the staff to ensure our pupils continue to make good progress. Our pupils continue to attain highly, above the Bailiwick at level 4 with an incremental number of pupils attaining a secure level 4B.</p> <p>Reading and writing</p> <p>We are particularly pleased at the proportion of our pupils attaining level 4 and above in writing. This has been strengthened due to the introduction of a variety of strategies and the use of technology to support writing and motivate our pupils.</p> <p>Maths</p> <p>Continued focus on use and application of skills and increasing the breadth of resources to support learning have ensured our pupils continue to achieve highly and make good progress.</p>		
Next Steps for Castel Primary School		
<ul style="list-style-type: none"> • Embed writing initiatives introduced last year • Introduce Maths passports to enhance mental arithmetic • Introduce Maths apps to enhance mental maths skills using technology • Continue to challenge children at all ability levels to enhance rates of progress so more pupils achieve at the higher levels. 		

Statistical Digest

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

Forest Primary 2015-2016		
Results – Attainment End of Key Stage 2 (Year 6)	Forest Primary	Bailiwick Average
% Level 4+ Reading	92%	90%
% Level 4+ Writing	83%	85%
% Level 4+ Maths	88%	88%
% Level 5+ Reading	54%	43%
% Level 5+ Writing	54%	30%
% Level 5+ Maths	50%	42%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	100%	91.6%
% 2 Levels of progress Writing	91.7%	88.5%
% 2 Levels of progress Maths	95.8%	89.3%
1 pupil at this school is equal to 4.17%		
Commentary on Results		
<p>The school is extremely pleased with both the progress and attainment of this cohort. The hard work, effort and perseverance has led to pupils achieving well, both in the classroom and in the wider life of the school and the community. Continued interventions and pupil support has contributed positively in both raising attainment and pupil self-esteem.</p> <p>Knowing that reading is key to so many areas of life, all children achieving at least the two levels of progress in reading is particularly pleasing and reflects the continuing development of reading in school. While writing and maths are slightly behind reading, both in line with the Bailiwick average.</p> <p>The continued high levels of attainment at Level 5+ shows the hard work and effort that pupils are putting in.</p>		
Next Steps for Forest Primary School		
<p>In line with our school development plan we will:</p> <ul style="list-style-type: none"> • continue the development of approaches to teaching writing, including the embedding of Talk4Writing • consolidate the use of Maths Passports to secure recall of number and introduce the Singapore Bar Modelling approach to reinforce pupils' understanding of maths problems • continue the development of programmes to support individual learners through the use of community volunteers, staff within school, and also self-support • further develop the curriculum to provide a wide range of stimulating and exciting learning opportunities promoting joyous and purposeful learning • further develop the outdoor area to enhance Early Years Provision. 		

Statistical Digest

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

Hautes Capelles Primary 2015-2016		
Results – Attainment End of Key Stage 2 (Year 6)	Hautes Capelles Primary	Bailiwick Average
% Level 4+ Reading	84%	90%
% Level 4+ Writing	70%	85%
% Level 4+ Maths	75%	88%
% Level 5+ Reading	39%	43%
% Level 5+ Writing	26%	30%
% Level 5+ Maths	38%	42%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	81.2%	91.6%
% 2 Levels of progress Writing	81.2%	88.5%
% 2 Levels of progress Maths	79.7%	89.3%
1 pupil at this school is equal to 1.45%		
Commentary on Results		
<p>The Key Stage 2 attainment data was, as we expected, fitting the profile of the Year group. Historically, the cohort have presented with very different needs and not an average distribution of ability.</p> <p>Our percentage of children attaining Level 5 increased significantly reflecting the input into the more able children.</p> <p>Progress rates were lower than expected and will become an enhanced focus for monitoring for the next academic year.</p>		
Next Steps for Hautes Capelles Primary School		
<p>Our School Development Plan for 2016-2017 focuses on 4 main priorities</p> <ol style="list-style-type: none"> 1. To improve rates of progress across the school with a particular focus on attainment in Reading. (Reading is part of our 3 year School Development Plan) 2. To develop a clear structure for the use of technology in teaching and learning 3. To develop a curriculum structure that facilitates skill progression ready for the Big Picture Curriculum 4. To develop practice for Inclusion against the criteria listed in the Education Services Inclusion Audit. 		

Statistical Digest

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

La Houquette Primary 2015-2016		
Results – Attainment	La Houquette Primary	Bailiwick Average
End of Key Stage 2 (Year 6)		
% Level 4+ Reading	94%	90%
% Level 4+ Writing	94%	85%
% Level 4+ Maths	91%	88%
% Level 5+ Reading	44%	43%
% Level 5+ Writing	31%	30%
% Level 5+ Maths	56%	42%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	90.6%	91.6%
% 2 Levels of progress Writing	90.6%	88.5%
% 2 Levels of progress Maths	93.8%	89.3%
1 pupil at this school is equal to 3.23%		
Commentary on Results		
<p>We are always proud of the achievements of our children particularly the progress that our children make. We are also aware that cohorts change year to year and clearly we had an academically strong cohort. We have several children who have joined us through the year and their progress has not been calculated. This would have led to even higher numbers of children making at least two levels progress. The school focus is to ensure that all children make the best progress they can and these results celebrate the hard work of the children and teachers and the whole school community.</p> <p>We are equally proud of their other achievements. We have had very successful sporting teams this year, high performing musicians and a very strong showing in the Du Putron Challenge. We have strengthened our links with our local community culminating in a much higher profile at the West Show.</p> <p>This academic success and the wider achievements of this cohort are a solid base for success in the future and the school wishes them well.</p>		
Next Steps for La Houquette Primary School		
<p>Schools do not stand still and there is much to do at La Houquette. The school has started to take a fresh look at how we teach Maths, Audits have taken place and some staff training has begun. This will continue to develop over the next two years.</p> <p>The school is also focussing upon how we can improve our questioning and feedback in order to extend children's learning. We have recently started to use SOLO Taxonomy to look at all aspects of our teaching and to involve the children in their own learning journeys.</p> <p>Inclusion is a focus across the Island and this, coupled with looking at how we differentiate our work, is an ongoing theme this year.</p> <p>As part of the new Bailiwick curriculum we are providing a series of parental sessions looking at positive mental health and wellbeing culminating in visit by Dr Nick Bayliss in March and a conference for teaching staff. We hope to be able to pull together many of the strands of growth mindset, healthy living, mindfulness and emotional development to ensure that all the adults around our children understand the impact of wellbeing on successful learning and how we can develop this at home and school.</p> <p>All this and it is the school's 40th birthday and we are also planning to open the German Bunker up to our community. A busy year ahead.</p>		

Statistical Digest

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

La Mare de Carteret Primary 2015-2016		
Results – Attainment	La Mare de Carteret	Bailiwick Average
End of Key Stage 2 (Year 6)	Primary	
% Level 4+ Reading	91%	90%
% Level 4+ Writing	88%	85%
% Level 4+ Maths	91%	88%
% Level 5+ Reading	33%	43%
% Level 5+ Writing	16%	30%
% Level 5+ Maths	35%	42%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	90.7%	91.6%
% 2 Levels of progress Writing	93.0%	88.5%
% 2 Levels of progress Maths	95.3%	89.3%
1 pupil at this school is equal to 2.33%		
Commentary on Results		
<p>The school's priorities for 2015-2016 were:</p> <ol style="list-style-type: none"> 1. To significantly improve standards of attainment and progress in writing 2. To audit and refine Assessment for Learning (AfL) principles to ensure appropriate level of challenge particularly for more able pupils in all three areas 3. Ensure robust systems for tracking impact of intervention groups are in place. <p>We are delighted that as a result of the work the school carried out in writing, the standards and progress in the majority of levels were significantly higher than the previous year. We recognise that whilst we have made good progress in raising the attainment of the more able children in maths and reading, we still need to work on the writing for our more able learners.</p> <p>Our continued work on embedding our Learning Principles and underpinning everything we do with a Growth Mind-set has had a significant impact on both our standards and progress.</p>		
Next Steps for La Mare de Carteret Primary School		
<p>We are very excited to be involved in working with Education Services on the implementation of the new Big Curriculum. We will continue to work on ensuring our Quality First Teaching has a positive impact on standards of attainment and progress, however this year we really want to focus on a more holistic approach.</p> <p>As such our school improvement priorities for 2016-2017 are:</p> <ol style="list-style-type: none"> 1. Ensure the focus of what we do aligns with the four outcomes of the Children and Young People's plan: <ul style="list-style-type: none"> • Included and Respected • Healthy and Active • Achieve individual and economic potential • Safe and Nurtured 2. Introduce the new Big Curriculum. 		

Statistical Digest

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

Les Voies School 2015-2016		
Results – Attainment End of Key Stage 2 (Year 6)	Les Voies School (Primary)	Bailiwick Average
% Level 4+ Reading	40%	90%
% Level 4+ Writing	40%	85%
% Level 4+ Maths	40%	88%
% Level 5+ Reading	20%	43%
% Level 5+ Writing	0%	30%
% Level 5+ Maths	0%	42%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	40%	91.6%
% 2 Levels of progress Writing	20%	88.5%
% 2 Levels of progress Maths	60%	89.3%
1 pupil at this school is equal to 20%		
Commentary on Results		
<p>It is difficult to make any meaningful analysis of data based on just 5 Year 6 pupils with comparative data – one of which joined Les Voies in the summer.</p> <p>Across Key Stage 2 as a whole, data for Speaking and Listening as well as reading are generally stronger than writing.</p>		
Next Steps for Les Voies School		
<ul style="list-style-type: none"> • Renewed focus on writing across the school. • Middle school provision created with themed curriculum to boost focus on developing Literacy skills. • Some students are making 2 sub-levels progress across the year but have very low starting points and therefore do not hit the age-related expectations. • Analysis needs to be based on individual starting points rather than Bailiwick averages due to such small numbers. 		

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

Notre Dame du Rosaire Catholic Primary 2015-2016		
Results – Attainment	Notre Dame Primary	Bailiwick Average
End of Key Stage 2 (Year 6)		
% Level 4+ Reading	89%	90%
% Level 4+ Writing	89%	85%
% Level 4+ Maths	93%	88%
% Level 5+ Reading	32%	43%
% Level 5+ Writing	25%	30%
% level 5+ Maths	25%	42%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	82.1%	91.6%
% 2 Levels of progress Writing	92.9%	88.5%
% 2 Levels of progress Maths	85.7%	89.3%
1 pupil at this school is equal to 3.57%		
Commentary on Results		
<p>We were delighted that Education Scotland noted the following strengths of our school during the Inspection in October:</p> <ul style="list-style-type: none"> • 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 a 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		
<p>We shall be working through the next steps which we agreed with the Education Scotland team:</p> <ul style="list-style-type: none"> • 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. <p>We are excited and encouraged by the challenges of developing the new Guernsey curriculum and we will continue to ensure this is broad and balanced.</p>		

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

St Anne's Primary 2015-2016		
Results – Attainment End of Key Stage 2 (Year 6)	St Anne's Primary	Bailiwick Average
% Level 4+ Reading	100%	90%
% Level 4+ Writing	86%	85%
% Level 4+ Maths	86%	88%
% Level 5+ Reading	29%	43%
% Level 5+ Writing	21%	30%
% Level 5+ Maths	14%	42%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	85.7%	91.6%
% 2 Levels of progress Writing	71.4%	88.5%
% 2 Levels of progress Maths	78.6%	89.3%
1 pupil at this school is equal to 7.14%		
Commentary on Results		
<p>Literacy Good reading scores for KS2 all pupils reaching level 4 but scores do indicate that we are well below Bailiwick average for level 5. We also need to make sure that 2 Levels of progress are reached through KS2. In writing, we have good results for Level 4 but again fail to reach the Bailiwick percentage for level 5.</p> <p>Maths Action plans mirror the need to convert 4s to level 5s at KS2 & more level 3s at KS1 to bring us in line with the Bailiwick. Our progress is closer to Bailiwick expectations but attainment is not good in comparison. 0% at level 3 at the end of KS2 in maths so they have made good & some excellent progress</p>		
Next Steps for St Anne's Primary School		
<ul style="list-style-type: none"> • Moderation to take place within the school termly for reading and writing as part of quality assuring Pupil Progress Meeting information; Initially to make sure all primary teachers are secure with the process and then focus the second moderation on more able across the primary phase discuss how we can support their attainment. Make sure evidence is being gathered to support pupils' attainment. • Repeat training for LSAs to make sure they understand the different AFs for reading and writing. • Improve reading materials for HA children throughout the primary both in guided texts and independent reading books. • Focus on shared reading to encourage unpicking of texts and improve vocabulary. • Parental meetings to encourage and support their understanding of the importance of reading with their child. 		

- Encourage pupils to take an active part in helping to shape the reading materials available to them.

Maths

Working at predictions for 2016-2017: Level 5 - 27%, Level 4 - 64%

KS1: 20% level 3; 80% level 2b+; 90% level 2

- Maths intervention Groups need to be introduced to support outcomes – E.g. to work with level 3bs to help achieve 4 & to help other groups identified – obviously has staff/ time implications but is successful for literacy and parity now needs to be looked at. LSA will be introduced to start up a pilot intervention group -Weds Lesson 5 & Thurs Lesson 5. Maths primary lead to liaise with LSA and Year 5/6 teacher about writing a weekly plan for Spring Board 5 sessions so that LSA has clear lesson guidance.
- Introduce Singapore Bar in KS1 and KS2 & use more practical resources. Maths primary lead to audit & order – staff meeting time for teachers/ LSAs.
- Parent talk/ demo sessions – more parent involvement & so they will have a better understanding to help children at home; this took place on Mon 16th January with EDO.
- Secondary Maths teacher to do some high level/ extension work.
- Ray Mahers visit day – 28th March -use this to our best advantage, audit what we want to know or see him in action & get him to do demos in classrooms.
- Playground Markings – to have a large 100 square, some hopscotch, number snakes etc marked out, to incorporate this into the children's play and Learning Outside the Classroom.
- Maths primary lead to have time to do some drop ins to Maths lessons.
- Lunchtime Times Table Club – Maths primary lead to start this – Letters going out on Weds 1st Jan to start following week Tues lunchtime –KS1 & KS2.

Statistical Digest

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

St Martin's Primary 2015-2016		
Results – Attainment	St Martin's Primary	Bailiwick Average
End of Key Stage 2 (Year 6)		
% Level 4+ Reading	91%	90%
% Level 4+ Writing	92%	85%
% Level 4+ Maths	90%	88%
% Level 5+ Reading	65%	43%
% Level 5+ Writing	43%	30%
% Level 5+ Maths	65%	42%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	97.7%	91.6%
% 2 Levels of progress Writing	96.2%	88.5%
% 2 Levels of progress Maths	91.1%	89.3%
1 pupil at this school is equal to 1.27%		
Commentary on Results		
<p>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 number of our children that reached level 5 by the end of Year 6. At the heart of our beliefs is that every child can make good progress and it is our job to ensure that we meet the needs of each and every child in our care. This belief is borne out though the high percentage of our children who made or exceeded expected progress. We use both co-operative learning and enquiry based learning to actively engage and challenge our children. This is matched with a robust system of target setting to ensure teachers, support staff, parents and children have a clear idea of their next steps in learning. We understand that pupil engagement is vital and we set out to provide exciting and creative learning activities that make learning irresistible. As a school we have embraced 'Talk for Writing' and understand that developing children's vocabulary and use of language is key to their success across the curriculum. Technology, particularly the use of film making, has inspired the children's desire to record their learning and promote key skills such as creativity, resilience and independence.</p>		
Next Steps for St. Martin's Primary School		
<ul style="list-style-type: none"> • Prepare for the new Island Bailiwick curriculum • Introduce Philosophy for Children across the school to develop critical thinking skills and reflection • Explore use of modern technology to enhance independent learning both at school and from home • Embed a 'growth mindset' approach to learning. 		

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

St Mary and St Michael Catholic Primary 2015-2016		
Results – Attainment End of Key Stage 2 (Year 6)	St Mary and St Michael Primary	Bailiwick Average
% Level 4+ Reading	100%	90%
% Level 4+ Writing	88%	85%
% Level 4+ Maths	92%	88%
% Level 5+ Reading	46%	43%
% Level 5+ Writing	33%	30%
% Level 5+ Maths	46%	42%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	95.8%	91.6%
% 2 Levels of progress Writing	87.5%	88.5%
% 2 Levels of progress Maths	87.5%	89.3%
1 pupil at this school is equal to 4.17%		
Commentary on Results		
Through a team-approach of staff, pupils and parents we are pleased that our pupils are, once again, achieving good results.		
Next Steps for St Mary and St Michael Catholic Primary School		
<ul style="list-style-type: none"> • Plan to introduce the teaching of French throughout the school from Reception to Year 6. This will be linked to meaningful experiences and links with France and school twinning. • Work towards the Romero Award which encompasses Catholic Social Justice teaching. • Preparing and planning to introduce the new Guernsey Curriculum in September 2017. • Growth mind set continues to embed itself into our daily practice and philosophies in education. • Mindfulness – a whole school approach has begun in order to focus, more fully, the children's attention for learning. • To continue embedding of strategies to promote teamwork and cooperative learning. 		

Statistical Digest

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

Vale Primary 2015-2016		
Results – Attainment	Vale Primary	Bailiwick Average
End of Key Stage 2 (Year 6)		
% Level 4+ Reading	92%	90%
% Level 4+ Writing	87%	85%
% Level 4+ Maths	89%	88%
% Level 5+ Reading	47%	43%
% Level 5+ Writing	34%	30%
% Level 5+ Maths	45%	42%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	94.4%	91.6%
% 2 Levels of progress Writing	85.9%	88.5%
% 2 Levels of progress Maths	90.1%	89.3%
1 pupil at this school is equal to 1.41%		
Commentary on Results		
<p>Following a very positive validation this year, the teachers and staff at Vale Primary School are proud of the children's achievements over the past academic year. We would like to congratulate the children for attaining these really good results, especially at the higher levels. Yet again, these are positively above Bailiwick averages in all subjects and comparative in relation to progress measures.</p> <p>The ways in which children's experiences are being enriched, coupled with the commitment of staff to improve the school through an ethos of teamwork, adapting teaching methods whilst utilising different techniques and resources are making a positive impact on developing children's learning.</p>		
Next Steps for Vale Primary School		
<ul style="list-style-type: none"> • To continue to develop and improve progress for all learners in Writing • To continue to implement policies and practices that are more inclusive and promote positive relationships • To continue to improve outcomes for highly able learners. 		

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

Vauvert Primary 2015-2016		
Results – Attainment	Vauvert Primary	Bailiwick Average
End of Key Stage 2 (Year 6)		
% Level 4+ Reading	95%	90%
% Level 4+ Writing	93%	85%
% Level 4+ Maths	93%	88%
% Level 5+ Reading	45%	43%
% Level 5+ Writing	33%	30%
% Level 5+ Maths	45%	42%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress Reading	97.6%	91.6%
% 2 Levels of progress Writing	97.6%	88.5%
% 2 Levels of progress Maths	100%	89.3%
1 pupil at this school is equal to 2.38%		
Commentary on Results		
<p>The end of Key Stage 2 results are a reflection of the significant work that has been undertaken to improve the progress of pupils across the school. This has resulted in high Value Added scores, as well as all progress measures being above the Bailiwick average.</p> <p>As a consequence of this approach, we have seen a continued increase in the proportions attaining Level 4 and Level 5, with our results being above the Bailiwick average.</p> <p>The focus on progress is linked to robust monitoring systems, to ensure each child is supported and challenged individually.</p> <p>The work on Growth Mindset has impacted significantly on improving the positive mindset of children, to embrace challenge, learn from mistakes and identify their own steps to making further personal progress.</p> <p>Through an engaging and interesting curriculum, we continue to strive for each child to achieve the best they can, to improve upon their personal best in all areas of school life.</p>		
Next Steps for Vauvert Primary School		
<ul style="list-style-type: none"> • Continue to ensure there is a focus on pupil progress, linked to the development of Personal Best within the Growth Mindset work; • Further improve the use of key successful literacy strategies and numeracy strategies, linked to Active Teaching: Active Learning; • Developing the new Guernsey curriculum, to continue to improve the curriculum model at Vauvert. 		

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.

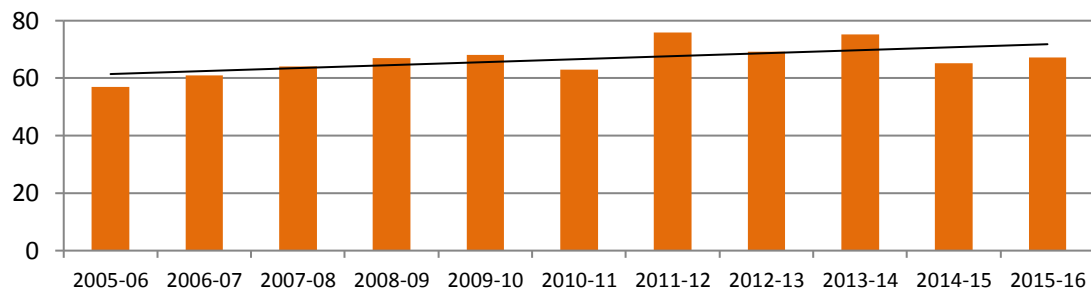
Bailiwick cohorts are small and can equate in total to three year groups of a single large UK comprehensive. The Bailiwick results include all States-maintained schools and the three grant-aided Colleges.

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.

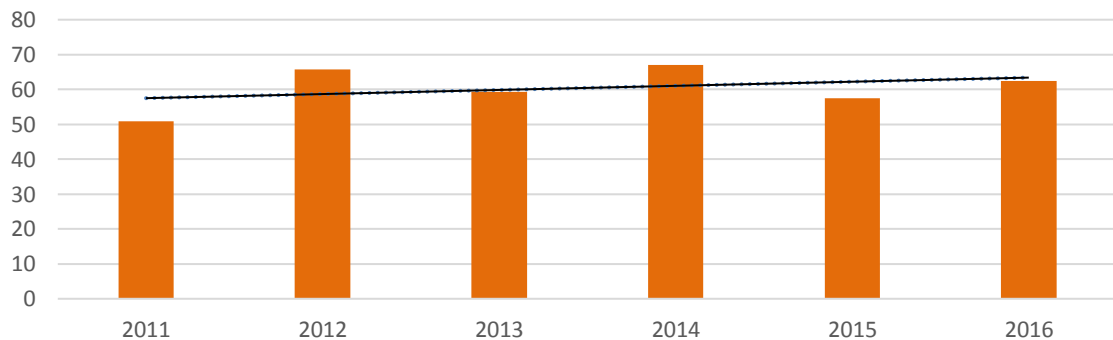
The Bailiwick data includes those learners attending Les Voies School which provides specialist support for pupils with social, emotional and behavioural difficulties. Young people at a similar provider in England may not be included in the English data.

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
2014	75.3%	73.3%	67.0%	64%	92.7%
2015	65.2%	69.9%	57.4%	61.2%	90.9%
2016	67.2%	69.2%	62.5%	62.3%	92.0%

Trend data - % Bailiwick 5+ A*-C of whole cohort 2005-2016



Trend data - % Bailiwick 5+ A*-C inc Eng & Maths whole cohort 2011-2016



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.

Education Services 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	76.5	64
State-funded mainstream schools in England	72.6	69.4

England. To ensure the most meaningful and accurate comparisons, Education Services has compared the Bailiwick figure (including the grant-aided Colleges) with England results for 2014, 2015 and 2016 calculated using the 2013 methodology.

% of pupils achieving 5+ A*-C including English and Maths		
	Guernsey (all Bailiwick schools)	England (State-funded schools)
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
2016	62.5	56.8

For further information on the changes to GCSE qualifications gradings from August 2017 please go to www.gov.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

Statistical Digest

Bailiwick and Individual School GCSE results

Grammar School and Sixth Form Centre 2015-2016		
Results – Attainment End of Key Stage 4 (Year 11)	Grammar School & Sixth Form Centre	Bailiwick Average
% 5+A*-G GCSEs or equivalent	100%	92.0%
%5+A*-C GCSEs or equivalent	99.1%	67.2%
%5+A*-C GCSEs including English and Maths or equivalent	95.3%	62.5%
3 year Rolling Average %5+A*-C (2014-2016)	98.4%	69.2%
3 Year Rolling Average %5+A*-C including English and Maths (2014-2016)	96.8%	62.3%
Commentary on Results		
<p>Once again students and staff can be congratulated on an excellent set of results with over 50% of the cohort gaining at least 4 A/A* grades. There were some exceptional results for individuals and eleven students achieved ten or more A*/A grades.</p> <p>Overall, students performed well against predictions, exceeding the MIDYIS indicators which predicted 82% attaining 5 A*-C including English and Mathematics. The key headline figures show an increase in student attainment particularly in the number of students achieving A*- B.</p> <p>Progress measures remained strong with 67% of students making 4 or more levels of progress in English and 64% in Mathematics, though there was a dip in levels of progress in Mathematics on previous years.</p> <p>Value added measures were excellent. The Value Added Score was 1046.26 (where the average is 1000) which would place the school in the top 10% of schools in the UK. A Progress 8 score, though not currently used as a KPI in Guernsey, is very strong with a score of 0.63. This means that on average, students achieved 0.63 of a grade more in each qualification than similar students across the country.</p>		
Next Steps for Grammar School and Sixth Form Centre		
<p>The school development plan outlines in detail the key areas for improvement. Our main areas for action include: developing the new Bailiwick Curriculum with some exciting projects for our students in Key Stage 3; developing our Tutorial Programmes across the school, enhancing our digital learning environments with increased use of Google classroom and our BYOD initiative. We are also developing new programmes of study in line with the examination reforms at both GCSE and A level alongside further development of provision on our IB programmes.</p>		

Statistical Digest

Bailiwick and Individual School GCSE results

La Mare de Carteret High School 2015-2016		
Results – Attainment	La Mare de Carteret	Bailiwick Average
End of Key Stage 4 (Year 11)		
% 5+A*-G GCSEs or equivalent	97.3%	92.0%
%5+A*-C GCSEs or equivalent	52.7%	67.2%
%5+A*-C GCSEs including English and Maths or equivalent	45.5%	62.5%
3 year Rolling Average %5+A*-C (2014-2016)	50.8%	69.2%
3 Year Rolling Average %5+A*-C including English and Maths (2013-2015)	39.4%	62.3%
Commentary on Results		
<p>La Mare de Carteret High School has been successful in building on the significant progress found by the inspection team from Education Scotland in February 2016 by posting the best ever set of GCSE results exceeding its Key Stage 2 target by 9%.</p> <p>Having established a reputation for inclusion, the school has sustained a track record for providing personalised learning opportunities and to this end has retained the performance indicator that all students left with one qualification for the 4th consecutive year which is a unique achievement in Guernsey.</p> <p>These results are supported by rapid improvement in whole school attendance - an increase of 3% - which is a credit to staff and students in their tenacity to continue to drive whole school improvement.</p>		
Next Steps for La Mare de Carteret High School		
We have three identified priorities for the current academic year:		
Closing the Gap:	Beyond the classroom	Raising Aspirations
<p>To provide equitable opportunities for students to become:</p> <ul style="list-style-type: none"> • Confident individuals • Effective contributors • Successful learners • Responsible citizens <p>To ensure all students make at least expected progress.</p> <p>To enable students to access personalised opportunities.</p> <p>To provide an extensive range of alternatives to exclusion.</p>	<p>To enable students to:</p> <ul style="list-style-type: none"> • have joyous learning experiences • be purposeful in their learning • have the skills to transition between different phases of their lives • be lifelong learners • be independent and reflective; resilient, self-managers and aspirational. 	<p>To enable students to:</p> <ul style="list-style-type: none"> • lead • persist in the face of set backs • learn from constructive criticism • respond to failure by trying harder • celebrate their achievements • challenge themselves to improve • make a contribution to the wider community • participate in enrichment activities • make aspirational choices at Post-16.

Statistical Digest

Bailiwick and Individual School GCSE results

Les Beaucamps High School 2015-2016		
Results – Attainment	Les Beaucamps	Bailiwick Average
End of Key Stage 4 (Year 11)		
% 5+A*-G GCSEs or equivalent	91.6%	92.0%
%5+A*-C GCSEs or equivalent	62%	67.2%
%5+A*-C GCSEs including English and Maths or equivalent	50%	62.5%
3 year Rolling Average %5+A*-C (2014-2016)	67%	69.2%
3 Year Rolling Average %5+A*-C including English and Maths (2014-2016)	49%	62.3%
Commentary on Results		
<p>We were very pleased with the significant improvement in GCSE results in 2016. The final figure of 50% 5ACEM represented an 8% increase on the previous year's results which we attribute to much more refined tracking of data and specific and appropriate intervention where needed for targeted children. Though we were pleased, we remain ambitious for our pupils as we believe that they are capable of much higher results. The school has experienced a turbulent two years with a new leadership team now in post and a high turnover of staff, so it is testament to the hard work of colleagues that pupil results improved despite experiencing major changes in staffing.</p> <p>Whilst not noted above, 27% of our pupils achieved 3 or more A-A* grades which has been an area of focus for us as a school. Given that the highest grades our pupils are generally expected to achieve is a C grade, we are very proud of these statistics.</p> <p>We do remain concerned, however, that although broadly in line with the Bailiwick average, the percentage of pupils achieving 5 or more A*- G qualifications is low. This particular year group was significantly affected by a core group of pupils with low attendance and barriers to learning. Despite a range of strategies we were not effective in securing regular attendance at school or greater engagement in learning.</p>		
Next Steps for Les Beaucamps High School		
<ul style="list-style-type: none"> • Continue to improve number of pupils achieving 5A*-C including English and Maths • Continue to focus children in achieving A-A* grades • Focus on ensuring all children achieve with at least 5 or more qualifications, the real changes to this measure will not be evident until the first cohort of pupils who have been through the new options process at Les Beaucamps, take their GCSEs in 2018. 		

Statistical Digest

Bailiwick and Individual School GCSE results

St. Sampson's High School 2015-2016		
Results – Attainment	St. Sampson's	Bailiwick Average
End of Key Stage 4 (Year 11)		
% 5+A*-G GCSEs or equivalent	87.8%	92.0%
%5+A*-C GCSEs or equivalent	43.9%	67.2%
%5+A*-C GCSEs including English and Maths or equivalent	39.6%	62.5%
3 year Rolling Average %5+A*-C (2014-2016)	50.1%	69.2%
3 Year Rolling Average %5+A*-C including English and Maths (2014-2016)	41.6%	62.3%
Commentary on Results		
<p>The results achieved by the Year 11 2015-2016 show an improving trend over a three-year period with the school once again meeting its target based on the Key Stage 2 results of students.</p> <p>Once again there was a strong correlation between the results achieved and the regularity with which students were present in school. Within the year group there were a number of students whose poor attendance throughout Key Stage 4 significantly impacted the number and quality of qualifications they achieved.</p> <p>There were also some exceptional individual achievements with the most notable being by students who joined the school at the start of the GCSE courses with little understanding of the English language. One such student achieved 7 GCSEs at A* - C and progressed to study at the 6th Form Centre. This determination to succeed was evident with many of the students in this year group.</p>		
Next Steps for St. Sampson's High School		
<p>The priorities for the coming year are:</p> <p>To continue to raise the attainment of all young people by :</p> <ul style="list-style-type: none"> • Identifying students who are at risk of not achieving their target grades for early intervention • Building upon and developing the tracking systems used in school • Developing provision for students not able to attend school <p>To continue reviewing the arrangements for meeting the needs of all learners</p> <p>To develop our partnerships with stakeholders and the community.</p>		

Statistical Digest

Bailiwick and Individual School GCSE results

St. Anne's School 2015 - 2016		
Results – Attainment	St. Anne's	Bailiwick Average
End of Key Stage 4 (Year 11)		
% 5+A*-G GCSEs or equivalent	93.8%	92.0%
%5+A*-C GCSEs or equivalent	37.5%	67.2%
%5+A*-C GCSEs including English and Maths or equivalent	25.0%	62.5%
3 year Rolling Average %5+A*-C (2014-2016)	51%	69.2%
3 Year Rolling Average %5+A*-C including English and Maths (2014-2016)	38%	62.3%
Commentary on Results		
<p>KPI attainment figures 2015/2016 for 5+A*-C (EM) are significantly below expectation. 25.0% compared to 42.9% in 2015 making a difference of -17.9%.</p> <p>KPI attainment figures 2015/2016 for 5+A*-C are significantly below expectation. 37.5% compared to 57.1% in 2015 making a difference of -19.6%.</p> <p>KPI attainment figures 2015/2016 for 5+A*-G are marginally better the previous year. 93.8% compared to 92.9% in 2015 making a difference of +0.9%.</p> <p>Attainment Target v Actual based on KS2 results is a difference of -39.0. Target was 64.0 against actual of 25.0.</p>		
Next Steps for St. Anne's School		
<ul style="list-style-type: none"> • Significant 'change management' programme in place. Turnover of secondary teachers is already beginning to make an impact on engagement in lessons with early predictions looking positive for Summer 2017 results. • Additional capacity and support has been introduced in Mathematics and English. Focused 1:1 mentoring programme in place for year 11s in the Spring / Summer Terms. • Parent engagement for all students is making a significant impact. • Challenge still remains small cohort size. There is a small minority of students in the Year 11 cohort who are on alternative curriculum to meet a variety of needs. Whilst the KS2 data predicts conversion to 91.0 it is unlikely that those deemed most vulnerable will attain 5A*-C including Eng/Ma in the Summer Term. Functional Skills has been introduced in 2016/17 to support learners attain a Level 1 or Level 2 equiv. in Eng/Ma. 		

Statistical Digest

Bailiwick and Individual School GCSE results

Les Voies School 2015 - 2016		
Results – Attainment	Les Voies	Bailiwick Average
End of Key Stage 4 (Year 11)		
% 5+A*-G GCSEs or equivalent	86%	92.0%
%5+A*-C GCSEs or equivalent	7%	67.2%
%5+A*-C GCSEs including English and Maths or equivalent	7%	62.5%
3 year Rolling Average %5+A*-C (2014-2016)	2.3%	69.2%
3 Year Rolling Average %5+A*-C including English and Maths (2014-2016)	2.3%	62.3%
Commentary on Results		
Strengths <ul style="list-style-type: none"> • PE - Y11 outcomes • Photography - L2 Merit passes • Food - Y10 and Y11 outcomes all round • John Muir - Y11 - Conserver Awards • Support for external candidate to achieve 5 x A - C plus one D • 12 out of 14 Y11 leaving with 5+ A* - G qualifications 		
Next Steps for Les Voies School		
<ul style="list-style-type: none"> • Expand/ develop qualification suite by introducing quals in:- DT, Science, Personal Finance, Travel and Tourism (to replace limiting ELC qual in Hums) • Generally - progression routes need to be available to L2 wherever possible but keeping in mind a raising of expectations at GCSE level (9 - 1 quals). • Extend numbers of students gaining qualifications in some areas including DofE, John Muir etc • Loss of on-demand Literacy and Numeracy - look for substitutes • Find ways to better measure progress in BTEC and equivalent subjects when Pass grade is only possible outcome. 		

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 and the International Baccalaureate Diploma 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 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

	2014	2015	2016
A Level Grade A*-E (Grammar School Sixth Form + Ladies' and Elizabeth Colleges)	99.2%	98.9%	98.8%
International Baccalaureate (NB small cohort)	100%	94%	94.7%
A Levels England	98.0%	98.1	98.1%
BTEC Diploma L3 (or equivalent) College of Further Education	95%	96%	94%

% Grade profile of Island students at A Level

	A*	A	B	C	D	E	U
Guernsey	9.0	19.1	31.6	24.0	11.3	3.7	1.2
England	8.1%	17.7	27.0	24.7	14.7	5.9	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)	95%	70%	30%
IB Point scores (World)*	79.3%	60.0%	21.0%

% Grade profile of Island students at BTEC Level 3*

	Distinction (inc D*)	Merit	Pass	Ungraded
Guernsey 2016	48%	21%	31%	0%
Guernsey 2015	49%	27%	22%	2%

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

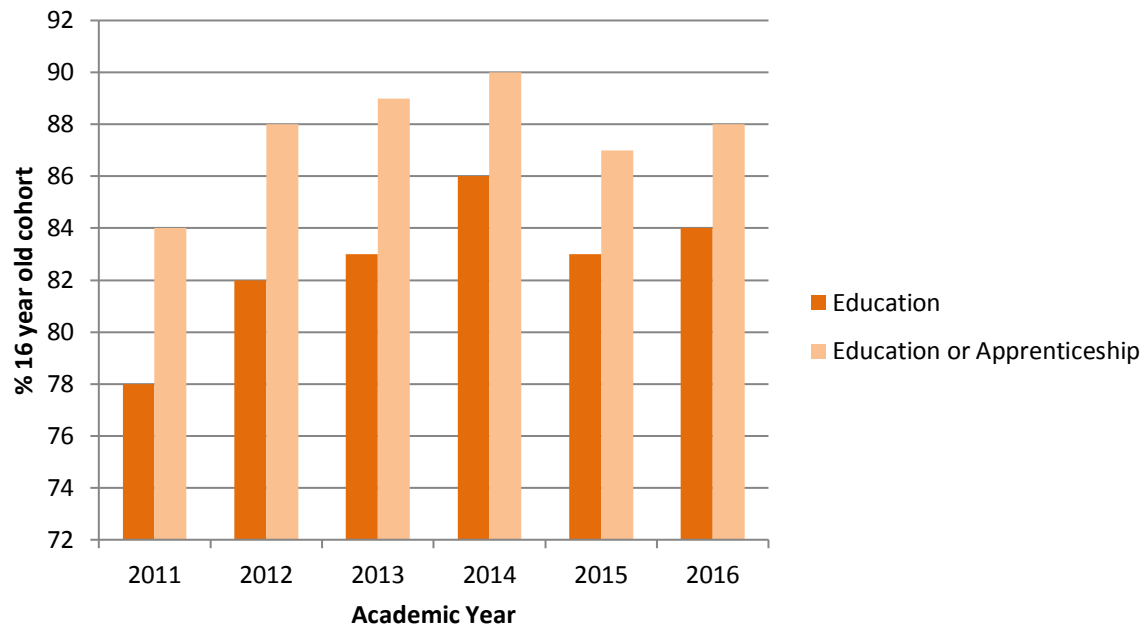
Post-16 Three Year Rolling Averages

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.

Three year rolling average	2012-2014	2013-2015	2014-2016
A Level	99.4%	99.2%	99.0%
BTEC Diploma L3	97.3%	96.7%	95.4%
IB Diploma	n/a	n/a	95.6%

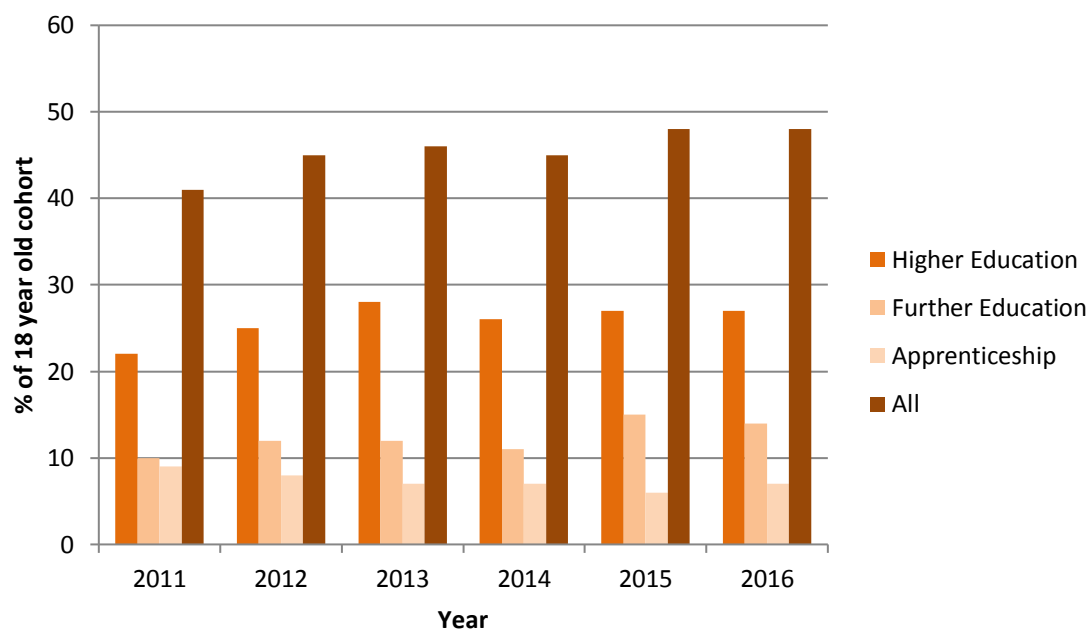
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Island-wide participation rates in full-time education or apprenticeship Post-16, 2011-2016



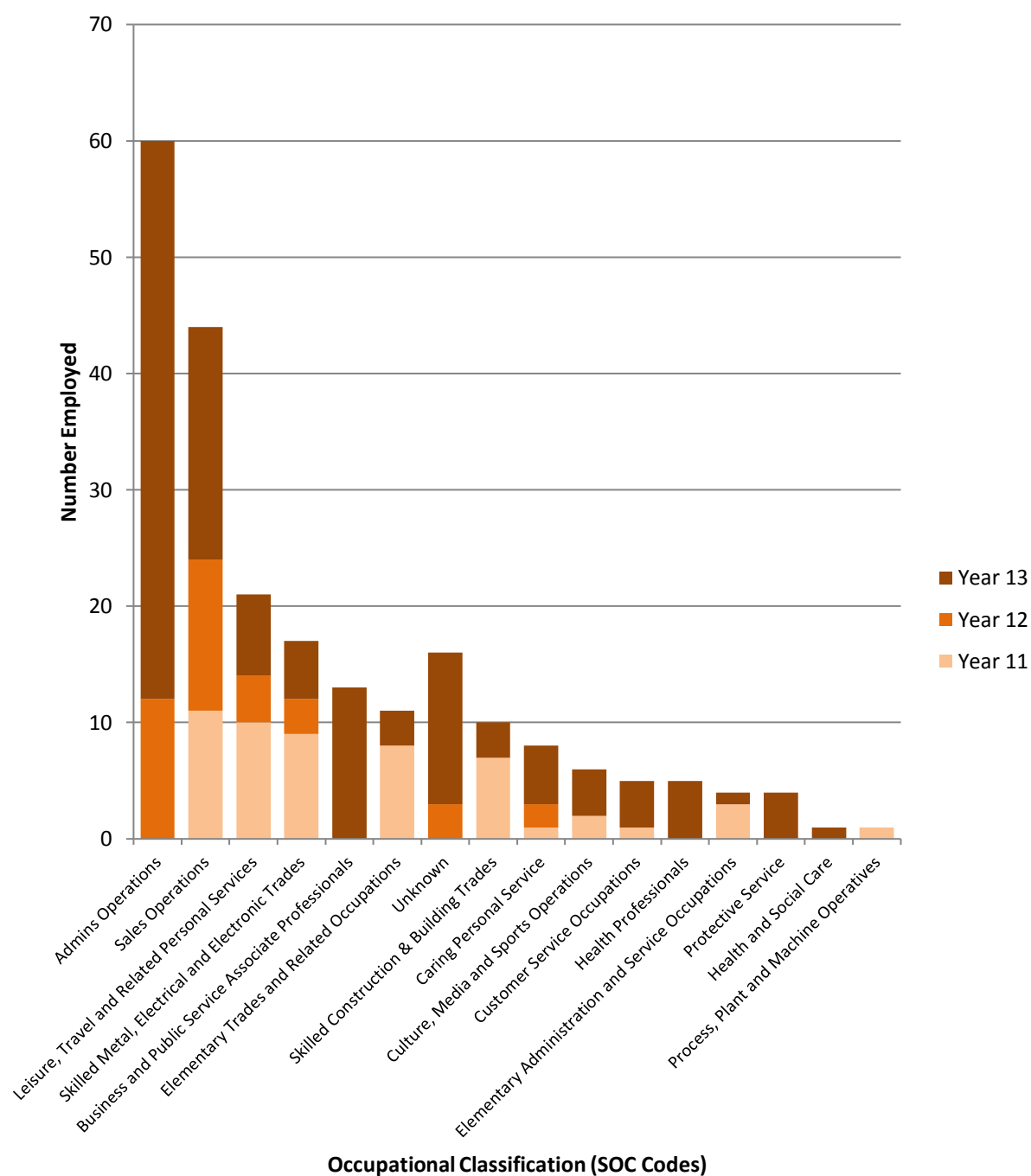
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Island-wide participation rates in full-time higher or further education or apprenticeship Post 18, 2011-2016



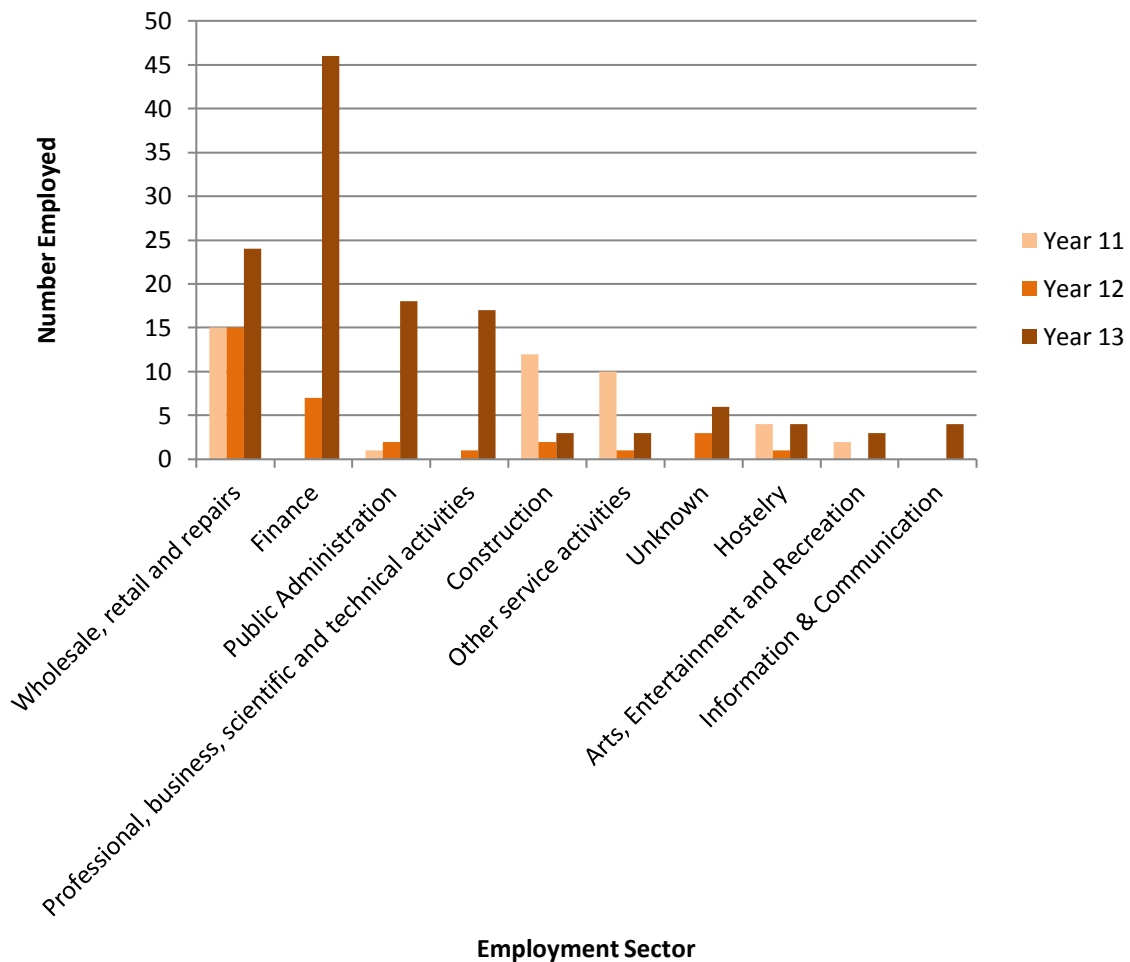
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Employment by Occupational Classification – All Leavers 2016



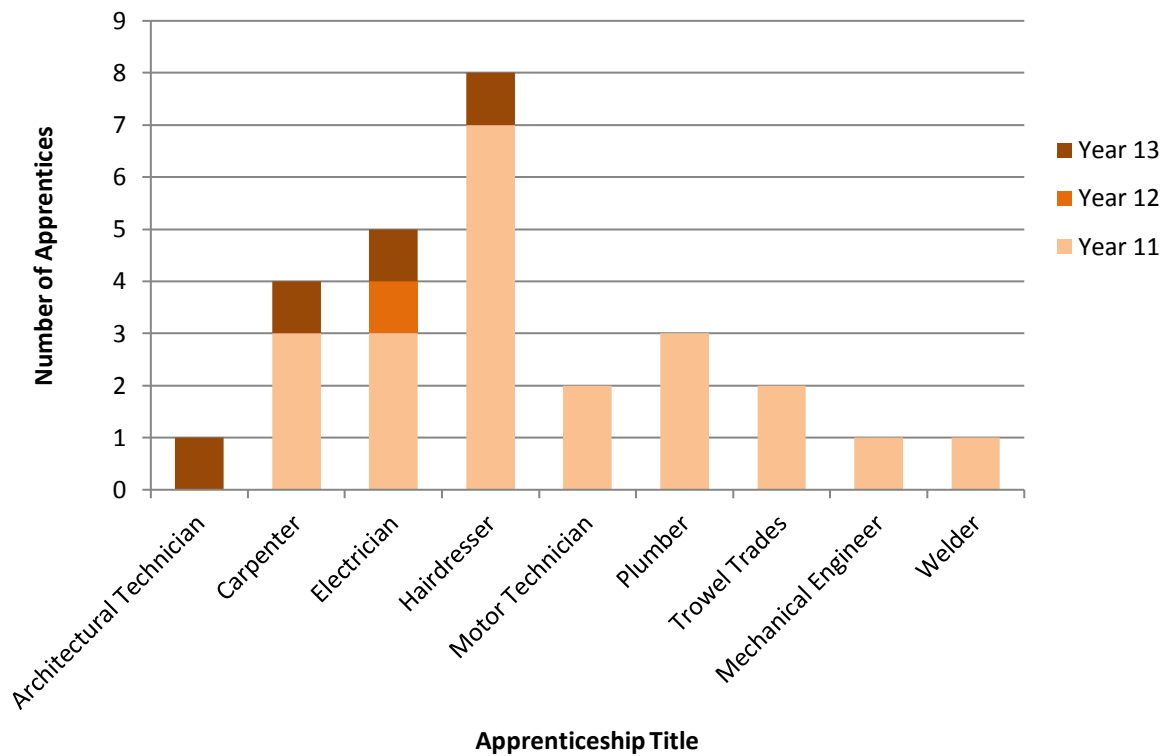
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Top 10 Employment Sectors – All Leavers 2016



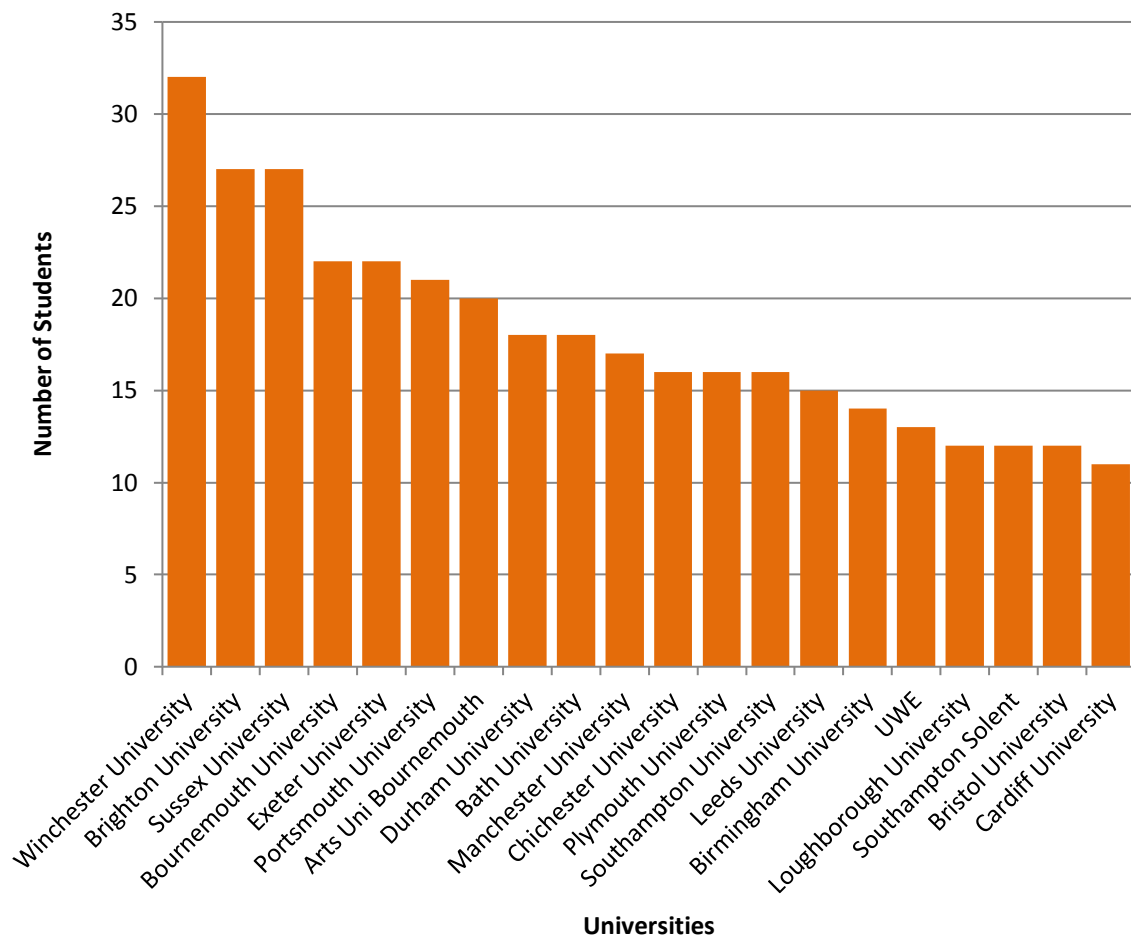
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Apprenticeships by age and type 2016



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Top 20 most popular HE institutions 2015-16



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Number of Students in Higher Education

	2012-13	2013-14	2014-15	2015-16	2016-17
Total Number	766	803	748	687	681

** 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.

	2012-13	2013-14	2014-15	2015-16	2016-17
Other Higher Education	18	23	19	14	10
Postgraduate	31	53	39	42	41
NHS Benchmark (not Med)	24	19	17	17	16*
Undergraduate	693	708	673	614	614
Total	766	803	748	687	681

**From 2016/17 the number of students studying NHS Benchmark courses will start to reduce as there are no longer Benchmark fees and so they will become part of the Undergraduate total.*

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

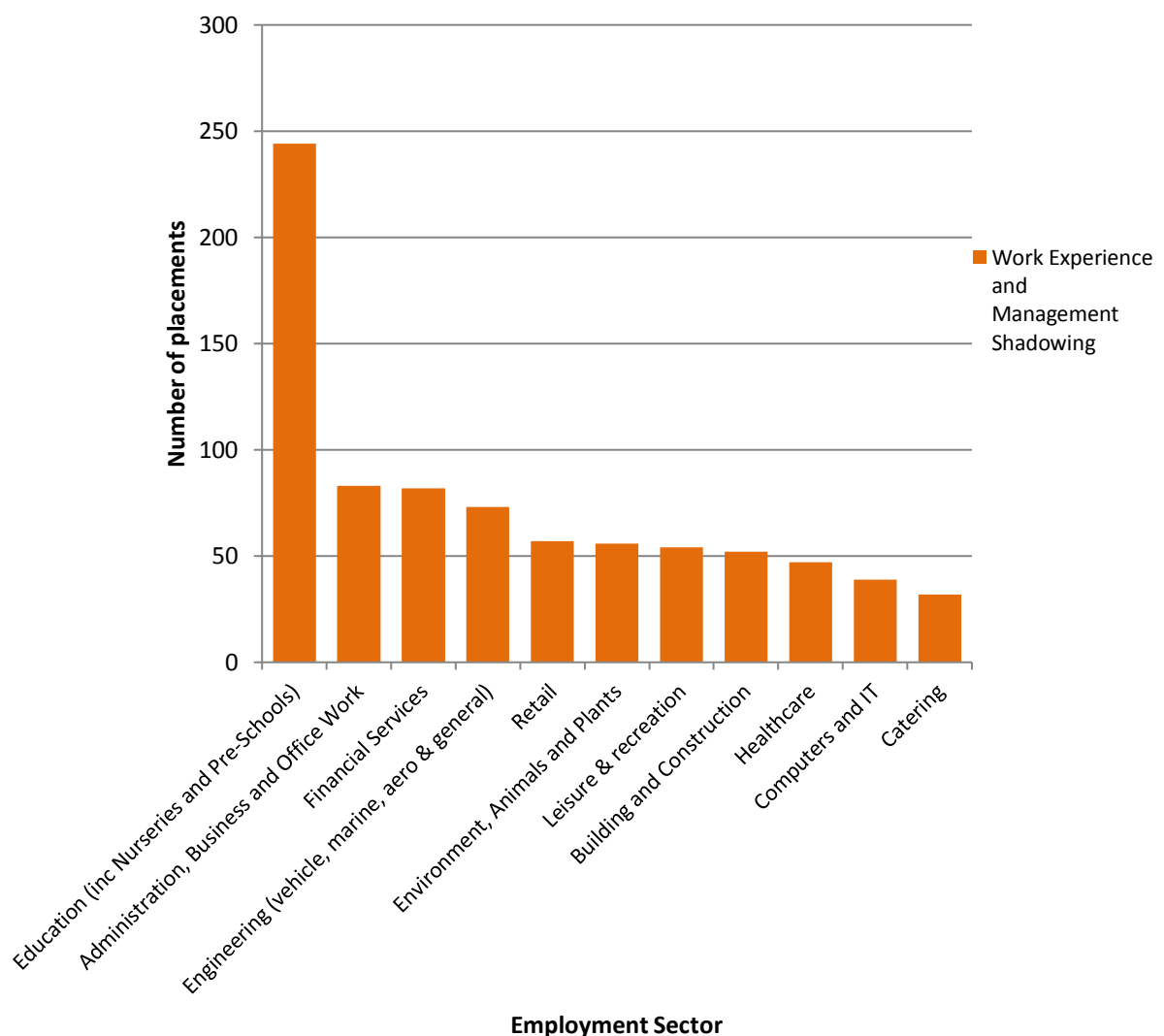
Band D – Classroom-based subjects

	2012-13	2013-14	2014-15	2015-16	2016-17
Undefined	36	23	17	17	12
A	30	27	19	20	16
B	137	156	148	121	110
C	342	366	345	345	344
D	221	231	219	184	199
Total	776	766	803	748	687

Statistical Digest

Work Experience and Management Shadowing - top placements 2015-16

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

School Exclusion Statistics 2013-2016

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 Services' 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.gov.gg/exclusion

Numbers/Percentage of Fixed Term Exclusions

Primary Schools

School	2013-2014	2014-2015	2015-2016
Amherst	2	1	1
Castel	0	0	0
Forest	0	0	0
Hautes Capelles	2	2	2
La Houquette	0	1	0
La Mare de Carteret	1	1	4
Notre Dame du Rosaire	0	0	0
St. Anne's	0	0	0
St. Martin's	2	1	0
St. Mary & St. Michael	0	0	0
Vale Primary	5	4	1
Vauvert	0	0	0
Primary	12	10	8
% of Primary Roll	0.3%	0.3%	0.2%
England	1.0%	1.1%	n/a*

Secondary

School	2013-2014	2014-2015	2015-2016
Grammar	2	0	0
%	0.2%	0.0%	0.0%
La Mare de Carteret High	25	28	26
%	5.4%	6.8%	6.9%
Les Beaucamps High	21	29	15
%	4.1%	5.8%	3.0%
St. Sampson's High	43	5	26
%	6.1%	0.7%	3.9%
St. Anne's	3	4	6
%	3.0%	6.3%	10.2%
Secondary Total	93	66	73
% of Secondary Roll	3.5%	2.6%	3.0%
England	6.8%	6.6%	n/a*

Special

School	2013-2014	2014-2015	2015-2016
Le Rondin	0	0	0
Le Murier	1	1	1
Les Voies	0	0	0
Special Total	1	1	1
% of Special Roll	0.4%	0.4%	0.4%
England (<i>not directly comparable</i>)	13.9%	13.5%	n/a*

*England data for 2015-16 not yet published

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Bailiwick and Individual School Attendance Statistics 2013-2016

Bailiwick % Attendance

	2013-2014	2014-2015	2015-2016	3-year rolling average
Primary	96.1	96.0	95.9	96
England (primary)	96.1		n/a*	
Secondary	92.8	92.5	93.1	92.8
England (secondary)	94.8		n/a*	
Special	92.1	91.3	90.2	91.2
England (special)	91.0		n/a*	

Primary Schools

School	2013-2014	2014-2015	2015-2016
Amherst	96.0	95.3	95.6
Castel	96.7	96.7	96.0
Forest	96.3	96.2	96.5
Hautes Capelles	96.0	96.2	95.8
La Houquette	96.3	95.7	95.8
La Mare de Carteret	96.1	95.8	95.7
Notre Dame du Rosaire	96.6	96.6	96.3
St. Martin's	96.4	96.0	96.3
St. Mary & St. Michael	96.5	96.5	97.1
Vale Primary	95.4	95.7	96.0
Vauvert	95.3	95.4	95.6
St. Anne's (Primary)	95.1	95.4	95.0

Secondary Schools

School	2012-2013	2013-2014	2014-2015
Grammar	95.2	95.5	95.8
La Mare de Carteret High	91.1	90.7	93.3
Les Beaucamps High	92.2	91.5	92.4
St. Sampson's High	91.3	90.4	90.5
St. Anne's	90.9	92.6	91.0

Special Schools

School	2013-2014	2014-2015	2015-2016
Le Rondin	94.9	94.8	94.6
Le Murier	93.6	92.6	91.8
Les Voies	78.8	79.0	77.3

*England data for 2015-16 not yet published

For further information about school attendance please visit www.gov.gg/schoolattendance

Statistical Digest

Pupil : Teacher Ratios and Average Class Sizes 2016

States-maintained schools continue to sustain favourable pupil:teacher ratios (PTRs) and small average class sizes (population figures as of school census taken in November 2016).

School	Pupil Numbers	Teacher Numbers (excluding headteacher)	PTR	Average Class Size
Amherst Primary	404*	23.2	17.4:1	21.3
Castel Primary	369	17.9	20.6:1	26.4
Forest Primary	179	7.5	23.9:1	25.6
Hautes Capelles Primary	515	24.6	20.9:1	24.5
La Houquette Primary	273	15.6	17.5:1	19.5
La Mare de Carteret Primary	285	18.2	15.7:1	20.4
Notre Dame du Rosaire Primary	259	13.5	19.2:1	24.7
St. Martin's Primary	567	25.26	22.4:1	25.8
St. Mary & St. Michael Primary	155	7.7	20.1:1	22.1
Vale Primary	491	26.8	18.3:1	23.4
Vauvert Primary	345	18.8	18.4:1	23
Primary Total (exc Alderney)	3842	199.14	Average PTR 19.3	23.3
<i>*does not include children in the Nursery</i>				

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

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 2016

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.

Education Services 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 our current guidelines.

School	Pupil Numbers	Teacher Numbers (excluding headteacher)	PTR
Grammar School & Sixth Form Centre (11-18)	824	69.51	11.9:1
La Mare de Carteret High (11-16)	379	30.7	12.3:1
Les Beaucamps High (11-16)	502	34	14.8:1
St. Sampson's High (11-16)	668	52.3	12.8:1
Secondary Total	2373	186.51	12.7:1

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	128		

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

Special

School	Pupil Numbers	Teacher Numbers (excluding headteacher)	PTR
Le Murier	90		
Le Rondin	109		
Les Voies	30		
Special School Total	229		

*Pupil statistics as of November 2016 census.