

## THE FUTURE STRUCTURE OF SECONDARY AND POST-16 EDUCATION FREQUENTLY ASKED QUESTIONS August 2017

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<p><b>1. When will an autism base be provided at Les Beaucamps High?</b></p> <p>We are currently undertaking a feasibility study with respect to extending at Les Beaucamps and should have more information by the time we publish our policy letter later in the year.</p> <p>A 'base' will generally consist of a teaching area and two small breakout spaces. It may be possible to use some existing spaces at Les Beaucamps for this with some minor alterations. If this isn't possible then we would look at providing facilities as part of any extension.</p> <p>We currently have autism bases at St Sampson's High and La Mare de Carteret High which will continue to support young people in the interim.</p>
<p><b>2. Why are you only going to have one primary autism base and not have bases in each of the primary schools too?</b></p> <p>The majority of primary age children with autism or communication difficulties are currently supported within their catchment primary school with only a small number being assessed as requiring the support of the specialist base at Amherst.</p> <p>This is set to continue.</p>
<p><b>3. My children live in a different catchment area to the one that serves the primary school they attend. Will they follow their school friends to secondary school or will we need to make an out of catchment request?</b></p> <p>Our proposals document states that 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 secondary school.</p> <p>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.</p> <p>We are strongly considering the latter under our proposals which would mean that 'out of catchment' children would follow with the rest of their school friends to their partner secondary school, subject to space. This is currently the subject of public engagement and could change dependent on the feedback received or if the States amends our proposals during debate.</p> <p>Families who have children attending out of catchment schools may well not be able to easily access school transport routes so this may need to be an additional consideration.</p> <p>You can send your feedback to our email address <a href="mailto:educationfuture@gov.gg">educationfuture@gov.gg</a></p>
<p><b>4. My child is going to start year 7 in September 2017 at the Grammar School. What is going to happen to him/her? Is he/she going to be moved to the "new school" at La Mare after 2019?</b></p> <p>Under the current proposals all young people starting at the Grammar School this September or in September 2018 will continue to be educated on the current Grammar School site at Les Varendes until they complete their GCSEs when they will have the option of continuing into the sixth form centre or attending the College of Further Education. From September 2019 the Les</p>

Varendes site will be part of the new secondary school having merged with La Mare de Carteret but it is not the intention that the children will move.

Both sites will have designated specialist teaching staff, including pastoral support staff, throughout the transition process.

### **5. Will Le Murier still exist or will it be merged with St Sampson's High?**

Whilst we are not proposing any specific changes to our secondary special schools – Le Murier and Les Voies – there are some improvements we will be pursuing.

We will be pushing for closer working between St Sampson's High and Le Murier so that students are able to access provision (including qualifications as well as extra-curricular activities) in either school, where appropriate and where it best meets the individual student's needs. The Committee feels that the co-location of the two schools has not been sufficiently pushed forward and is looking for this to be improved, regardless of whatever structure is finally approved by the States.

The plans to create three mini-bases in each of the secondary schools for young people with autism or communication difficulties is also a direct result of the inclusion work that has been a priority in the last year. This means that young people with these difficulties will be able to stay together with friends when they move to secondary school but also have access to the facilities and support they need.

### **6. My son is currently in Year 5. If he is awarded a place at the Grammar School would he then have to move when the new school opens in 2021?**

Under the current proposals he will not have to move. All those selected for a place at the Grammar School between now and July 2018 will remain in their selective intake at the Grammar School site until they complete their GCSEs. As now if they wish to study one of the federated GCSE courses offered by another of the High Schools they may need to attend that site for some lessons. This is only if they choose to do one of the federated courses and they will remain a student at the Les Varendes site until they complete Year 11.

### **7. How will one management team effectively manage two sites, one which will have the remaining selected children and the sixth form centre and the other being a secondary school?**

Under our current proposals, the Sixth Form Centre on the Grammar School site will continue to operate with its own management team until it merges with the full-time courses from the CFE to become the new Post-16 College in September 2024. This management team will remain under the direction of the Headteacher of the new merged school until the Post 16 College opens.

A new management team for the new school will be appointed in 2018 to ensure that detailed preparation and planning is completed well in advance of the merger taking place.

The merger of La Mare de Carteret with the Grammar School from September 2019 will still require the same number of teachers as there will still be the same number of students to educate, they will just be split between the two sites. As well as specialist teaching staff, each

of the two sites will continue to have its own pastoral support staff so that pupils continue to be supported, especially through their important GCSE years.

The needs of our children and young people are at the forefront of the Committee's proposals. We must ensure that our children's education is not adversely affected as we move to the new structure.

### **8. How are you going to be able to retain and recruit the best teachers to teach in these new schools during such a period of upheaval and uncertainty?**

Guernsey is fortunate to have many excellent teachers and support staff working across all its schools and services. Excellent teachers and strong and effective leadership has the biggest impact on improving educational outcomes and so workforce planning has been a priority for the Committee.

The Committee will take all reasonable actions to avoid compulsory redundancies. We want to keep the teachers we have and provide them with future opportunities to grow and develop their careers as they wish.

Moving from four to three 11-16 schools and transforming post-16 education in the way we are proposing will require some reorganisation of staff. We are seeking to minimise any uncertainty to ensure we are able to retain existing staff and attract new staff to fill any vacancies that may arise.

Guernsey's education system remains attractive to teachers – our pay scales are generous when compared with many other regions of the UK, our class sizes remain small and our pupil:teacher ratios favourable. We can offer an excellent work-life balance and the launch of our new Bailiwick of Guernsey curriculum, written by teachers for teachers, is proving to be a huge attraction as it allows our teachers greater scope and space for professional decisions about what and how they should teach.

If our proposals are approved by the States without amendment then the majority of our teachers will not be affected – we will still have the same numbers of young people to teach; in fact pupil numbers are due to increase in the next few years.

Teachers and other support staff working at the Grammar School & Sixth Form Centre, La Mare de Carteret High School and the College of Further Education will be most affected by the transformation. We will work with all members of staff on an individual basis to understand their wishes and career ambitions and to try to ensure they are appointed to a position within the new structure which meets those wishes and ambitions. Because the transition to the new system will take a number of years, we will have time to ensure that staff are able to give due consideration to their individual situation and have the opportunity to be appointed to the positions which best suits their skills and career ambitions.

Teachers and lecturers will be supported to gain any additional skills or qualifications required to teach within our new structure.

**9. What is the position for children going in to secondary school and living in the Pont Valliant area if siblings are already at St Sampson's High?**

As now, siblings will take priority so if you already have a child at St Sampson's High and they will still be there when a sibling is due to start secondary school they will be given priority for a place.

**10. How will children at Hautes Capelles be split between the two secondary schools?**

Hautes Capelles children currently transfer to either St Sampson's High or La Mare de Carteret High depending on where they live – not parental choice. Under our current proposals this will continue.

Existing catchment areas will apply until August 2019 for those children currently in Year 5 and 6.

In September 2019 catchments will be very similar to now although an additional form of entry will operate at St Sampson's High because selection has ended. This will affect children currently in Year 4 and we will confirm places when these children are in their first term of Year 6, or sooner if possible.

In September 2020 a greater proportion of children from Hautes Capelles will transfer to the new secondary school (initially in the old La Mare building but moving into new facilities when they open). This will affect children currently in Year 3 and below.

We aim to have a new catchment map showing the split between the two secondary schools by September 2018.

Siblings will stay together (except where the sibling remains in the selected intake at the grammar School)

**11. How will pupils from the Voluntary Catholic Primary Schools transfer into secondary education? How will we know which school our child will go to?**

The admissions process for the two voluntary Catholic primary schools is different to the catchment-based admission process to our other primary schools.

Generally, families living in the north of the Island will attend St. Mary & St. Michael Catholic Primary School and those living in the south will attend Notre Dame du Rosaire Catholic Primary School. Places are intended for children who are baptised Catholics.

Currently pupils from our Catholic primary schools transfer to the secondary school which serves the catchment area in which they live. This can mean that each Catholic primary school may send pupils to 3 different secondary schools or the Grammar School or grant-aided Colleges.

Under the Committee's proposals, pupils from St Mary & St Michael will transfer to either St Sampson's High or the new secondary school based on the proximity of their home address to either school. Pupils from Notre Dame will transfer to either Les Beaucamps or the new secondary school, again based on their home address.

Places will be confirmed early in Year 6.

## **12. Why can't pupils from Hautes Capelles and the Catholic primary schools partner with just one secondary school rather than two?**

We have had to consider the existing capacity of our secondary schools (including the capacity of the proposed new secondary school) alongside their proximity to partner primary schools and the social mix of these partner primary schools. This is what we have based our current partner primary school system on.

Children from Hautes Capelles currently move to either La Mare de Carteret or St Sampson's High depending on where they live and under our proposals this will continue although we will need to redraw the catchment map once further modelling has been done on where children coming up through the primary school live and so which secondary school they would attend.

The Catholic primary schools of St Mary & St Michael and Notre Dame du Rosaire operate a different admission system and may take pupils living anywhere in the Island although we do try to maintain a north/south split between the two schools. Under current arrangements pupils at these schools will move to one of the three catchment high schools or the Grammar School or Colleges depending on their performance in the 11+ selection tests or where they live. Under this current system only one or two children from these Catholic primary schools may move to the same secondary school together. We believe our proposed split of these Catholic primary schools between two secondary schools largely represents where these children live so that they will be going to their nearest secondary school along with many of their friends.

We will review this possible splitting of primary schools to partner two secondary schools and will carry out further modelling to see if it would be possible for them to all partner with a single school although there would need to be strict 'over subscription criteria' to be implemented if any year group was over its maximum capacity. This could lead to small numbers of children not being able to transfer to the partner school with their friends because they live the furthest away from their named secondary school.

This could also have some implications for school transport availability and routes which will also need to be modelled.

Siblings would always be given preference to stay together, where space is available.

Final details will be included in the Committee's policy letter which we aim to publish in October for debate at the end of November.

## **13. Most of the document seems to focus on buildings and logistics rather than the education of the students. Has the Committee set any objectives with respect to educational outcomes for this proposal? Do they focus on academic prowess or educating our children to be successful in a 21<sup>st</sup> century world?**

The educational benefits of our proposals are set out in sections 7 and 12 of the detailed document.

Our proposals are designed to achieve the best educational outcomes for all our children and young people and this has been the main driving force behind their development.

The benefits of our proposals should also be seen in conjunction with the new Bailiwick of Guernsey curriculum which aims to prepare learners for the complexities of the world outside of the classroom. The curriculum is for children and young people of all abilities and needs with entitlements to ensure children become successful learners, confident individuals, responsible citizens and effective contributors. Academic achievement including examination results remains an important part of our education system and we believe our proposals will provide access to a broader range of courses and qualifications at both Key Stage 4 and Post-16 level.

We will continue to benchmark ourselves against other jurisdictions wherever possible however more important is the need to look at our own progress and improvement year on year and value added across all our schools and services.

#### **14. Do the designs currently being considered for the rebuild of the new secondary school include sufficient flexibility to deal with changes in teaching models over the next 50 years?**

All our new schools have been designed to be flexible to cope with any changes in the delivery of education in the future. They are also designed to have a minimum life span of 60 years.

#### **15. Why have you rejected the creation of a Tertiary College?**

The Committee is not convinced that a tertiary college would provide the best educational outcomes for Guernsey.

The rationale for the Committee's preferred option over a tertiary college is described in sections 7 and 8 of the Committee's proposals document available from [www.gov.gg/educationfuture](http://www.gov.gg/educationfuture).

#### **16. Will the proposed Post-16 College offer courses below Level 3?**

The Post-16 College will offer the courses that full time learners age 16-19 currently undertake and that includes Level 1 and 2 and Access courses for students who are full time learners. This will mean about 900 learners attend the Post-16 College, studying for different qualifications and at different levels but accessing the same opportunities for enrichment programmes and breadth of curriculum.

This makes more effective use of the space rather than having only the 400 learners from the current sixth form centre on the site. This also provides an inclusive approach to Post-16 education and will help provide parity of esteem between vocational and academic pathways.

#### **17. What changes, if any, are proposed for St Anne's in Alderney?**

We are not currently proposing any changes for St Anne's in Alderney and remain committed to operating an all-age 4-16 school on the Island.

We believe our new structure for mainstream secondary education, creating three larger secondary schools, will bring a range of advantages which we hope St Anne's will benefit from. Our three larger schools will be able to offer a broader and more balanced curriculum than our four schools are able to do now. The three schools will continue to work closely together as part of a federation which includes St Anne's and our special schools.

We aim to ensure that Alderney pupils can benefit through the creative use of staffing and technology to try to ensure that, particularly at Key Stage 4, St Anne's students have as broad a range of options to choose from as possible. Obviously there are challenges with running a

school with small numbers of students such as we have at St Anne's and by working together we hope to try to address those challenges to the best of our ability.

As now, learners from Alderney will be able to come to Guernsey for Post-16 education if they wish to.

They can stay with host families or parents/carers can make other private arrangements for their accommodation as we are aware some may do.

Our proposed new Post-16 College for all full-time learners will offer the full range of courses including A Levels, International Baccalaureate, BTEC and other vocational and applied courses and qualifications.

By bringing together a larger number of students – there will be around 900 learners attending our Post-16 College – we have the opportunity to expand the range of subjects and qualifications available which only become viable where minimum group sizes can be maintained. All Post-16 learners will be able to choose from this wide range of courses.

Our new Post-16 College will help establish parity of esteem between academic and vocational pathways. The perceived selection to different institutions at 16 that we have now 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.

### **18. Seeing as the Island is now moving towards an all-ability comprehensive system why are we still providing States funding to the Grant-Aided Colleges?**

The Committee has published a policy letter seeking States approval for a new funding agreement with the Grant-Aided Colleges to be implemented from September 2019 onwards.

From this date there will no longer be new special placeholders being awarded fully funded places at the three Colleges, although the Committee has agreed to continue funding existing special placeholders until they complete their education, either at the end of Year 11 or at the end of Year 13.

This means that the funding of special place holders will continue until the last ones complete their education in July 2025.

If the States approve the Committee's policy letter then States funding of the Colleges will be further reduced over the period of the next seven year agreement from around £4.4m to less than £1m (at 2017 prices).

You can find out full details of the proposals [here](#)

### **19. Will children be set by ability in the secondary schools?**

All our new secondary schools will set by ability in some subjects where beneficial to the learner. Setting is based on regular teacher and summative assessments and will be flexible to allow movement between sets to ensure that the student's individual needs are being met.

It is important to recognise that ability profiles will vary year on year and school by school and so there may be different group sizes in different schools depending on their ability profile.



Headteachers and professional teaching staff will regularly review school assessment processes to ensure that students are placed appropriately according to their needs.

## **20. How will the ability 'sets' cater for a child who excels in say maths, but struggles in English?**

Pupils will be 'set' according to their needs so if they require extra help in say French they will be grouped/set with other children who also require that extra help for their French lessons. If they excel at maths they will be grouped with others who excel for their maths lessons.

This is the difference between streaming and setting.

Streaming is 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.

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

## **21. The three 11-16 schools will be different sizes. How does this provide equality of opportunity?**

Under the Committee's preferred option the three 11-16 secondary schools will be able to offer the same curriculum, the same progression pathways, the same pastoral systems and the same enrichment opportunities for all our children and young people. Average class sizes and pupil:teacher ratios will also be comparable across all three schools, the only difference being that the new secondary school will have up to 8 forms of entry and the other two schools will have 6 forms of entry.

As with all of these issues we have to weigh up the overall cost, operating efficiencies and limitations of our current estate alongside the optimal size of secondary schools as suggested by independent research.

We do not believe the difference in size between our three schools will be detrimental to the delivery of education nor our ability to provide equality of opportunity.

## **22. Wouldn't having just 2 schools both with sixth forms be a better option?**

The Committee did give some consideration as to whether a two-school option would be better for the island (see page 35 of our [proposals document](#)) but noted the following challenges with developing such a proposal beyond the initial feasibility stage.

- Two 11-18 schools would need to cater for up to 1,500 students each. The Committee feels that schools of this size are not what the community wants and will not deliver the sort of individual learning experience and pastoral support that we want for all our children and young people.
- Splitting sixth form provision across two schools would also be inefficient and group sizes would be too small to offer the full range of A level/IB subjects at each school. This would require either students or staff (or both) to move between the two schools depending on subject choices.
- None of our current school sites are big enough – significant extensions would be required to cater for up to 1500 students. This is effectively double the size of our largest new build secondary school, St Sampson's High.

- The impact on traffic, roads, neighbours of the two sites chosen would be considerable
- A two school option would mean that all staff currently teaching in the secondary sector would need to be redeployed creating considerable further uncertainty.
- Two schools would not make the most efficient use of our existing buildings.

### **23. I have one child already at the Grammar School but I am unhappy that my other children currently in primary won't have the opportunity to join them**

The States agreed in 2016 that the Island would move to an all-ability system and remove the 11+ selection process for admission to secondary education from September 2019 onwards.

This decision was taken in March 2016 and reaffirmed in November the same year. All parents were informed of these decisions.

Even under the previous selective system there were no guarantees that siblings would also be selected for a place at the Grammar School and so no guarantees that they would attend the same school as their brothers or sisters.

A commitment was made by the previous Education Committee to keep those young people selected for a place at the Grammar School between now and September 2018 in their selective intake for the duration of their 11-16 education. The current Committee for Education, Sport & Culture believe it's important to honour this commitment.

If the States approve the Committee's proposals without amendment, all young people transferring into secondary education from September 2019 onwards will be allocated a place at the secondary school which partners their primary school.

### **24. I am worried that post-16 students won't have the time to study both BTECs and A Levels as you are proposing?**

The BTEC qualifications come in 5 different sizes which range from the equivalence to half an A level up to a 3 A Level equivalence. The most common qualification if you are studying BTEC on its own would be the Extended Diploma (3 A Level equivalence). The offer at the new Post-16 College would be developed in conjunction with the staff and students looking at demand and progression opportunities. The only limitation to this, as with all offers at this level, would be timetabling.

For example:

Extended Diploma in Engineering and A Level Maths (4 A Level equivalence)

Diploma in Performing Arts and A Level English Literature (3 A Level equivalence)

Extended Certificate in Health and Social Care, A Level Biology and A Level Psychology (3 A Level equivalence)

The BTEC qualifications are changing (only IT changed this year but the other subjects will be following shortly) so the names of the different sizes of qualifications will also be changing though the sizes remain the same.

The new BTEC Nationals come in 5 sizes and here is a chart to explain the size equivalences.

<b>BTEC National</b>	<b>No. of A levels equivalent to:</b>	<b>GLH (Guided Learning Hours)</b>
Certificate	0.5	180
Extended Certificate	1	360
Foundation Diploma	1.5	510 - 540
Diploma	2	720
Extended Diploma	3	1080

For someone that sat a BTEC before the changes the Extended Certificate was called the Subsidiary diploma and the Foundation Diploma was called the 90-credit Diploma.

## **25. What about school uniforms – will they be changing?**

Once the States have made a decision about the future structure of our secondary schools we will be asking parents and students for their views about any change to the uniform following the merger of the two schools.

## **26. What is the new school going to be called?**

No decision has been taken on the name of the new school. Once the States have made a decision about the future structure of our secondary schools we will give further consideration to what they will be called.

## **27. How are students going to be transported to their new schools?**

We will work with colleagues from Environment and Infrastructure to schedule new routes and timetables for school buses.

All young people remain entitled to travel on scheduled services for free

## **28. Where can I find out more?**

Our proposals are available in full at [www.gov.gg/educationfuture](http://www.gov.gg/educationfuture)

You can send any further questions or comments to [educationfuture@gov.gg](mailto:educationfuture@gov.gg)