

# Transforming Education

## Secondary and Post-16 Education Future

This is an overview of the changes we are proposing for our secondary and post-16 education system. We will be taking these proposals to the States later this year.



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# Executive Summary

This document sets out the Committee for Education, Sport & Culture’s (the Committee’s) thinking to date with respect to the future of secondary and post-16 education. It sets out the Committee’s current preferred option, the rationale for this option and how it will be implemented.

Two things have already been decided by the States of Guernsey:-

- Secondary education will be delivered in three schools
- An all-ability system will replace selection at 11, with the first all ability intake starting secondary school in year 7 in September 2019.

The Committee will not revisit these decisions and therefore will be delivering proposals in line with decisions already taken by the States.

The States’ debate on the policy letter is anticipated to take place towards the end of this calendar year, following a period of engagement and finalising the policy letter.

The preferred option for the 11-16 estate is strongly interlinked with the Committee’s preferred model for post-16 education. Both elements will be contained in the same policy letter, to enable explanation and debate of the interdependencies at the same time.

The future role and funding of the Grant-Aided Colleges is also important. The Committee will request that its policy letter on the future funding of the Grant-Aided Colleges is debated by the States in the autumn, so that the principles of any new funding agreement with the Colleges can be agreed prior to the policy letter on secondary and post-16 education being finalised.

It is important to the Committee that every young person has equality of opportunity to access a rich, engaging, challenging curriculum

that enables them to reach their full potential and that it operates efficiently and effectively.

The Committee proposes that:-

In **September 2019**, La Mare de Carteret High School staff and the Grammar School staff will **merge** to operate as a new school under one senior leadership team for learners aged 11-16. This merger will be apparent in staffing structures for the new school. It is the intention, however, that all current learners (and those due to start in Year 7 at the Grammar School in September 2017 or September 2018) will continue to be predominantly based at their current Les Varendes (Grammar School)/La Mare de Carteret sites until their GCSEs are completed. The new school will operate from both sites until 2023, when the last selective intake to the Grammar School completes GCSEs in Year 11. The Sixth Form Centre will continue to operate on Les Varendes site until the summer of 2024.

A new secondary school building will be built on the site of the La Mare de Carteret playing fields. It is not proposed to build the previously suggested community facility or pre-school included in the original plans. The build will be phased to complete the new secondary school building and sports hall by September 2021. The external areas and primary school will follow, the latter after the next capital prioritisation round. In accordance with advice from educational specialists, children and young people with autism or communication difficulties will be supported by bases in each of the secondary schools. The primary base will continue at Amherst.

From September 2021 all learners in Years 7, 8 and 9 based at either Les Varendes or La Mare de Carteret High will move into the new secondary school building. Years 10 and 11 at Les Varendes will stay there until they complete their GCSEs. St Sampson’s High and Les Beaucamps High learners and staff will not be directly affected (with possibly some building work at Les Beaucamps High). The plans do not include any changes for our special schools (Le Murier, Les Voies) or St Anne’s in Alderney, although all will be able to benefit from the new structure.

Post-16 opportunities will be improved through a merger, by September 2024, of the Sixth Form Centre and full-time 16-19 provision offered by the College of Further Education. The majority of full-time post-16 courses, A Levels, International Baccalaureate, BTEC and other applied and vocational courses, will be offered at a new Post-16 College on Les Varendes (the current Grammar School and Sixth Form Centre) site. This will require some building modifications which can only be completed once most of the 11-16 learners have moved out.

This new Post-16 College will be able to offer greater breadth of courses and qualifications, increased opportunity for students to mix and match courses and extend enrichment activities. There will also be the potential for staff from the secondary schools to teach at post-16 level and the Post-16 College will be part of a federation with the three secondary schools.

Les Ozouets campus (formerly St Peter Port School) will be used for a Training College for apprenticeships, part-time courses, higher education courses and adult learning. This will require the construction of some facilities on this site including workshops. The building cost of these facilities is significantly less than the full cost of redeveloping the College of Further Education on the Les Ozouets site whilst still releasing the other College of Further Education sites for other purposes and securing annual operational savings. The saving realised by using the Les Varendes site for post-16 education will offset the costs of building a new secondary school on the La Mare de Carteret playing fields. The Training College will work closely with the Institute of Health and Social Care Studies and the GTA University Centre as well as the fulltime Post-16 College and local employers. This will help avoid duplication and improve efficiency as well as provide training in response to community and industry needs.

All children placed at secondary school up to and including those starting in September 2018 will remain at their allocated school until they complete Year 11. This includes those selected for a place at the Grammar School and those selected as special place holders at the three Grant-Aided Colleges. Special place holders at The Ladies’ College and Elizabeth College will be able to stay until the end of Year 13.

Our proposals will ensure that all pupils who enter secondary education between now and July 2019 will remain at their allocated school until they complete Year 11. Special place holders at the Colleges will continue to have their place funded until they complete Year 13.

It is intended that, subject to States approval this year, changes will begin in September 2019 and will be completed when the new Post-16 College and Training College open in September 2024.

## New structure at September 2024

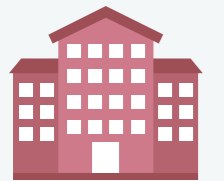
### Secondary (pupils aged 11-16)



**St Sampson's High**  
6 form entry school



**Les Beaucamps High**  
5/6 form entry school



**New Secondary School**  
8 form entry school  
La Mare de Carteret site

### Post-16



**Post-16 College**  
for all full-time post-16 courses on former Grammar School and Sixth Form Centre site.



**Training College**  
at Les Ozouets  
for all part-time provision, apprenticeships and higher level qualifications

We must ensure our children's education is not adversely affected as we move to this new structure.

A number of principles have been set to guide the move to the new structure. These include:-

- Best interests of students and staff at its core
- High quality communication
- Provision of a safe and high quality learning environment appropriate to the delivery of the curriculum – (minimising disruption caused by temporary accommodation, building sites, run-down buildings)
- No more than one additional school move per child and not in consecutive years
- No move between Years 10 and 11, i.e. during Key Stage 4
- Keep school and year group cohorts together wherever possible
- Staff recruitment and retention is a key risk and we will endeavour to minimise this risk as much as possible
- Curriculum and pastoral continuity will be maintained
- Commitment to retain current Grammar School pupils and those due to start in September 2017 and September 2018 in their selective intakes
- Introduction of a partner primary school system with minimum disruption to current catchments
- All students to move into the new building at the same time
- Contingency plans in place in case the new school building on La Mare de Carteret site is not ready for September 2021.

Four to six primary schools will transfer into each secondary school. Full details of which primary school will feed into each secondary school are outlined later in this document.

A range of different options for transforming secondary and post-16 education have been considered. They are less favourable for a variety of reasons including; not delivering acceptable educational outcomes, greater cost, difficulty of transition, risk of insufficient pupil capacity, current condition and layout of buildings and lack of flexibility for the future. The alternative options considered are:-

- An additional transition at 14: This would be too disruptive without sufficient additional benefit.
- Two 11-19/11-16 schools, sized at over 1000 learners: This option would not make good use of the existing education estate, especially the new school at Les Beaucamps High. It is difficult to identify suitable sites for the two schools.
- A sixth form centre at Les Beaucamps High or another alternative use for that site: This is expensive both in terms of building and operational costs and Les Beaucamps High is a new, purpose built 11-16 school.
- A four school model: This is expensive, does not deliver the educational benefits of three schools and is counter to the existing States resolution.
- Not building a new secondary school: The Committee is still exploring the practicalities of this option. However, there are more risks and difficulties associated with the delivery of this model than the Committee's

preferred option and it does not deliver the Committee's preferred educational model of a fulltime Post-16 College.

The Committee believes that moving from four secondary schools to three and taking the opportunity to deliver post-16 education in a different way will bring a range of benefits as well as a long term reduction in both building and operating costs. The Committee is continuing to develop its financial modelling. Initial work suggests the annual saving could be approximately £1.5m-£2m per year compared to the running costs in 2024 of a four school model with the College of Further Education. This is the most cost efficient three school and post-16 option.

These benefits and costings are outlined in greater detail later in this document.

Before we develop our policy letter to bring before the States we would like to know what you think about our plans. Are there any questions that you want answered? Do you have any particular concern about the transition or any ideas of how this can best be managed to ensure the least disruption to our children's learning?

You can email us at [educationfuture@gov.gg](mailto:educationfuture@gov.gg) or write to us, but it is best if you go to [www.gov.gg/educationfuture](http://www.gov.gg/educationfuture) where you can find out all the detailed information and give us your feedback. Please send in your comments by 11th September 2017.

Our proposals will provide improved post-16 opportunities, meet the States instruction to deliver secondary education in three schools, will deliver equality of opportunity for all our young people as well as operational and building cost savings.

## Section 1

### Introduction

This document sets out the Committee for Education, Sport & Culture's (the Committee's) thinking to date with respect to the future structure of secondary and post-16 education in Guernsey and Alderney.

"Our vision is to develop within our learners the skills to face a future with confidence through high quality education in a community that values its unique culture, heritage and sport.

We will deliver a secondary and post-16 education system where every young person has access to a rich, engaging, challenging curriculum that enables them to reach their full potential.

We will enable equality of opportunity and we will ensure that we operate efficiently and effectively."

This is an opportunity for the community (including staff, learners, parents/carers, Deputies and the wider community) to engage with the Committee's proposals before a policy letter is written for debate by the States later this year.

## Section 2

### What have the States already decided?

The previous States' resolutions are detailed in full in Appendix 1. In summary:-

- In March 2016 the previous States decided that the current selective admission of students to secondary schools based on the 11 plus examination should cease, and that from September 2019 (for new Year 7 students) admission to secondary schools should be on a non-selective basis.
- Schools should set students by ability, where appropriate.
- A decision was also made that 11-16 education in the States' sector should be provided in three schools of broadly comparable<sup>1</sup> size to achieve equality of opportunity for students.
- The Committee was instructed to submit a policy letter to the States before the end of 2017 setting out the optimum changes to the Education estate including the following options and the other facilities previously recommended for La Mare de Carteret site:-
  - ii) maintaining 11 to 19 education, i.e. including a sixth form, at Les Varendes; and ceasing 11 to 16 education at La Mare de Carteret [Option 2];
- The Committee was instructed to report on the role of the Grant-Aided Colleges and recommendations and rationale for any future funding.

Following the elections in May 2016, a commitment was made to give this new States Assembly the opportunity to debate whether or not the March 2016 States resolution (to end selection to secondary education for new Year 7 students from September 2019) should be overturned. On 2nd December 2016 it was agreed to reaffirm the decision taken in March 2016.

In January 2017 the Committee gave a firm commitment that it would return to the States, as directed, with a non-selective three school model for 11-16 education, with proposals published in June 2017. This report meets that promise. At the same time as releasing these proposals the Committee is finalising a policy letter concerning the role and future funding of the Grant-Aided Colleges.

- i) redeveloping a secondary school at La Mare de Carteret; and ceasing 11 to 16 education at Les Varendes and consolidating post-16 education, including sixth form studies and the College of Further Education, at Les Varendes and Les Ozouets [for the purposes of this report, this may be referred to as Option 1]; and

<sup>1</sup> Please note that the Committee is recommending two 6-form entry schools and one 8-form entry because timetabling/blocking is more efficient in schools with even forms of entry when the year group can more easily be halved for timetabling purposes.

Section 3

What is the Committee’s preferred option for secondary and post-16 education in a three school model?

The Committee is proposing:

For pupils aged between 11-16

- i) Three 11-16 mainstream Guernsey secondary schools.
- ii) Secondary schools in Guernsey of a minimum of 5/6 form entry and a maximum of 8 form entry<sup>2</sup>.
- iii) A new 8 form entry secondary school will be built on the La Mare de Carteret playing fields site with a target of opening in September 2021.

In the long term the schools will be 6 forms of entry<sup>3</sup> at St Sampson’s High (approx 720 pupils as now); 5/6 forms of entry at Les Beaucamps High (approx 600-660 pupils as originally designed)<sup>4</sup> and 8 forms of entry at the new secondary school (approx 900-960 pupils), this may reduce to 7 forms of entry in some smaller year groups after 2037, depending on the future size of the Island’s population.

The new school would be formed from a merger of the La Mare de Carteret High School and The Grammar School from September 2019, although it is the intention that as far as possible all current pupils would remain predominantly based at their current sites. This includes the selective Grammar School intakes (and those starting in 2017 and 2018) who would be predominantly based on the Les Varendes (current Grammar School) site until completing their GCSEs.

Our proposals will meet the needs of our pupils now, throughout the transition process and into the future by providing sufficient school places in line with the projected pupil population.

<sup>2</sup> The rationale for this size is explained in section 10.  
<sup>3</sup> Forms of entry means the typical number of classes in each year. Current policy is that the maximum number of learners in a class should be 24 on average across the year group.  
<sup>4</sup> Les Beaucamps High was originally designed for 5.5 forms of entry or up to 660 pupils (600 based on 5 form entry and 660 based on some years of 5 form entry and some years of 6 form entry). During the peak school population it may need to be extended to accommodate 6 forms of entry throughout or 720 pupils. In addition since the school was planned, the curriculum has changed and this has resulted in a difference in the need for specialist teaching areas in Science, Art and Design Technology.



From September 2021 pupils from four to six primary schools will transfer into each secondary school, the following primary schools will link into the following secondary schools<sup>5</sup>:-

Primary School	Secondary School
Castel	Les Beaucamps High
St Martin's	Les Beaucamps High
Forest	Les Beaucamps High
Notre Dame du Rosaire	Les Beaucamps High <b>OR</b> New Secondary School (current La Mare de Carteret site)
La Houquette	New secondary school (current La Mare de Carteret site)
La Mare de Carteret	New secondary school (current La Mare de Carteret site)
Vauvert	New secondary school (current La Mare de Carteret site)
Hautes Capelles	New secondary school (current La Mare de Carteret site) <b>OR</b> St Sampson's High
St Mary and St Michael	New secondary school (current La Mare de Carteret site) <b>OR</b> St Sampson's High
Vale	St Sampson's High
Amherst	St Sampson's High

### Out of Catchment

Places will be confirmed early in Year 6 for children who are out of catchment at their primary school or where a primary school links to more than one school (i.e. Hautes Capelles, Notre Dame du Rosaire and St Mary and St Michael). We would be interested to receive feedback on whether children who are out of catchment at primary school should go to secondary school based on where they live or, subject to space, transfer into secondary school with their primary school peers.

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Our proposals will help improve the transition from primary to secondary education by encouraging closer partnership working between schools.

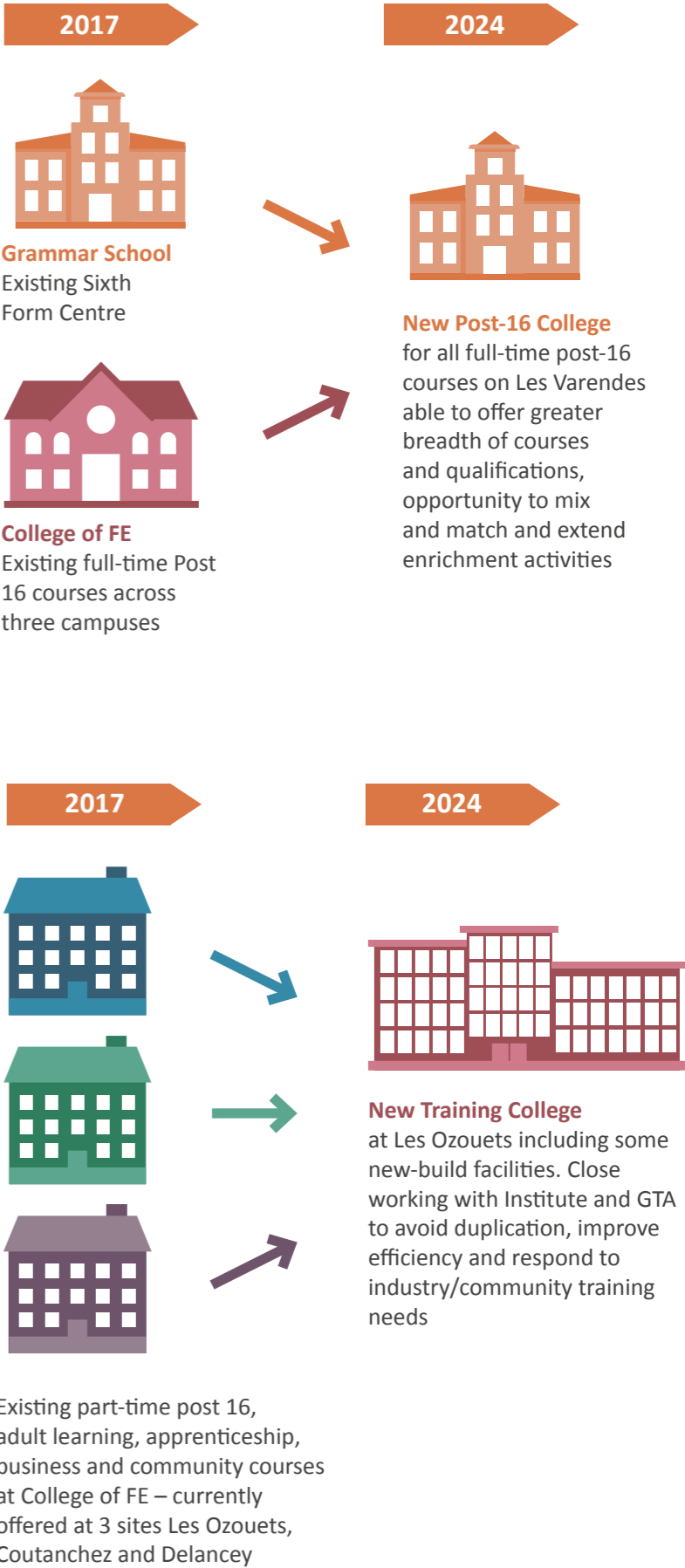
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<sup>5</sup> Please also see the transition arrangements for September 2019 and September 2020 which are outlined in section 4.

### Post-16

iv) A separate Post-16 College to open on Les Varendes (current Grammar School & Sixth Form Centre) site by September 2024. This would provide all full-time post-16 courses, up to and including A Level/International Baccalaureate (currently offered at the Grammar School Sixth Form Centre) plus the majority of full-time applied, technical or vocational courses such as BTEC, currently offered by the College of Further Education. The Post-16 College would be predominantly for 16-19 year olds (approx 900 learners).

v) A Training College to deliver part-time provision, apprenticeships and higher level qualifications, which will be tasked with working more closely with the Institute of Health and Social Care Studies and the GTA University Centre in order to maximise opportunities and efficiencies and avoid duplication.

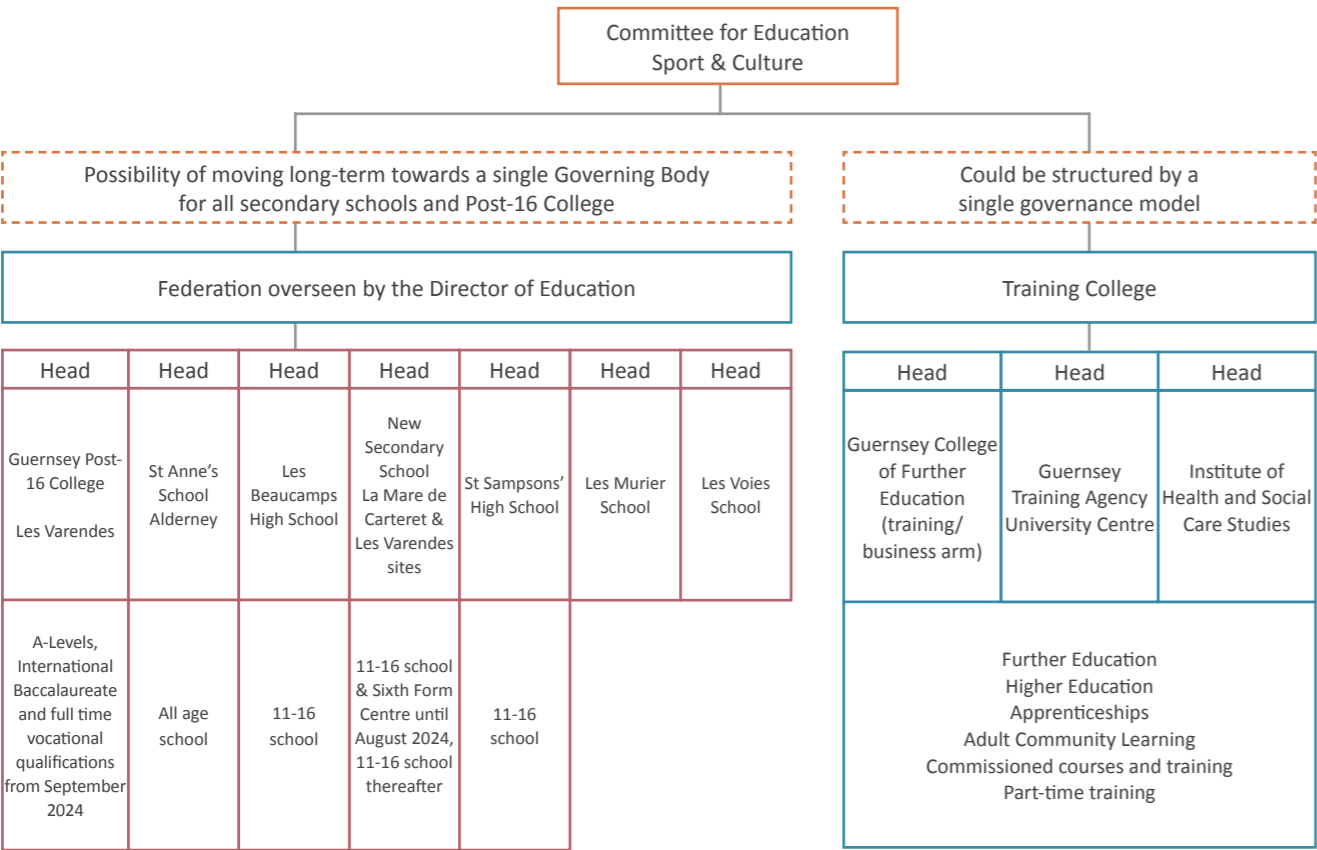


Governance

vi) In the short to medium term and throughout the period of transition, the Committee would retain the existing collaborative/federation relationship between the three 11-16 High Schools and St Anne’s in Alderney and include the post-16 provision at Les Varendes. Le Murier and Les Voies would also continue to work closely with the federation. Each of the mainstream secondary schools will continue to have its own Headteacher. In the future there is potential for the Post-16 College and secondary schools to be strategically managed by a single governing body.

vii) The business/training arm of the College of Further Education could move towards an LBG (Company Limited by Guarantee) model and greater collaboration with the Institute of Health and Social Care Studies and the GTA University Centre is being explored in order to maximise opportunities and efficiencies and avoid duplication.

These governance arrangements can be summarised in the following diagram. Please note that the dotted lines depict possibilities for discussion, not proposals at this stage.



Our special schools and St Anne’s in Alderney will not be part of the changes although they will be able to benefit from the opportunities provided by the new structure through continued collaboration. Further discussions with Alderney stakeholders will take place regarding when and how Alderney students may access educational provision in Guernsey. Improved collaboration between the special schools and mainstream schools will also be explored.

La Mare de Carteret Site

viii) To minimise the capital requirement in this States term/capital prioritisation round, the Committee is proposing not to build the community facility or pre-school included in the original plans at this time. It is also considering phasing the build to complete the new secondary school and sports facilities by September 2021 with the external areas and primary school to follow. The Committee considered laying the foundations/pilings for the preschool building as part of the initial groundworks, so that a preschool could be erected relatively quickly in this area if required later, but understands that this would be straightforward to add at a later date and is therefore not necessary at this stage.

Communication and Autism Base

On the advice of educational specialists, rather than building a separate combined primary and secondary communication and autism base, children and young people with autism or communication difficulties will be supported by bases within each of the secondary schools. The primary base will continue at Amherst.

The Committee is recommending that the enhanced sports facilities are included in the secondary school build for community use.

Our proposals will provide improved inclusion opportunities for secondary age students with autism or communication difficulties through the establishment of specialist bases in each of our secondary schools.

## Section 4

# How will the transition to the new system work?

### Secondary (pupils aged 11-16)



**St Sampson's High**  
6 form entry school



**Les Beaucamps High**  
5/6 form entry school



**New Secondary School**  
8 form entry school  
La Mare de Carteret site

### Post-16



**Post-16 College**  
for all full-time post-16 courses on former Grammar School and Sixth Form Centre site.



**Training College**  
at Les Ozouets  
for all part-time provision, apprenticeships and higher level qualifications

The new structure from September 2024 has been described in section 3 and summarised (left). The Committee has agreed the following transition principles to minimise disruption for staff and learners.

- Best interests of students and staff at core
- High quality communication
- Provision of a safe and quality learning environment appropriate to the delivery of the curriculum – (minimising disruption caused by temporary classrooms, building sites, run-down buildings)
- No more than one additional school move per child and not in consecutive years
- No move between Years 10 and 11, i.e. during Key Stage 4
- Keep school and year group cohorts together wherever possible
- Staff recruitment and retention is a key risk and we will endeavour to minimise this risk as much as possible
- Curriculum and pastoral continuity will be maintained
- Commitment to retain current Grammar School pupils and those due to start in September 2017 and September 2018 in their selective intakes
- Introduction of a partner primary school system with minimum disruption to current catchments
- All students to move into the new building at the same time
- Contingency plans in place in case the new school building is not ready for September 2021.

All young people who start secondary school between now and September 2018 will remain at their schools until they complete their GCSEs in Year 11.

In order to meet these principles the following transition arrangements are proposed. Further details of what this means for learners and staff are detailed in sections 5 and 6, respectively.

### September 2019

- 11 plus selection ended; this is the first non-selective Year 7 secondary school intake (current (2016/17) year 4 pupils).
- The Grammar School and La Mare de Carteret High merge into one 11 -16 school over two sites. This merger will be apparent in staffing structures for the new school which will work collaboratively with the Sixth Form Centre. It is the intention, however, that all current learners (and those due to start in Year 7 at the Grammar School and Sixth Form Centre in September 2017 or September 2018) will continue to be predominantly based at their current Les Varendes/La Mare sites until their GCSEs are completed.
- All current La Mare de Carteret High pupils (and those due to start in Year 7 at La Mare de Carteret High in September 2017 or September 2018) will continue to be based at the La Mare de Carteret site, although pupils will move to the new school building (on the La Mare de Carteret playing fields) when it opens. This is anticipated to be in September 2021, but a contingency plan will be in place should the build completion be delayed until 2022.
- For the September 2019 Year 7 intake a greater proportion of Hautes Capelles pupils

will go to St Sampson's High. For this year group only (Sept 2019 Year 7s) St Sampson's High will take seven forms of entry and these learners will continue at St Sampson's High until they finish in Year 11. Similarly Les Beaucamps High will take six forms of entry for the Sept 2019 Year 7s. This means that for a period of time St Sampson's and Les Beaucamps High schools would take slightly more pupils than their planned capacity and the Committee is investigating the best way this could be achieved at Les Beaucamps High, including considering whether a small extension or a very small amount of temporary accommodation is required.

- The new Year 7 non-selective intake in September 2019 for the new secondary school will be based at the Les Varendes site for two or three years until the new secondary school buildings are open. This intake will only be six forms of entry to ensure there is sufficient space at the Les Varendes site in 2019. There will be no Year 7 on the La Mare de Carteret site in September 2019.

### September 2020

- The new Year 7 intake in September 2020 (7/8 form entry) for the new secondary school will be based at the La Mare de Carteret site, initially in the old school building until the new secondary school buildings are open. There will be no Year 7 on Les Varendes site in September 2020.

September 2021-September 2024

- The number of pupils based at Les Varendes will gradually reduce and the number of pupils in the new secondary school buildings will gradually increase as the school moves towards becoming a full eight form entry school.
- The number of pupils across the two sites will remain similar in order to retain continuity of staffing. See Appendix 2.
- Between July 2023 and August 2024, only the Sixth Form Centre will be based on the Les Varendes site and refurbishment work will take place to enable the new Post-16 College to open in September 2024. Prior to this, some refurbishment work will also need to take place in school holidays.

September 2024

- The new Post-16 College opens at Les Varendes.

.....

**Our proposals include a transition plan which will minimise disruption for our staff and learners and which has been designed with their best interests at its core. Year groups will stay together and curriculum and pastoral continuity will be maintained.**

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Section 5

**What will the preferred option mean for learners?**

This section explains the implications for pupils by year group in more detail. Three fictional example families are highlighted in Appendix 3 to illustrate the potential implications of the proposals for individual learners.

**Currently (2016/17) in Years 11-13 or at the College of Further Education (CFE)**

Learners currently (June/July 2017) in Years 11-13 or at the College of Further Education will have left the Grammar School and Sixth Form Centre/CFE before any changes take effect.

**Currently in Years 7-10**

Learners currently in Years 7-10 will complete their 11-16 education at their current sites and would complete A Level or 2-3 year College of Further Education courses at the Sixth Form Centre (attached to the merged 11-19 school) or the CFE.

**Currently in Years 5 and 6**

Learners currently in Years 5 and 6 will sit the 11 plus, if entered. Current catchment areas will apply. Those selected for a place at the Grammar School will remain predominantly based on that site and in their selective intake until completion of Year 11 (GCSEs). The current Year 6 will complete A Level/IB within the 11-19 school or attend the CFE. Current Year 5 learners will choose between Sixth Form Centre and CFE courses for year 12, as now but will all be part of the new Post-16 College for Year 13. They will maintain their programmes of study at the Post-16 College.

**Currently in Years 3 and 4**

Learners currently in Year 4 will be the first non-selective intake at Year 7 in September 2019 with the new partner primary school system and will

also be the first new Year 12 intake to the Post-16 College. All Year 7s in the new secondary school catchment (i.e. transferring from La Houquette, Vauvert, La Mare de Carteret Primary and some from Hautes Capelles) will go to Les Varendes site until the new secondary school building opens. St Sampson’s High will take an additional class in this year from Hautes Capelles pupils to reduce the size of the cohort at Les Varendes. Current Year 3 learners in the new secondary school catchment will move into the old La Mare de Carteret High buildings until the new school building opens.

**Currently in Year 2**

If the new secondary school building opens in September 2021, as planned, then this cohort of Year 7s for the new secondary school will go straight into the new building in September 2021, although a contingency plan will be put in place in case the build does not proceed as anticipated.

**Currently in Year 1 and below**

By the time the current Year 1 reach Year 7 in September 2022, the new secondary school and new building should be fully operational, construction work for the Post-16 College at Les Varendes should be underway and staff appointments for the Post-16 College should have been made.

Current year groups are based on the academic year starting September 2016.

## Section 6

# What will the preferred option mean for staff?

Workforce planning has been an absolute priority. Not only does the Committee wish to allay any concerns of the workforce and ensure quality and continuity in education provision to safeguard learner outcomes, it also needs to model the financial impact of the restructure.

The following staff transition proposals are provided for illustrative purposes, they set out current thinking and will be influenced by the appointment of the senior leaders. They focus on phase one of the estate optimisation proposals, are strictly provisional and subject to amendment after further discussions with stakeholders. The Committee has also produced a separate document for staff.

### Avoiding Compulsory Redundancy

The Committee will take all reasonable actions to avoid compulsory redundancies. These steps, which are not exhaustive, include (not listed in any order of priority):

- natural wastage i.e. not filling vacant posts
- careful management of future vacancies
- initial restriction of recruitment opportunities to employees affected by the changes, where appropriate. Thereafter, restriction of recruitment to other internal employees, where appropriate
- consideration of non-renewal or non-extension of expiring contracts
- appointing for fixed term periods, where appropriate, to cover interim arrangements and maximise redeployment opportunities for permanent staff

- changes to working practices to increase flexibility
- the redeployment into vacancies which arise or are expected to arise within other service areas

### Staff Transition Phasing

Given that the timescale to implement the estate changes to support the preferred delivery model for education extends over several years, staffing changes cannot be definitively modelled at this time as there are simply too many unknown factors. This includes individual staff decisions about whether they wish to remain living and working in Guernsey.

Staff transition will therefore be managed in three distinct phases:

1. The merger of La Mare de Carteret High and the Grammar School into one 11-16 school operating across two sites (until August 2023) and also working collaboratively with the Sixth Form Centre until August 2024, as is current practice for the Grammar School.
2. The merger of the Sixth Form Centre with the vocational post-16 full-time course provision from the College of Further Education to open the Post-16 College at the Les Varendes site from September 2024.

3. Collaborative partnership working between the training arm of the College of Further Education, the GTA University Centre and the Institute of Health and Social Care Studies.

### Staff Transition Schedule for Phase One - Merged School

The school will initially operate across two sites from September 2019 under a single senior leadership team with single faculties. This will be facilitated by recruiting to designate roles on the following provisional schedule ahead of the operational changes commencing in September 2019:

1. Senior Leadership Team by March 2018
2. Heads of Faculty, Pastoral roles, Subject Leaders and Seconds-in-Charge by July 2018
3. Subject teachers by December 2018
4. Support staff by March 2019

### Staff Transition – Post-16 College

The new Post-16 College will operate from September 2024. This is phase two of the workforce planning. It is desirable to adopt an approach which again secures early designate appointments to afford continuity in learning and very best career management for the whole workforce engaged in full-time post-16 education.

# Section 7

## Why is the Committee proposing a new structure for post-16 provision?

A new structure is being proposed for post-16 provision to enable educational benefits, potential efficiencies and to ensure equality of opportunity and suitable progression pathways for all learners.

The implications for the estate and financials are considered later in this document. This section focuses on the educational benefits of the Committee’s proposals.

The Committee is recommending a Post-16 College, which will offer a range of full-time opportunities primarily for learners aged 16-19 years. This will include:-

- Courses currently delivered by the Sixth Form Centre – A Levels and International Baccalaureate qualifications; and
- Full-time vocational, applied and technical courses which are currently offered by the College of Further Education (CFE).

Based on the current combined number of learners in the Sixth Form Centre and the CFE, approximately 900 learners study this range of courses, including access courses, on a full-time basis. The Post-16 College will also offer Basic Skills support (in English and Maths, plus opportunities to re-sit GCSEs where necessary), together with a programme of enrichment activities for all learners.

### Educational Benefits of a Post-16 College

A new Post-16 College structured in this way will offer the following benefits:

### Enhanced educational opportunities for learners:

- Progression pathways are secured as there is greater opportunity to move between levels and across courses within one organisation. Progression pathways from school will also be broadened, for example, through the introduction of an applied science option, or a re-sit GCSE pathway for Year 12 students.
- Bringing together a larger number of students in one organisation will offer the potential to expand the range of subjects and qualifications available, which only become viable where minimum group sizes can be maintained.
- Working more closely and in collaboration with the 11-16 Schools (through a federated model initially overseen by the Director of Education) will help to support a more effective transition for all learners progressing to the Post-16 College. (In the future, the Committee has recognised that there is potential for the Post-16 College and the secondary schools to be strategically managed by a single governing body.)
- The ability to mix and match a vocational qualification/s with academic study. For example, a learner studying a full-time engineering BTEC qualification could also study a Maths A Level, or a full-time learner studying a Health and Social Care BTEC

qualification could also study a Biology A Level, or a BTEC Performing Arts student could also study A Level English Literature, or additional IB Certificate/s. These flexible course pathways will encourage students to choose a range of courses that play to their strengths and interests. Although efforts have been made for this to happen under current structures, the opportunity to do so has been extremely limited as these qualifications are delivered by two different organisations with different timetabling arrangements and across four campuses.

- Research evidence and performance data suggests that students studying Level 3<sup>6</sup> qualifications make more progress, relative to their starting points, when studying at a Sixth Form College. Higher ability students taking A Levels or equivalent Level 3 qualifications at a Sixth Form College have more value added (make more progress to exceed expectations) than those at a school sixth form and further value is added than those taught in Further Education colleges. For lower ability students the effects are the same but are not statistically significant<sup>7</sup>.
- There is the potential for facilities to be designed to meet the needs of Access<sup>8</sup> students, who will benefit from being part of a Post-16 College.

- A Post-16 College will provide a suitable stepping stone for the transition between school and work or university.
- It enables all learners to continue to study Mathematics. There are currently no Level 3 Maths options at the CFE due to the viability of class/group sizes. (UK Government ambition is that by 2020 the great majority of young people will continue to study maths to age 18). This is especially important for those wishing to continue studying in subjects such as Engineering.

### Equality of opportunity:

- Parity of esteem between academic and vocational courses can be achieved and the perceived “selection” to different institutions at 16 is avoided.
- Bringing all full-time learners together will help to break down the barriers and perceptions between those studying at the CFE and the Grammar School Sixth Form Centre, with all learners sharing the same expectations and aspirations for their study. This will offer a fresh start for all learners entering the Post-16 College on equal terms.
- All Post-16 full-time students will have access to the same enrichment and PSHCE

Our proposals will broaden progression pathways at 16 and enable all full-time post-16 students to have equality of access to study a broader curriculum and mix and match a range of courses and qualifications including academic, applied, technical and vocational.

<sup>6</sup> For example, A Levels are a level 3 qualification  
<sup>7</sup> Crawford, C. et al (2011)  
<sup>8</sup> Access courses are entry level CFE courses for students with learning difficulties

(Personal, Social, Health and Citizenship Education) opportunities, including the Duke of Edinburgh’s Award. At present, students in the Sixth Form Centre benefit from a more extensive enrichment programme compared to full-time learners at the CFE. This also applies to the provision of careers advice and guidance about progression to higher education.

**Benefits for staff:**

- A Post-16 College working closely with the secondary schools will enable teaching staff in all schools to have the opportunity to teach at Key Stage 5 from 2024, maximising teacher abilities and experience. (At present the opportunity to teach across key stages 4 and 5 (GCSE and A level) is mainly limited to members of staff working at the Grammar School).
- The focus of a Post-16 College on teaching at 16-19 will enable some teachers to concentrate solely on their specialist area rather than teaching across a diverse range of phases/ courses thus improving outcomes for learners.

**Economies of scale and efficiencies:**

- Opportunity for more efficient and effective deployment of staff across faculty areas due to economies of scale, with many members of staff teaching across academic and vocational qualifications.
- Strategic oversight across all provision is maintained across the Post-16 College, with funding directed as appropriate. Funding is not diluted across a broader mandate. There is separate and clear delineation between the full-time provision and the part-time, responsive provision.
- A comprehensive overview of the curriculum is maintained. This may lead to some

rationalisation of offering in common areas of provision between what is currently offered by the Sixth Form Centre and the CFE, with the ability to tailor provision to meet the needs of all learners studying at Post-16.

- Minimum group sizes in subject areas are maintained and/or there may be the potential for courses to be combined in their delivery to maximise efficiency of teaching resource;
- Economies of scale are achieved in a leadership structure overseeing around 900 learners and in the operational support services required to run the Post-16 College.

.....  
**Our proposals will ensure parity of esteem between academic and vocational pathways.**  
.....

These benefits are reinforced from the limited consultation undertaken so far on educational principles, where the advantages in having academic and vocational courses available to all post-16 learners have been recognised.

The teaching union NASUWT has acknowledged<sup>9</sup> that although the governance arrangements were not initially made clear, having a sixth form and the CFE on a shared site allows for a broader provision of education, with learners able to choose from a greater range and variety of courses, and be able to mix and match academic and vocational courses, which is currently extremely limited. It should be noted that Professional Association representatives have not yet been able to consult their wider membership, for confidentiality reasons, and responses from other individual Professional Associations are yet to be received.

The Committee considers that there is significant merit in bringing together all full-time learners aged 16-19 in a Post-16 College to broaden the educational opportunities as described and to provide flexibility of movement between academic and vocational pathways. This will require a reorganisation of the CFE.

The CFE currently provides a range of full and part-time training opportunities. The proposals to bring together all full-time courses in a new Post-16 College will enable the remaining training/business arm of CFE to focus on continuing to provide part-time, employment-focused training opportunities to meet the skills needs of the Island.

This Training College will offer a range of part-time opportunities including: -

- Apprenticeships/pre-apprenticeship programmes (including school links)
- Further education
- Higher education
- Part-time courses
- Adult and community learning

The benefits of structuring the training arm of the CFE as a dedicated employment-focused training provider are to:-

- Enable the CFE to offer training opportunities very specifically tailored to meet employers’ needs in an increasingly flexible way (evening, weekends, all-year);

.....  
**Our proposals to establish a Training College will help avoid duplication and improve efficiency as well as providing training in response to industry and community needs.**  
.....

- Enable strategic oversight of all employment-focused training and ensure that funding is not diluted across a broader mandate;
- Provide a ‘one-stop shop’ for employers with provision linked to the skills strategy developed by Skills Guernsey;
- Allow for a more streamlined focus on income generating courses; and
- Enable a responsive approach to change its offering to meet employer needs, becoming entirely business focussed and employer driven.

There is a desire for the CFE, GTA University Centre and the Institute of Health and Social Care Studies (IHSCS) to work more closely in partnership together. For example, the Committee considers that there may be merit, in the long-term, in bringing together responsibility for the strategic management of the CFE, GTA and the IHSCS under a single governing body.

This is a longer-term intention, as any changes to the structure of the CFE and the breadth of provision, will not change until September 2024, at which point the full-time courses will be delivered alongside A Levels and International Baccalaureate in the new Post-16 College.

<sup>9</sup> NASUWT Secondary School Reorganisation Preliminary Consultation response May 2017

## Section 8

# What alternative Post-16 Options have been considered and dismissed?

In addition to the Committee's preferred model for Post-16 education – to have a dedicated Post-16 College for all full-time provision and for the CFE to continue to provide dedicated employment-focused training – a number of other options for the structure of Post-16 education have been considered by the Committee. They are as follows:-

### i) A Sixth Form attached to one or two schools

The Committee has considered the advantages and disadvantages of a school-based sixth form attached to one or two of the secondary schools. It has concluded that:-

- It will not be cost-effective to deliver a full curriculum across two or more locations;
- If one secondary school retains a sixth form in the long-term, it is more difficult to deliver three secondary schools of broadly comparable size and facilities.
- There will always be a perception of inequality, especially if that sixth form is retained on the current Grammar School site. This is not in the spirit of the proposals.

The Committee acknowledges that a school-based sixth form offers some advantages, including: a formal and structured curriculum environment which is similar to the school-based environment that pupils of this age are used to; it enables older pupils to act as role models and this provides opportunities for peer tutoring; it gives teachers the opportunity to teach in an 11-18 school.

A Post-16 College federated to the three 11-16 schools will offer all these benefits, and more.

### ii) The Sixth Form Centre and the College of Further Education operating as separate institutions but sharing the Les Varendes site

Consideration has been given to retaining the Sixth Form Centre on the site at Les Varendes and to make some use of the rest of this site for the CFE. In this option, the CFE would retain its current remit (offering full-time and part-time courses). Some of the facilities it requires would be developed on the Les Ozouets site and the CFE would make use of some space that would become available at the Les Varendes site (currently used by the Grammar School) for CFE learners.

Whilst the Committee acknowledges the importance of maximising the use of its estate, it considers that the practical difficulties of having learners from two institutions sharing the same space – whether this is divided up for use, or shared – would not be feasible on a large scale. Although possible, running the three secondary schools, a Sixth Form, the CFE (across a number of sites), together with the Institute of Health and Social Care Studies and the GTA

University Centre all as separate institutions would be inefficient and would not maximise the opportunities afforded by this project to work in more resourceful and collaborative ways.

Furthermore, a standalone Sixth Form Centre at Les Varendes of just 450 students would potentially be difficult to recruit to and would not offer the efficiencies of a new Post-16 College enabling staff to teach across academic and vocational areas within their faculties.

### iii) A Tertiary College<sup>10</sup> at Les Ozouets and Les Varendes (or solely at Les Ozouets)

The Committee has also considered the option of creating a Tertiary College to provide all Post-16, full-time and part-time learning opportunities, including all academic and vocational courses, together with further and higher education.

During the initial round of consultation with the Bailiwick's five States mainstream secondary schools (including St Anne's) and the CFE, the view of Head teachers was as follows:

*"The five headteachers have significant reservations about a tertiary model. They believe that evidence demonstrates it is the least successful model for academic progression and outcomes and that it affords real challenge for a breadth of curriculum offer, staffing and recruitment. We also question the value for money."*

*The Principal for the College of Further Education agrees that there are complexities around a tertiary model, however, in her view, this model offers the best opportunity for all students and key stakeholders. A tertiary model could be viewed in both the eyes of the students and the wider community as a level playing field. In*

*addition and in her view, a tertiary model could potentially afford career progression to a wider number of teachers and lecturers."*

The Committee is mindful of concerns expressed by others about educating students of this age in a predominantly adult environment that is less structured and differs from the school environment which pupils are used to, with questions over pastoral care and enrichment programmes. A single governing body with responsibility for a tertiary college would not offer the same opportunities to collaborate with the secondary schools in a federated model, which is possible with a new Post-16 College. The Governing body of a tertiary college would need to balance the opposing pressures of providing full-time provision within a fixed budget and generating significant income from part-time provision. A highly competitive post-16 landscape in the UK has led to mergers of more successful with less successful colleges. This option is not appropriate to the Guernsey context where the need to ensure that a broad and balanced post-16 offer is maintained is crucial to the local economy and to the needs of our young people.

Other advantages of the tertiary system that have been put forward include the principle of equality, for example it is not fair that some current High School students have to transfer schools at 16, whilst Grammar School students do not; that it is currently difficult for students over 19 to take A Levels; and that some students wish to combine an A Level at the Sixth Form Centre with a course at the College of Further Education.

It should be noted that whilst the Committee's preference is for a Post-16 College federated to the secondary schools and a separate training

<sup>10</sup> Tertiary College: Educational establishment for the post-compulsory school age group which combines the functions of a further education college and sixth form and which offers further and higher education through a full range of courses, both vocational and academic and full and part-time.

<sup>11</sup> The Structure of Secondary Education – letter from Secondary headteachers dated 19 January 2017.

provider, the broad building requirements for a Tertiary College across the sites at Les Ozouets and Les Varendes, with the Les Varendes site offering all full-time provision, would almost be the same. It is the structures of governance and staffing arrangements that are different in these options. In particular, in the structure of the management team that would oversee a tertiary college compared to two separate organisations and in the experience of the learners as they would offer very distinct cultures.

It is the view of the Committee that a tertiary model does not deliver all of the benefits of a Post-16 College. The Committee remains unconvinced of the educational benefits of a tertiary model and of any positive impact on learner outcomes of this type of structure, particularly in ensuring an effective transition for all learners at age 16 when becoming part of a larger organisation with a broad remit. A new Post-16 College would have all the benefits already described and would address many of the arguments put forward for both a school-based sixth form and a tertiary college.

.....  
**Our proposals deliver all the benefits of other options considered with fewer risks and disadvantages.**  
.....

## Section 9

### How can the education estate be used to deliver the Committee’s preferred option for post-16?

The build of a new secondary school for learners aged 11-16 will leave the existing Grammar School building at Les Varendes vacant for an alternative use. The Committee’s preferred option for a new Post-16 College will cater for around 900 students and will make efficient use of the site at Les Varendes.

The Training College will be delivered on Les Ozouets Campus with some facilities such as workshops added to this site. This means that the Delancey Campus and the Coutanchez Campus of the CFE will be vacated. The Coutanchez site has previously been proposed for housing development. This will result in a significant improvement in the fitness for purpose of the post-16 estate. A 2016 report by Armsons assessed the suitability of the current CFE accommodation for the curriculum it delivers and concluded that 18% of the CFE accommodation overall is unsatisfactory or poor. This includes 55% of the Coutanchez Campus being rated as unsatisfactory or poor.

.....  
**Our proposals make best use of the existing education estate and minimise the cost of any new-build facilities.**  
.....

Section 10

When will Post-16 provision change to the new structure?

Due to the timetable associated with building the new secondary school and the need to refurbish the building at Les Varendes, it is anticipated that the Post-16 College will open from September 2024.

The new structure for post-16 education, including the opening of the Post-16 College and a reorganisation of the CFE as a training provider, will therefore fully take effect from September 2024.

This will enable the current 11-16 students studying at the Les Varendes site to complete their education in their selective intake and also to enable much of the school to be vacated to enable significant refurbishment work to take place. The refurbishment of this building is required for two purposes: firstly, minor modifications are needed to accommodate the new Post-16 College and secondly by 2024 the original Grammar School building will be 40 years old and, without significant investment, is nearing the end of its intended life. There is a need to refurbish the building to meet modern standards and extend its functional life.

The sixth form does not only use the Sixth Form Centre on the site for A Level and IB learning, it uses the facilities in the other parts of the school for teaching purposes. Refurbishment will be logistically much easier when only two year groups remain in the building and when the Sixth Form Centre can be used as a base for these remaining students.

The refurbishment work at the Les Varendes site will commence in earnest early in 2022 therefore the decision to release funding will need to be taken by the States in the second quarter of 2021. Some refurbishment would take place in school holidays prior to this. The full-time Post-16 College will then open in September 2024.

Section 11

Why do we need to decide the future of Post-16 education now?

It is important that a debate about the future of Post-16 provision in the Island should be had at this time.

From an educational perspective, the future delivery of post-16 provision is one of the key differences between the estate options that have been considered by the Committee, for example whether to continue with a Sixth Form Centre attached only to one school, or to have a separate Post-16 College, as described. This needs to be a significant part of the debate.

In addition the Committee will be seeking funding to plan the work at Les Varendes and Les Ozouets and this needs a decision by the States.

In terms of workforce planning, a decision on the future structure of post-16 education is required by the States now, to enable the Committee to work with staff and plan effectively across the

service. Workforce planning and job security are of paramount importance to the Committee as the main driver of positive educational outcomes is the quality of teaching and learning.

The Committee welcomes further feedback (by September 11th) from teachers and lecturers both individually and through their Professional Associations as part of this engagement process. In addition we would like to hear from other staff groups as our conversations with Teaching Associations so far have focused on discussions of educational principles.

Our proposals ensure we grasp the opportunity to improve the delivery of post-16 education by doing things differently.

## Section 12

# Why is the Committee proposing a move to three 11-16 schools?

The Committee is recommending a move to three 11-16 schools for educational and financial reasons and to comply with the previous States direction. It has also taken the Island's projected secondary school population into consideration.

### States Direction

In March 2016 the States resolved that 11-16 education should be provided in three schools.

### Educational principles – The benefits of three schools of broadly comparable size<sup>12</sup> and equality of opportunity

This section sets out the educational benefits and outcomes that will be derived from the establishment of three all-ability secondary schools of broadly the same size with equal opportunity for all. As part of the Secondary and Post-16 Transformation programme the Committee wishes to develop a secondary school system where every young person in Guernsey and Alderney has access to a rich, engaging curriculum that enables them to reach their full potential.

### Curriculum Provision

- Three, slightly larger schools enables a broader and more balanced curriculum.
- All students have access to the same curriculum opportunities.
- The range of options are greater at Key Stage 4 than under the current four school model. This protects minority subjects.

- There are increased opportunities for young people to access a wide, diverse range of extra-curricular activities.

### Teaching and Learning

- There are increased opportunities for professional development among staff.
- More teachers are able to focus solely on their specialist area rather than teaching across a diverse range of subjects, thus improving outcomes for learners.
- There are fewer Departments with a single member of staff providing greater opportunities to develop strengths and share good practice.
- Within school, co-operative and collaborative working is enhanced.
- Modelling of the workforce has shown that this will lead to efficient and effective deployment of staff.
- Succession planning is easier with greater staff numbers in larger schools.
- After 2024 there is the potential for secondary school teachers in all schools to have the opportunity to teach at Key Stage 5, maximising teacher abilities

and experience (if the Post-16 College is federated with the secondary schools with coordinated timetables).

### Organising Learning

- There is greater flexibility for grouping learners including ability grouping to aid personalised learning.
- A partnership with post-16 through a federation between the secondary schools and the Post-16 College will improve progression pathways from 11-19.

### Equality of opportunity

- There are opportunities for young people to interact and learn with their peers and with other children across the Bailiwick.
- There are enhanced opportunities for children to forge relationships and celebrate diversity.
- There are increased options for effective classroom organisation including grouping, targeting and setting.

### Outcomes for Learners

- Foreman –Peck et al (2006) found that exam performance goes up as size increases, with an optimal size of around 650 pupils. When the characteristics of their intake are taken into consideration, schools with sixth forms add less value to those below the sixth form than schools without. This is consistent with schools 'starving' GCSE pupils of resources in order to 'nourish' sixth formers.
- Research evidence strongly suggests that secondary school size has an optimal level of between 600 and 1000 learners, with smaller schools in this range being better for those from disadvantaged backgrounds. (Hattie, 2008).

### Economies/resources

- Under the Committee's preferred three 11-16 school option, there will be opportunities to access excellent facilities for all.
- There are economies of scale to support the efficient and effective use and deployment of administrative and other support staff.
- Three schools are more cost effective and therefore resources can be targeted more effectively towards supporting teaching and learning.
- This model will ensure fair and sufficient funding per child to enable all children to reach their full potential, developing provision for the most able and supporting children with additional needs, while making the best use of resources.
- It creates larger more viable and sustainable schools.

### Future secondary school population numbers

Three schools has been determined to be the most viable option in the longer term and will keep each school size in the range of 600-1000, as recommended in the research as the optimum secondary school size (UCL, 2015, Hattie, 2008).

Appendix 4 gives further consideration to the future secondary school population. In summary, it is known that the school population will increase by around 211 pupils by 2027, but it is not yet known whether it will remain at that level or reduce after a peak. The scenario considered to be most likely at present is that it will reduce back to a level similar to current levels by 2037.

<sup>12</sup> Please note that the Committee is recommending two 6-form entry schools and one 8-form entry because timetabling/blocking is more efficient in schools with even forms of entry when the year group can more easily be halved for timetabling purposes.

Based on current numbers, secondary schools are currently running with a total of 18 or 19 forms of entry per school year. It is believed that 20 forms of entry will be required for about 5-7 years either side of the forecast peak secondary school population in 2027. At the height of the peak there may also be a need to increase average maximum class sizes to 25 or 26, rather than 24, but this depends on the level of transfer from States' schools to the Grant-Aided Colleges between school years 6 and 7. Thereafter either a requirement for 20 forms of entry will be maintained or this will drop back to 18 or 19 forms of entry, as now (June 2017). The latter is more likely. If secondary schools are to be at least 5/6 forms of entry to keep pupil numbers above 600 at all schools, then the three secondary school model will make this achievable in the long term, whereas with four secondary schools this would mean four schools of only 500-600 pupils. As St Sampson's High currently has capacity for 720 (based on current class size policy) and Les Beaucamps High has capacity for 600-660 pupils, four schools would make less efficient use of the existing education estate as well as not achieving the educational benefits of 600-1000 pupil schools, as described in the previous section. Three schools will meet the recommended school size and make more efficient use of the education estate.

Currently St Sampson's High capacity is six forms of entry and Les Beaucamps High is five or six, which leaves a requirement for eight forms of entry at the new school under the Committee's preferred option. It is also important to note here that there is considerable variation in the school pupil numbers from one school year to another (as much as 10%). There are a number of other ways that 19 or 20 forms of entry could be delivered. This is considered in section 11 about alternative options.

## Financials

Keeping four 11-16 schools would require both a rebuild of La Mare de Carteret High and a new College of Further Education building on Les Ozouets campus. Moving to the proposed three school model and using the current Grammar School site at Les Varendes for post-16 provision will significantly reduce the building costs compared to a four school model. Under a four school model: the Grammar School requires refurbishment at an estimated cost of £17m; the College of Further Education rebuild is estimated as £56-57m and the La Mare de Carteret schools would require rebuilding (estimate approximately £60m). A three school model is estimated at approximately £108m-£122m, dependent on which option is chosen. There is also the potential to deliver the curriculum more efficiently in larger schools and therefore make operational efficiency savings due to economies of scale. This is currently estimated at approximately £1.5m-£2m per year in 2024 after transition in the Committee's preferred option compared to the four school model. The detailed financial modelling is being further refined and this figure is subject to change. Further explanation of both the building and operational cost implications is given in Sections 15-18.

## Section 13

# What alternative options have the Committee considered and dismissed?

### An additional transition at 14

The Committee considered an additional transition at 14 to give learners a choice of pathways at this age. However, in medium size schools of over 600 pupils, it should be possible to provide suitable pathways within each school and the Post-16 College would ensure pathway progression at age 16. Therefore there is insufficient benefit of an additional transition at 14 and it would be disruptive (for example as seen in Jersey). This option was not popular in the initial feedback received from Deputies, Headteachers or Professional Associations and it would be expensive to implement with the existing education estate.

### Two 11-19 schools (or two 11-16 schools and separate post-16)

The Committee considered two 11-19 schools both with sixth forms but, as described in the alternative post-16 options, two sixth forms are either expensive to deliver (as class sizes for some subjects could be very small) or the curriculum would have to be restricted with not all courses offered at both schools. This led to consideration of two 11-16 schools with a separate sixth form or post-16 college. However, the size and site constraints of the current buildings, and in particular the new school building at Les Beaucamps High, makes this option difficult to achieve in practice and fully utilise the new Les Beaucamps High building. Les Beaucamps High is a purpose built 11-16 school and the most recent new-build in the education estate. It is not as suited to post-16 as Les Varendes due to its location and larger classrooms. Therefore to not include Les

Beaucamps as one of the 11-16 schools would be inefficient in the use of the education estate. Les Beaucamps High was designed on the basis of previous States resolutions for a four school model. Some extension at Les Beaucamps High is possible (for example to six forms of entry with 720 pupils, or possibly 750 if class size policy is increased), it would not be possible to extend the current Les Beaucamps High (now that it has been built) to over 800 pupils. This is due to factors such as corridor widths for fire safety purposes and other facilities such as hall space, canteen space, exam facilities etc. This would mean that the other school would have to take at least 1300-1400 pupils which is outside the recommended 600-1000 range and would lead to inequality between the two schools. Therefore the Committee believes that three 11-16 schools with a separate Post-16 College is the best option.

### Four school model (Three schools of 11-16 and one of 11-19)

A four school model is counter to the direction already set by States Resolution. In addition, it is one of the more expensive options from both a building and operating cost perspective, as explained in the previous section. The building work necessary would involve both the redevelopment of a high school on the La Mare de Carteret site and the full re-development of the College of Further Education. The running cost of a four school model is currently estimated to be around £1.5m-£2m per year more expensive to operate in 2024 than the Committee's preferred three school option (see section 17), although further financial modelling is required between now and September 2017 to confirm this figure.

## Sixth form at Les Beaucamps

Using Les Beaucamps as a Sixth Form College has been explored. However, it is too large for just the Sixth Form Centre (approx 400-430 learners) and too small to accommodate both the Sixth Form Centre and the full-time College of Further Education courses (approx 900 learners in total) under the Committee's preferred Post-16 College option. This model would therefore require both the larger rebuild of a new secondary school at La Mare de Carteret and full rebuild at Les Ozouets for CFE and is expensive from both a building and operating cost perspective. The financial modelling so far suggests that when operating costs are considered, this option would be similar to a four school model. Whilst the idea of a sixth form college received some positive feedback during initial consultation, it seems more sensible to locate this closer to the facilities at Les Ozouets. The Grammar School/Les Varendes site is a better size for a full-time Post-16 College and already has smaller rooms more suited to Post-16 provision. Les Beaucamps has recently been designed and built as a purpose built 11-16 school.

## Not building a new secondary school (and either sixth form provision retained at Grammar or a separate sixth form or tertiary college at Les Ozouets)

This is the second option included in the March 2016 States resolutions, which the Committee was directed to explore. This could be an alternative option to the Committee's proposals. It would mean not rebuilding the new secondary School at La Mare de Carteret and either a) extending St Sampson's High School or b) moving the Sixth Form Centre out of Les Varendes, possibly to Les Ozouets.

There are a number of risks associated with these options:

## School population numbers and the Grammar School and Sixth Form site

Based on a secondary school population which requires 19 or 20 forms of entry at secondary school in year 7, possibly reducing to 18 in over fifteen years' time.

The Committee's preferred option is :-

- 6 forms of entry at St Sampson's High
- 5/6 forms of entry at Les Beaucamps High (6 forms from 2019-2032 approx)
- 8 forms of entry at the new secondary school

Under the option of not building a new secondary school the following would be required unless changes are made to the Guernsey curriculum or there is a significant change to class size policy:-

a) Sixth Form Centre on Les Varendes, as now

- 8 forms of entry at St Sampson's High
- 6 forms of entry at Les Beaucamps High
- 5/6 form of entry at Les Varendes/ Grammar School and Sixth Form

b) Sixth Form at LOC/Tertiary College on LOC

- 6 forms of entry at Les Beaucamps High
- 6/7/8 forms of entry at St Sampson's High
- 6 or 7 forms of entry at Les Varendes/ Grammar School (11-16 only)

(Note: An even number of forms of entry is more efficient for timetabling/blocking purposes as the year group can be split in half).

Under Option a) there is a concern about how easily the Grammar School could be adapted for six forms of entry whilst keeping the school operational. The Grammar School was initially

designed for five forms of entry and has operated with five forms of entry in the past, but is currently running as a four form entry school plus Sixth Form Centre. Over time, the Sixth Form Centre has expanded both in terms of numbers and the curriculum offered (e.g. the introduction of the International Baccalaureate) and has increasingly used classrooms in the lower part of the school. Part of the feasibility studies commissioned by the Committee and explained in section 19 will look at what would need to be done to the Grammar School buildings in order to achieve five and six forms of entry.

Under Option b) it would theoretically be possible to move the Sixth Form Centre out of the Grammar School site. This would require a substantial build elsewhere as the Sixth Form Centre currently uses not only the Sixth Form Centre, but approximately a third of the lower school. In addition, the 12 rooms in the Sixth Form Centre and about eight of the rooms in the lower school are not big enough for 11-16 classes, so the school would need a considerable amount of remodelling to remove the sixth form and increase the number of forms of entry at 11-16. This would be a significant challenge whilst keeping the school operational.

The cost of rebuilding the CFE on Les Ozouets plus a facility for the Sixth Form Centre will be more expensive than using Les Varendes as a Post-16 College and building a new secondary school, when the refurbishment and remodelling required at Les Varendes is also taken into consideration.

As already explained, the feasibility studies currently commissioned for the Les Varendes site will be a key factor in determining whether Option 2 is a feasible option.

## Building costs

The building costs of Options 1 and 2 are explained in section 16. When the redevelopment costs at Post-16 are taken into consideration, Option 1 is currently estimated to be less expensive (£108m for Option 1 and £122m for Option 2 – see Appendix 7).

## Educational principles and equality

The educational advantages of a Post-16 College federated to the secondary schools have been explained in section 7. This model would also provide equality for all students, who would transition to the Post-16 College at the same time and create opportunities for more staff to teach at Key Stage 5 and therefore aid recruitment and retention. There is also flexibility, by using the estate in the way described under this option, for Post-16 education to be delivered either in a Post-16 College or a Tertiary College in the future. Option 2a) retains the unequal position of a sixth form attached to one school and Option 2b) does not allow for the separate full-time Post-16 College, which is the Committee's preferred Post-16 option.

## Complex transition

The transition for Option 2 would be as follows, assuming that the students at the Grammar School remain in their selective intake, with La Mare de Carteret High closing in the summer of 2020.

2016/17	2017/18	2018/19	2019/20	2020/21
Current (2016/17) yr 4	Yr 5	Yr 6	Yr 7 to new catchment	
Current yr 5 (Grammar would be filled to 120)		New Yr 7s To Beaucamps/St Sampson's. None at La Mare		New Yr 7s to Beaucamps/St Sampson's. None at La Mare
Current yr 6	Year 7 La Mare	Year 8 La Mare	Year 9 La Mare	Move to Les Beaucamps/St Sampsons in Sept 2020 after yr 9 for years 10 and 11. Year group would split
Current yr 7	Year 8 La Mare	Year 9 La Mare	Move to les Beaucamp/St Sampson's after yr 9 for years 10 and 11. Year group would split	
Current yr 8	Year 9 La Mare	Year 10 La Mare	Year 11 La Mare	
Current yr 9	Year 10 La Mare	Year 11 La Mare	To year 12/13	
		La Mare no year 7	La Mare no year 7,8 or 10 (only years 9 and 11)	No La Mare

Under this model:

**Learners currently (2016/17) in years 8 and 9 at La Mare de Carteret High**

Would complete Year 11 at La Mare de Carteret High in the summer of 2019 or 2020.

**Learners currently in Year 7 at La Mare de Carteret High**

Would move to temporary accommodation at Les Beaucamps or St Sampson’s High schools in September 2019 at the end of Year 9 (the year group would be split).

**Learners currently in Year 6 in the La Mare de Carteret High catchment**

Because a States’ decision will not be taken until the end of the year when these learners have already started at La Mare de Carteret High, they will stay there until the summer of 2020 and move to Les Beaucamps or St Sampson’s High schools in September 2020 at the start of Year 10. Again temporary accommodation may be required.

**Learners currently in Year 5 in the La Mare de Carteret High catchment**

If the States decides not to rebuild La Mare de Carteret High it will have to close. Learners currently (June 2016) in Year 5

would then not go to La Mare de Carteret High in September 2018, but would instead be split amongst the other schools and it is likely that the Grammar School would take a higher percentage of the year group.

**Learners currently in Years 4 and below**

Would transfer into Les Beaucamps High, St Sampson’s High and the Grammar School at Les Varendes all in non-selective intakes, based on new catchments. These new catchments would need to be determined dependent on the outcome of further feasibility studies for the site at Les Varendes.

This is a complex transition for both pupils and staff that would not meet the Committee’s transition principles. It would split existing year groups and risk a decrease in educational outcomes for those pupils affected. There would also be the need for a significant amount of temporary accommodation. In the view of the Committee, this transition model is not acceptable because it is far more disruptive and specifically breaches the transition principles. These issues do not occur in Option 1 where year groups at each school are kept together in their cohorts.

It might be argued that La Mare de Carteret High could be kept open longer, for example whilst an extension was designed and built at St Sampson’s High. However, this would mean current Year 5 pupils would have to start at a school destined for closure, and would lead to significant recruitment and retention difficulties, as well as the cost of maintaining the old school buildings. There would be a significant risk to educational outcomes.

The Committee would like to hear of any other suggestions of how this transition could be achieved more effectively.

# Section 14

## Why is the Committee proposing this particular three school option?

The Committee has considered a range of three school options and is in favour of its preferred three school option (Option 1, including rebuilding a new secondary school on the site of La Mare de Carteret playing fields) for a number of reasons:-

### Educational principles, including equality and flexibility of Post-16

The educational advantages of a Post-16 College federated to the secondary schools have been explained in section 7. This model will provide equality for all students, who transition to the Post-16 College at the same time and create opportunities for more staff to teach at Key Stage 5 and therefore aid recruitment and retention. There is also flexibility, by using the estate in the way described under this option, for Post-16 education to be delivered either in a Post-16 College or a Tertiary College in the future. The Committee is of the view that there is a distinct advantage in aligning the full-time CFE provision with the current sixth form provision and creating a separate training college for part-time, work-based community learning, apprenticeships and higher education which would be responsive to business needs and work more closely with the GTA University Centre and Institute of Health and Social Care Studies. The Committee’s preferred option enables the Post-16 College to be based at Les Varendes and the Training College to be located on Les Ozouets.

### Transition arrangements and risk to educational outcomes

The preferred three school option allows all of the Committee’s transition principles listed in section 4 to be met. In particular each year group/cohort at each of the High Schools

would stay together throughout their secondary education and the merger of two schools (as opposed to the closure of one) will make the staff transition easier to manage. This has benefits for both staff and learners and will minimise the risk of a detrimental effect on educational outcomes during the transition period.

### Future secondary school numbers

This option will allow the Committee to deliver the Bailiwick’s curriculum, with minimal increases (if any) to class size policy (currently an average of 24 in secondary) and enable primary schools to partner with secondary schools as previously described. The following table illustrates the projected size of the intakes at each secondary school in the period 2019-2024, based on current primary school numbers, the primary States school admission figures for September 2017 (2795 pupils in total) and the partner primary school system described in section 3.

It would not be possible to operate the primary to secondary school transition system described without some flexibility and this is illustrated by several full year groups in the table, despite the fact that the schools overall may not be full.

The numbers are dependent on the level of feepayers to the Grant-Aided Colleges, amongst other factors. For the last few years this has been approximately 20% between years 6 and 7, made up of 52 special placeholders and around 50-56 fee payers per year. The modelling below

assumes that the total level of feepayers is similar overall - between 90-112 pupils per year on average.

The tables assume that 20% and 16%, respectively, of Year 6 pupils in States’ primary schools opt to pay to attend the Grant-Aided Colleges in Year 7. Under the 16% transfer scenario, secondary class sizes in the States sector may need to change to an average of 25 in some year groups and at some schools.

Will be on Grammar/Les Varendes site until new school opens

Blue and red cohorts expected to be full

### 20% Year 6 transfer to GA-Colleges in Year 7 (approx 112 additional feepayers per year in Year 7). Max average class size of 24

Year 7 Intake	2014	2023	2022	2021	2020	2019	Total 2024
Current Year	Pre R*	R	1	2	3	4	
Les Beaucamps (144) as 6 forms of entry	132	127	142	140	141	133	682
New Secondary School (192) (144 yr 4)	184	169	194	175	163	144	884
St Sampsons (144) 168 for yr 4	138	128	142	132	130	166	670
480 places per year, 456 yr 4	454	423	478	446	434	445	2236

\*Admissions estimate for Sept 2017)

### 16% transfer (approx 90 additional feepayers per year in Year 7). Max average class size of 25

Year 7 Intake	2014	2023	2022	2021	2020	2019	Total 2024
Current Year	Pre R**	R	1	2	3	4	
Les Beaucamps (150)	139	133	149	147	148	139	716
New Secondary School (200) (yr 4, stretch to 150 with class size of 25)	193	177	204	183	171	150	928
St Sampsons (150) stretch to 175 for yr 4 with class size of 25	145	134	149	139	137	177	704
500 places per year, 475 yr 4	476	444	502	469	456	466	2348

\*\*Admissions estimate for Sept 2017)

The Committee is considering a reduction in the level of States subsidy to the Colleges as part of the next 7-year funding agreement which is due to start in September 2019. As part of this new agreement all existing special place holders

allocated a place at the Colleges up to and including those selected in September 2018 will continue to have that place fully funded until they complete their school education.

It is important to consider the longer-term secondary school age population, as detailed in Appendix 4. There is likely to be an increase of about 211 pupils between now and the peak 11-16 population in 2027, before a decline back to a similar number as today. This translates to 18/19 forms of entry today, rising to 20 and then declining to 18/19 again. This is based on the central population assumptions, net migration of +100 people across the age spectrum and a total fertility rate of 1.6. The actual secondary age population could vary dependent on States' population policy in the future.

### Optimal and economical use of current buildings

The Committee has looked at a number of different ways to organise secondary and post-16 education and in doing so has considered how it can optimise the use of its estate to provide the best education outcomes for learners, whilst being mindful of the need to minimise building and ongoing operating costs. The ongoing function of the Grammar School site as an 11-19 school presents significant logistical challenges in terms of bringing the building to modern day standards whilst continuing to operate as a school and sixth form centre. It is over 30 years old and many of the classrooms are smaller than the building standards used for the development of the newer secondary schools. In addition many of the rooms used for sixth form teaching and in the Sixth Form Centre are too small for 11-16 teaching and are inflexible due to the building techniques used. It would therefore not be straightforward to convert the Sixth Form Centre accommodation for 11-16 use.

The build of a new secondary school on the La Mare de Carteret site as an 11-16 school would enable the existing school building at Les Varendes to be used for post-16 provision. The Committee's preferred option for a new Post-16 College would cater for around 900 full-time students and would make efficient use of the site at Les Varendes.

In considering future options for this building, and in particular whether the site would be suitable for an 11-16 secondary school, it has become clear that the building at Les Varendes with its generally smaller classroom sizes (curriculum requirements have changed over 30 years) would ideally lend itself to Post-16 teaching, which is typically characterised by smaller group sizes. Whilst the building would need to be refurbished to bring it up to modern day standards (required for whatever its future use), the extent of remodelling work to reconfigure the site would be reduced.

In addition, use of Les Varendes for Post-16 would mean that only a fraction of the redevelopment at Les Ozouets would be required (in particular workshop and catering facilities). The Coutanchez and Delancey sites would be vacated and the Coutanchez could be used for housing development. Therefore the cost of building a new secondary school on La Mare de Carteret playing fields would be offset by reduced building costs on Les Ozouets as many of the CFE courses would be delivered as part of the Post-16 College at Les Varendes.

## Section 15

# What is the building programme and capital costs

To deliver the buildings as currently designed at La Mare de Carteret site and the other buildings and refurbishment works required under Option 1 in a single phase there is an indicated cost at present of £108m.

However the Committee has been requested by the Policy & Resources Committee to look at phasing its Capital Programme to spread the building costs over a number of States capital funding periods.

Once approval is given on the future structure of secondary and post-16 education, it will take approximately 7 years to complete all phases of work at all sites (La Mare de Carteret, Les Varendes, Les Ozouets and possibly Les Beaucamps). The next stage is planning and designing the education estate with the first phase of building work starting in 2018 with the new secondary school and sports facilities. To achieve the education site rationalisation (4 secondary schools to 3) an extension or temporary accommodation may be required at Les Beaucamps High School to deliver the required teaching provision across the three secondary schools. Refurbishment will be required at Les Varendes regardless of which option is approved. It is anticipated that phase 1 would complete by Q3 2021 with an indicated total cost of £52.2m.

### Phase 1

- The new secondary school on La Mare de Carteret site, Sports building & some externals
- Les Beaucamps extension or temporary accommodation
- Design and planning of workshop facilities and remodelling/refurbishment design works at Les Ozouets

- Some refurbishment work and planning for Les Varendes

During 2021 phase 2 works would commence and see the completion of the La Mare de Carteret Primary School and external works. At Les Ozouets technical facilities (workshops, catering) would be required with some remodelling and refurbishment work. The remaining refurbishment works is at Les Varendes including any remodelling works required for Post-16 education. The indicated total cost is £55.8m.

### Phase 2

- Les Varendes refurbishment & some remodelling
- New workshop facilities at Les Ozouets (common element of all the options for Post-16)
- Les Ozouets some remodelling/refurbishment for part-time course delivery (hair & beauty etc)
- La Mare de Carteret Primary School & remaining externals
- Release of Coutanchez and Delancey sites

The new secondary school costs are based on Value Engineered (VE) cost savings and cost plan dated 5th June 2017 but pending a VE feasibility review; the other estate costs are pending completion of feasibility studies, as described earlier.

Appendix 6 shows the indicative building programme.

Section 16

Would the other options be cheaper?

There is a need to constantly maintain, remodel, refurbish and replace the education estate to ensure it provides the appropriate facilities to ensure the best possible teaching and learning environments.

A significant amount of the education estate had a known, pre-determined design life of 25 years and some of our estate is now 42+ years old, in very poor condition and in some instances is beyond repair. The older buildings are also inefficient and very expensive to heat, ventilate and maintain. Many do not provide appropriate teaching and learning environments and accommodation for today’s educational needs.

A number of options have been costed using Building Cost Information Service (BCIS) rates and known local real estate costs. The Committee’s preferred education estate Option 1 (rebuilding a new secondary school and using Les Varendes for post-16), is believed to be significantly cheaper to deliver (to the same or better standard as other facilities). Option 1 is estimated at £108m capital cost compared to an estimated £122m for Option 2. It has better educational and professional outcomes and can physically be delivered with the least disruption to teaching and learning. Site feasibilities and cost modelling of options 1 & 2 are ongoing. Please see Appendix 7 for the latest breakdown of the potential building cost of Option 1 versus Option 2.

Section 17

How can long-term operational savings be made and how much?

A financial model has been developed to compare the operational costs of the four school model with three of the three school models from September 2024.

There are inherent difficulties in forecasting income and expenditure over extended periods; with increasing uncertainty the further ahead one looks.

The model compares:-

- Using the Les Varendes (Grammar School and Sixth Form site) for a Post-16 College (Option 1)
- Not rebuilding a new High School at La Mare de Carteret but extending the other schools (Option 2)
- Using Les Beaucamps for the Sixth Form Centre (NB: Les Beaucamps would not be big enough for the full Post-16 College proposed so this Option would not include the fulltime courses currently offered by the College of Further Education) (Option 3)
- Four secondary schools (Option 5)<sup>13</sup>

The results of the financial modelling to date suggest the following annual revenue costs for each option (see also Appendix 8).

**Option 1 £26,061,000**  
(preferred option)

**Option 2 £27,439,000**  
(no La Mare de Carteret High build)

**Option 3 £28,259,000**  
(Les Beaucamps Sixth Form)

**Option 5 £28,227,000**  
(current structure, increased numbers in 2024)

This modelling has been and will continue to be subject to amendments as new information emerges; for example, a number of late registrations for reception for this September 2017 will affect projected secondary school numbers for 2024 and have had a small impact on pupil driven costs.

The assumptions used in this model are detailed in Appendix 8 of this paper.

Most significant of the assumptions is that an average pupil:teacher ratio (PTR) of 13:1 has been used for modelling purposes as this is the best estimate of the average PTR over the period 2018 to 2024, created from modelling of year by year staffing requirements for each school. This is more efficient than our current pupil:teacher ratio of 12.6 but it is unlikely that a higher average PTR could be achieved over the transition period in order to manage the associated risks.

It should also be noted that no inflation has been assumed in the modelling.

The majority of costs are wrapped up in teachers’ and other staff pay. Gross salary figures have been assumed (that is, including social insurance and pension costs) and all pay and non-pay costs are based on either 2016 actuals or modelled figures used in budget setting for 2017 (based on 2016 actuals).

<sup>13</sup> Option 4 regarding an additional transition at 14 has not been costed.

The capital costings include an estimate of savings to be had if the College of Further Education/Training College moves from 3 sites to 1 site. Therefore, revenue costings have also recognised the potential for savings if this change occurs.

No detailed assessment of savings which could be made from efficiencies beyond the College of Further Education move from 3 to 1 sites has been included. Costs for the College of Further Education take the 2016 outturn expenditure of £8.2m as the starting point with a deduction for the anticipated future efficiencies relating to the move from 3 to 1 sites.

There is potential to make savings across all sectors of Secondary and Post-16 provision; and as part of the development of the full policy

letter, these financial issues will be further explored to confirm an agreed baseline position across all sectors to incorporate both current and future efficiencies.

Finally, it must be noted that Option 1 models a different approach to Post-16 provision from the current provision as described in Appendix 8. The modelling for this option has been prepared separately to the modelling for Options 2, 3 and 5, and the assumptions used are different from those used for Options 2, 3 and 5. At the time of writing it has not been possible to ensure complete parity of assumptions between the two sets of modelling; there remains much work to do on all models ready for the final policy letter, and particularly on the potential for efficiency savings as noted above.

## Section 18

### What are the transition costs? Have these been factored in?

The operational costs for each of the transition years (September 2019 to September 2023 inclusive) are still being developed. These will be finalised by October 2017 for inclusion in the Committee's policy letter.

We know there will be some additional transport costs during transition.

We are hoping to avoid the need for temporary classrooms, but may need one temporary science room at St Sampson's High and, dependent on whether agreement is reached to extend Les Beaucamps High to six forms of entry throughout, some additional or temporary accommodation may be required at that school during the peak school population years.

We are also modelling the staffing numbers through the transition period: pupil:teacher ratios are likely to remain at an average of 13:1, but, staff costs could change.

## Section 19

### What work is still being undertaken in advance of the policy letter?

The Committee still has a considerable amount of work to do before finalising its proposals. This includes engagement with interested parties, including staff, parents, students and the wider community.

The Committee is developing a more detailed financial model both of the 2024 position and to take into consideration the transition arrangements and the operating costs for each of the transition years (September 2019 to September 2023 inclusive). Transport arrangements for the transition period are still being developed.

The Committee has gone out to tender for architectural support in undertaking a feasibility study of the development of an extension at Les Beaucamps High to provide a full six form entry school and a re-modelling at the Les Varendes site. The feasibility study will take place during July with a final report being anticipated in August 2017. This report will then be reviewed in house and

a cost review will be undertaken. The summary report will be considered by the Committee with the information being used to prepare the Committee's policy letter that will be submitted for debate by the States by the end of 2017.

A Value Engineering (VE) feasibility for the new secondary school is ongoing to explore other VE items; to confirm that the value engineered items are deliverable; and to capture the cost savings. This will provide an updated project cost for the build of the new secondary school. This information will follow a similar time line to above and will also be used to inform the Committee's policy letter.

## Section 20

### In summary, what is proposed?

We are proposing that:-

- In the future 11-16 education will be provided on three secondary school sites. It is recognised that under the Committee's preferred option this would not be fully implemented until September 2023 when the last selective intake at the Grammar School complete Year 11.
- Mainstream States secondary schools should be a minimum of 5/6 forms of entry to a maximum of 8 forms of entry.
- Post-16 education only will be provided on Les Varendes site from September 2023, with a new Post-16 College to open on that site in September 2024, subject to further capital funding being agreed by the middle of 2021.
- Funding is provided for the planning of the Les Varendes and Les Ozouets sites and commencement of work at these sites (NB further capital expenditure will be required during phase 2 in the next capital prioritisation round, as described in section 15).
- The development of a new 8 form entry (up to 960 learners) secondary school takes place on the La Mare de Carteret playing fields with a planned opening date of September 2021.
- The enhanced sports facilities should be included as part of this development.
- A specified amount of funding (to be confirmed after the completion of the value engineering feasibility) is released for the development of a new secondary school with enhanced sports facilities from the capital reserve.
- The Grammar School and La Mare de Carteret High should merge to form a new secondary school initially across two sites from September 2019. This will maintain continuity of pupil numbers and aid workforce planning through the transition period. The Sixth Form Centre would be attached to this secondary school until the new Post-16 College opens.
- The rebuild of La Mare de Carteret Primary School should be confirmed in 2021 as part of the next capital prioritisation cycle.
- A small extension or temporary accommodation at Les Beaucamps High to enable provision of a six form entry school in each year group may be required. This will provide capacity to accommodate the transition and the peak secondary school capacity between 2019 and 2032/33. The exact requirements are subject to the outcome of the feasibility described in the previous section.
- The total funding request for phase 1 of the Committee's proposals is likely to be in the region of £52.2m. This will be explained in greater detail in the policy letter in the autumn on completion of the work described in section 19 of this report.

## Section 21

### What is the timetable for a decision by the States?

The Committee is interested to receive views until 11th September 2017, which it will then consider and use to form its policy letter to be published for debate by the States before the end of 2017.

## Section 22

### How do I get involved and give my feedback on the proposals?

The Committee held a workshop with Deputies earlier this year and has also started an engagement process with Headeachers/Principals and union representatives/delegates on the various options it has been considering. The Committee would now like to widen this process to hear from all staff directly or through their professional associations and from parents, learners and the wider community.

Prior to publishing these proposals on 5th July 2017 the Committee held presentations for key stakeholders (e.g. Deputies, Staff). Meetings are arranged for parents and carers, the dates of which are on the website below.. There will also be a meeting at the College of Further Education and one planned for Alderney prior to the end of term. In September, after receiving feedback, the Committee plans to discuss the feedback received with a parent forum and with States' Deputies prior to writing its policy letter.

If you would like to send in your thoughts or questions regarding the Committee's proposals, please go to [www.gov.gg/educationfuture](http://www.gov.gg/educationfuture) where you can find out all the detailed information, meeting dates, and give us your feedback. Or you can email us at [educationfuture@gov.gg](mailto:educationfuture@gov.gg). Please send in your comments by **11th September 2017**.

## Glossary

There are a range of educational terms used in this proposal document. We have tried to provide an explanation of the most commonly used terms.

### **11-16 school**

School providing secondary education to learners aged between 11 and 16

### **11 plus (11+)**

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

### **Bailiwick of Guernsey Curriculum**

The Bailiwick of Guernsey Curriculum Statement sets out the entitlement to learning for all students in schools maintained by the States of Guernsey. It is designed to give teachers, students, parents, employers and the wider community a clear understanding of the knowledge gained and skills developed by young people during their education.

### **Catchment area**

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

### **All ability school**

A school providing secondary education which admits learners of all academic abilities.

### **Federation**

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

### **Further Education College**

An establishment providing full and part-time education and training for learners over compulsory school age and outside the university sector. Traditionally further education colleges offer vocational and applied courses.

### **Governance**

The systems and processes concerned with ensuring the overall direction, effectiveness, supervision and accountability of an organisation.

### **Grammar school**

A secondary school which selects all its learners by academic ability.

### **High school**

A school providing secondary education.

### **Key Stage (KS)**

The periods in each learner's education to which the stages of the National Curriculum apply. There are six Key Stages, normally related to the age of the majority of learners in a teaching group. Foundation stage relates to ages 3-5, Key Stage 1 relates to ages 5-7, Key Stage 2 to ages 7-11, Key Stage 3 to ages 11-14, Key Stage 4 to ages 14-16, Key Stage 5 to ages 16-18.

### **Post-16 College**

Post-compulsory stage of education, usually for age 16-19, in which students study full-time academic, applied or vocational courses.

### **Setting**

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

### **Sixth Form Centre**

Post-compulsory stage of education delivered as part of a school, in which students study largely full-time academic courses.

### Sixth Form College

Post-compulsory stage of education, usually for age 16-19, in which students study largely full-time academic courses delivered as a separate institution.

### Special educational needs

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

### Streaming

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

### Tertiary College

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

### Training College

Employment focused training provider offering part-time training opportunities to meet the local skills needs.

### Value Engineering

Promotes the substitution of materials and methods with less expensive alternatives, without sacrificing functionality.

### Years 1-13

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

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## Appendices

**Appendix 1:** Previous States Resolutions

**Appendix 2:** Transition to the new secondary school

**Appendix 3:** Personas

**Appendix 4:** Population Projections

**Appendix 5:** Comparison of options 1 and 2

**Appendix 6:** Proposed education estate plan

**Appendix 7:** Comparison of capital costs of options

**Appendix 8 (a and b):** Operational financial modelling and assumptions



Committee *for*  
Education, Sport & Culture