

Transforming Education Programme

The Programme Business Case

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| Subject of PBC | Transforming Education | |
| Sponsoring Committee | Committee <i>for</i> Education, Sport & Culture | |
| Author | The Transforming Education Programme | |
| Description of proposal | <p>It is proposed that education in the Bailiwick of Guernsey is developed to deliver excellence and opportunity for every child. In order to achieve this, the Committee's policy agenda includes the transformation of secondary education into a single 11-18 school operating over two sites, the integration of further and higher education provision with an ambition to achieve University College status, changes to educational law that enable best teaching and educational practices to be adopted and the development of the primary estate.</p> <p>The programme will also be required to work within and across the wider Public Sector Reform agenda and this will include projects that will optimise the potential for services to be co-located and for education to make best use of digital services and solutions.</p> | |
| Contact for queries | Steve Foote (steve.foote@gov.gg) | |
| PBC APPROVAL: | | |
| Designation | PRINT NAME | SIGNATURE |
| Senior Responsible Officer | RICHARD EVANS | |
| Director of Corporate Procurement | SIMON STEELE | |
| Finance Business Partner | NICOLA NICHOLSON | |
| Commercial Law Team | YOUSOF KHAN | |
| Information Technology Lead | JANE WONNACOTT | |
| Property Services Team | PATRICK RICE | |

| | | |
|----------------|--|--|
| Senior Sponsor | MATT FALLAIZE ON BEHALF OF THE COMMITTEE FOR EDUCATION, SPORT & CULTURE | |
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1. EXECUTIVE SUMMARY

Introduction

This Business Case sets out the investment required to deliver the objectives in the Policy Letter 'Transforming Education & putting into effect the policy decisions made by the States in 2018' published 5 July 2019, which sets out the capital funding necessary to deliver the model approved by the States in January 2018.

'The Alternative Model - A Proposal for Opportunity & Excellence' was approved by 27 votes to 11 (with two members absent)¹ and the States resolved that '...from the earliest date practicable secondary further education shall be organised as follows:

"An 11 to 18 School in Guernsey operating as one organisation comprising two constituent colleges or campuses on different sites, both of which shall include sixth forms;

"The College of Further Education operating as one organisation providing vocational, professional and technical education for full-time and part-time students, including apprentices;...and... it shall be an objective of the College to integrate with the Institute of Health and Social Care Studies and the GTA University Centre as soon as practicable; ... and... it shall be an ambition of the College of Further Education to form a partnership with a UK university, ultimately to replace the title College of Further Education with the title University College Guernsey;

"St. Anne's School in Alderney; and

"le Murier School and les Voies School operating as Special Schools for students with special educational needs; and

"[t]o direct the Committee *for* Education, Sport & Culture to submit to the States all Propositions (and Policy Letters) necessary to enable the organisation of secondary and Post-16 education... as set out above."

The Policy Letter 'Transforming Education & putting into effect the policy decisions made by the States in 2018' lays out an ambitious programme to deliver the resolutions above and to transform education in the Bailiwick. This document provides additional detail and should be read in conjunction with the Policy Letter.

¹ Earlier in the same meeting the States had voted by 26 votes to 13 (with one member absent) in favour of the amendment necessary to change the substantive propositions into those set out in the "Alternative Model"

The Transforming Education Programme incorporates the proposed changes to all parts of the education system, including primary provision, the 11-18 school and the integration of further and higher education and training. It also describes how changes will be supported by a redefined role for the Office of the Committee *for* Education, Sport & Culture.

This document provides the foundation upon which a number of enabling projects will be developed. Each of these projects will in due course produce more detailed and specific business cases within the context of the overall transformation agenda and education vision set out in this document.

Investment Decision Requests

This Business Case requests the release of up to £157m funding in order to:

1. Develop two new 11-18 colleges by extending two existing sites, including the associated transport and traffic infrastructure, at what is currently Les Beaucamps High School and St Sampson's High School.
2. Introduce a new curriculum model which optimises and aligns the timings of the school day and time allocation to each subject area in order to deliver an enhanced educational experience and improve outcomes across all schools.
3. Develop a new Education Law which will replace and update the existing 1970 Law, enable the devolution of governance and leadership from the Education Office to schools and colleges and clarify arrangements for students with Special Educational Needs and Disabilities.
4. Establish The Guernsey Institute through the integration of the Institute of Health and Social Care Studies, GTA University Centre and Guernsey College of Further Education.
5. Rebuild the existing La Mare de Carteret Primary School building which is wholly inadequate and many years beyond its anticipated life, to ensure continued primary provision in this part of the island in fit for purpose buildings.
6. Implement the recommendations of the Digital Roadmap for Education to upgrade the IT equipment, applications and support for the use of digital technologies in schools and colleges.

Capital Investment

Capital investment is required to extend and improve school buildings at the preferred sites, Les Beaucamps and St Sampson's, and to support appropriate transport infrastructure and provision at and around those sites. Transforming the 11-18 phase of education is anticipated to require capital investment of up to £69m. A further £4m has been included to provide space for co-located services on these sites, including health and care services used by students and their families. Further detail has been developed for this project and will be found in the 11-18 school Outline Business Case (due October 2019), in line with usual timetables for releases of key documentation.

Further capital funding is required to rebuild La Mare de Carteret Primary School (between £13.4m and £22.4m), provide a purpose-built facility to house The Guernsey Institute (between £40.0m and £47.5m) and implement digital solutions across the education estate (£5.8m). Details of these investments can be found in section 6 of the Business Case.

Transformation and Transition

In order to deliver these changes, the programme will require £8.6m revenue funding for the transition and transformation team.

Transformation and transition funding is required to develop the policy requirements for changes to education law and governance, deliver a smooth transition to the new model of education and ensure the full benefits of the programme are realised. Details of the transition costs across the whole programme can be found in section 4 of this document.

1.1. The Strategic Case

The Strategic Context

This Business Case sets out the investment required to deliver the objectives in the Policy Letter ‘Transforming Education & putting into effect the policy decisions made by the States in 2018’ published 5 July 2019, which in turn lays out an ambitious programme to transform education in the Bailiwick.

A more detailed description of the strategic context is provided within the Strategic Case (section 3) of this document. This section provides the broad context and is based upon the Alternative Model Report² that was published in December 2017 and debated by the States and approved as a set of States’ Resolutions³ in January 2018. It is the Alternative Model and its subsequent States’ Resolutions which set out the Committee *for* Education, Sport & Culture’s main objectives for change to the education system in Guernsey and Alderney.

The transformation of education will create a new education model which maximises opportunity and excellence for all. This will be achieved through:

1. Making a success of non-selective education and the transition to a single secondary school offering 11-18 education across two sites.
2. Integrating the College of Further Education, the Institute of Health and Social Care Studies and the GTA University Centre to create The Guernsey Institute – a single organisation providing vocational, professional and technical education for full-time and part-time students.

² The Alternative Model, Policy Letter <https://www.gov.gg/CHttpHandler.ashx?id=112366&p=0>

³ States’ Resolutions 19th January 2018 <https://www.gov.gg/CHttpHandler.ashx?id=111728&p=0>

3. The redevelopment of La Mare de Carteret Primary School to build a new two- or three-form entry primary school in the grounds of the existing site.
4. The investment necessary to address systemic problems which exist in the quality and range of digital services to and within schools – adopting the recommendations of the Digital Roadmap (2018) report.
5. Defining the Target Operating Model for education in Guernsey and Alderney, which will set the context for the future role of the Education Office. With the devolution of more governance and leadership responsibilities to schools and colleges, the role of the Education Office will shift towards a greater emphasis on strategic policy development as directed by the Committee, ensuring accountability of schools and colleges and performing regulatory functions.
6. Continued development of the curriculum, factoring in the available evidence base and best practice across the world, to ensure the best possible outcomes at all key stages.
7. The repeal of the Education (Guernsey) Law (1970) and the drafting of its replacement to deliver a separate Policy Letter before the end of the current political term in 2020, to enable the devolution of responsibilities to schools, establish new governance frameworks and clarify provision for children with special or additional educational needs.
8. Managing the successful transition from the current to the future model for education.
9. Working with the Committee *for* Health & Social Care to explore short-term and long-term initiatives to improve multi-agency working through co-location of services.

The Case for Change

Currently the secondary phase of education in Guernsey is marked by inequality between schools which affects students based on nothing more than where in the island their parents live. Some students are in a school with a sixth form which generates advantages lower down the school, including staff provision, which are denied to students in 11-16 schools. The 11-16 schools are of significantly different sizes, which inevitably results in different curricular and extra-curricular opportunities for students. The facilities at one school in particular are vastly inferior to those at other schools. There is also a need for secondary education to be organised in a way which maximises the likelihood of the island attracting and retaining teachers and leaders of high quality. In addition, this unequal system is more expensive to run than it needs to be at a time when as much as possible of every pound spent on education needs to be directed towards extending opportunities and improving outcomes for the greatest possible number of students irrespective of their social background, past educational performance or where in the island they live.

There are financial and educational inefficiencies built into the current system for further and higher education resulting from the current spread of provision across three organisations on five different sites. With the exception of the Performing Arts Centre, the majority of the buildings at the College of Further Education are considered to be inadequate and not fit for purpose. The range of courses available for Post-18 study in Guernsey (Level 4 programmes and above) is limited. There is a need to create an integrated organisation which is able to achieve the ultimate aim of achieving University College status.

La Mare de Carteret Primary School is currently in poor condition structurally and ongoing maintenance costs are high. Regardless of any other developments in the primary sector, there will be a need for a primary school in this area. Its redevelopment has already been proposed to the States numerous times by more than one of the Committee's predecessors.

The digital equipment and infrastructure in schools is reaching the end of its useful life and the quality of support and teacher training in digital technologies needs significant improvement. The current use of technology is inconsistent.

The Education Law (1970) is outdated, limits the ability to devolve governance to schools and needs updating with respect to the provision for special education needs and disabilities. This will also require a review of the future role of the Education Office.

The Big Picture Curriculum, launched in September 2017, requires substantial development in order to ensure the best possible outcomes across all Key Stages.

Investment Objectives and Benefits

Financial Benefits

- The cost of secondary, and further and higher education will be between £1.8m and £2.2m less per year than if the *status quo* (three 11-16 schools and one 11-18 school, without selection) were retained.
- An initial estimate that property disposals resulting from the sale of redundant sites could raise between £6.3m and £10.3m. Redundant sites include Delancey, Les Coutanchez, Les Varendes and part of the La Mare de Carteret site.

Whilst confident that these proposals will deliver significant revenue reductions in comparison to projections for the four school non-selective model, the existing focus of transforming education across the Bailiwick is primarily about extending opportunity and excellence to all learners (ref section 10 of the Policy Letter for a longer list). The non-financial/non-cashable benefits are therefore the primary focus, including for example:

- **High quality facilities:** a fit-for-purpose learning environment, including high specification IT facilities providing the opportunity to develop more advanced digital skills.
- **Improved Pastoral Care:** students being better supported by smaller tutor groups (14-15 students in each) in the 11-18 school.

- **Greater opportunities:** the opportunity to study a broader range of combinations of options than is currently possible at Key Stage 4 (GCSE) and at Key Stage 5 (A Levels and equivalent) – including the International Baccalaureate Career-related Programme: a new programme mixing academic and vocational, technical or professional qualifications between the 11-18 school and The Guernsey Institute.
- **Improved attainment:** promoting higher levels of attainment across all student groups, supported by new performance measures, which incentivise improving results for every student across a broad range of subject areas. Previous measures have incentivised a disproportionate focus on a narrow range of subjects and on students near the C/D boundary. Guernsey’s relatively favourable average class size will be maintained and students with similar attainment will continue to be grouped together where it is beneficial, which is likely to be more effective than is currently the case given the larger cohort size.
- **Enrichment for all:** the proposed secondary enrichment/electives programme, which will provide all students with access to a broad range of opportunities regardless of individual circumstances. This programme will allow a student’s educational experience to be tailored to their individual interests, needs, aptitudes and ambitions. Students will select between three and five options from a broad range including sports and arts, and the opportunity to study new skills or subjects, such as coding or additional languages.
- **Attracting and retaining high quality teams:** the ability to attract and retain teachers from a broader pool. This will be achieved by greater opportunities to teach sixth form, a reduction in the need for teaching outside of specialisms, improved professional development and new progression opportunities.
- **Greater collaboration:** supporting collaboration within and across teams, including across other stakeholder groups (such as Health & Social Care and Economic Development) to draw on the best available expertise.
- **Continually improving system:** the creation of a culture of continuous improvement to ensure that schools continue to optimise the investment made in education.

Non-financial/non-cashable benefits:

Of the models for education seriously considered in recent years, only the one school/two colleges model is able to deliver equality of opportunity and equality of provision in academic and extra-curricular terms regardless of educational or social background in a way that is affordable to the public purse.

Delivering an education model that extends opportunity and excellence for all aligns with the very core of the Policy & Resource Plan:

‘We will be among the happiest and healthiest places in the world, **where everyone has equal opportunity to achieve their potential.** We will be a

safe and inclusive community which nurtures its unique heritage and environment and is underpinned by a **diverse and successful economy.**'

The Transforming Education Programme contributes in the following ways to some of the 23 priority areas:

Figure 1 – Programme Contribution to the Policy & Resource Plan

| Priority | Title | Education Transformation Programme Contribution |
|------------|----------------------------|--|
| Priority 1 | Economic Development: | Supporting the Digital Sector Strategic Framework and Skills Guernsey Action Plan, which is focused on promoting a strong and growing economy by: |
| Priority 4 | Digital Connectivity: | <ul style="list-style-type: none"> • Encouraging innovation and entrepreneurship in schools • Developing a digitally-skilled workforce for the future • Preparing school leavers with the knowledge, skills and attitude they require for the workplace • Meeting the increased demand for graduates from employers • Providing opportunities for lifelong learning to support those returning to work or seeking career changes • Promoting the opportunities that exist for careers in Guernsey and Alderney • Creating more apprenticeship and work-based learning opportunities |
| Priority 6 | Medium Term Financial Plan | <p>Delivering a sustainable revenue model for education securing between £1.8 and £2.2m in efficiencies against projected costs of running four non-selective schools, as per the temporary position from September 2019.</p> <p>The Programme also provides an opportunity to generate income and attract international students through the development of a University College, accredited by a UK university. Comparable studies in the UK have shown that international students bring significant financial benefits to the economy. This is in addition to extending on-island HE provision for the resident population.</p> |

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| Priority 9 | Future delivery of Health and Care | <p>Working in partnership with the Committee <i>for</i> Health & Social Care to promote joint working across three areas:</p> <ul style="list-style-type: none"> • Co-location of appropriate services on school sites • The potential development of a Community Hub • The possibility of using the Delancey campus in the short term for a range of health, care and community services |
| Priority 10 | Health and Wellbeing | <ul style="list-style-type: none"> • The enrichment/electives programme and active travel arrangements within the 11-18 school are in part aimed at promoting activity and tackling obesity contributing to an increase in the percentage of students physically active • High quality pastoral support, trained staff and a supportive and inclusive ethos will help to create a safe and supportive environment, and may help to decrease the proportion of students requiring referrals to child and adolescent mental health services. • Refectories will promote healthy eating • The establishment of a healthy report card in association with the International Active Healthy Kids Global Alliance |
| Priority 12 | Improving Educational Outcomes | <p>The education model proposed aims to deliver excellence and opportunity, including improved attainment and a broader enrichment offer which will ensure the best possible opportunities are available to all students. This will be supported by new performance measures and a new inspection framework.</p> |
| Priority 13 | Secondary and FE/HE Education Transformation | <p>Both the 11-18 school and FE/HE projects within the programme deliver against this priority with proposals for wholesale transformation (buildings and facilities, curriculum, operational activity, quality of teaching, performance management, etc).</p> |
| Priority 15 | Children and Young People Policy | <p>Creating an environment in which children and young people are:</p> <ul style="list-style-type: none"> • Safe and nurtured |

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|-------------|-----------------------------|--|
| | | <ul style="list-style-type: none"> • Able to achieve their individual and economic potential • Healthy and active • Included and respected |
| Priority 16 | Disability and Inclusion | The forthcoming review of Special Educational Needs and Disabilities (SEND) provision will lead to proposals regarding inclusion and disability within education. The Programme also contributes to the United Nations Convention on the Rights of the Child (UNCRC) through the introduction of a Youth Shadow Committee and the UNICEF Rights Respecting Schools Award recognising achievement in putting the UN Convention on the Rights of the Child into practice in the school and beyond. |
| Priority 19 | Strategic Population Policy | The Programme aims to increase opportunities for on-island study at further and higher education levels to: <ul style="list-style-type: none"> • Extend opportunities for those who, for whatever reason, are unable to follow learning pathways in universities elsewhere • Improve the earning potential of islanders |
| Priority 20 | Lifelong Learning Policy | <ul style="list-style-type: none"> • Securing better educational outcomes for FE/HE with increased options for on-island study (academic, professional and vocational) • Increased engagement with the community and industry to ensure that the FE/HE curriculum offer is able to identify opportunities and respond to demand |
| Priority 22 | Energy Policy | Delivering environmentally sustainable buildings and adopting sustainable ways of working/learning and travelling |

Further details regarding benefits are contained in section 3.4 of this document.

1.2. The Economic Case

The Preferred Option

The Alternative Model was agreed by the States in January 2018 as the way in which secondary, further and higher education will be delivered in the future, including:

- A single 11-18 school operating in two colleges on different sites

- The integration of existing further and higher education providers into a single organisation operating from purpose-built facilities
- The repeal and replacement of the Education (Guernsey) Law 1970

Following approval of the Alternative Model, further detailed work has been carried out to articulate the curriculum provision, update the underlying school population data (Appendix 7) and develop other assumptions.

The three options considered for the 11-18 school are a product of a significant amount of detailed work. They are summarised below:

- **Option 1: *Status Quo* (Baseline):** This option provides the baseline using 2018 actual figures and school population projections/forecasts to show the consequences of continuing with the existing four school sites in a non-selective system. Whilst this option has already been ruled out by the States, it is included here as a comparator for the other options. This option would allow the constraints of the existing education system to persist and bring none of the benefits of the preferred option. It would also be more expensive in the longer term.
- **Option 2: Intermediate option (Do Minimum):** This option shows the cost of operating a one school/two colleges model whilst maximising revenue savings. A number of permutations have been considered to achieve this by varying the main cost drivers in the Preferred Option (below), including increasing class sizes, reducing the planned enrichment/electives programme, operating with a reduced leadership team, increasing the average teaching allocation for teachers and reducing the number of support staff. Whilst this option delivers cost savings compared to the baseline, it does not enable the benefits of the preferred option to be realised.
- **Option 3: Preferred Option:** This option has been reached after careful consideration of numerous possible ways of putting into effect the States' agreed one school/two colleges policy. This is the best way to deliver the benefits of transforming education whilst reducing running costs compared to Option 1. It delivers the Alternative Model and 'opportunity and excellence for all'. It includes an extended school day to allow a programme of enrichment/electives, allows the existing class size policy to be maintained and ensures appropriate numbers of teaching staff are available to achieve this and offer a broader curriculum without increasing current workloads.

Critical Success Factors (CSFs)

The critical success factors (CSFs) listed below will be used as the criteria against which these options can be evaluated in terms of their ability to enable the benefits and outcomes of the programme.

Figure 2 – Critical Success Factors

| Category | Measure |
|-------------------------------------|--|
| Business Need | <p>There is a need to deliver:</p> <ul style="list-style-type: none"> • A high-quality learning environment for all students • A broad, rich and carefully-sequenced curriculum throughout all phases of education with a diverse enrichment offer for all regardless of their social and economic backgrounds • A successful and productive workforce • Consistent measures and benchmarks which demonstrate progress, attainment and wider outcomes • An efficient and effective model of education which delivers value for money • A continually improving and innovative system, drawing on the best available evidence and practice from around the world • Confident and effective staff supported by reformed governance arrangements, excellent working practices and increased joint agency working |
| Strategic Fit | <p>The intended outcomes of the transformation programme are aligned with the vision for the future of education as defined within a range of States' resolutions, particularly secondary and further and higher education – the 'Alternative Model: A proposal for Opportunity and Excellence', and the overall Policy & Resource Plan.</p> <p>Key points include the need to:</p> <ul style="list-style-type: none"> • Ensure that all young people are afforded an excellent education and equality of opportunity to enable them to flourish • Deliver a return on investment and value for money |
| Benefit Optimisation | <p>There is a need to assess the extent to which options contribute to the delivery of identified benefits for key beneficiary groups (learners, workforce, support staff, educational leaders, partners, parents and society as a whole).</p> |
| Achievability | <p>There is a need to assess the strategic and operational capacity across all levels of the model (including the Education Office, schools and colleges, and third party providers).</p> |
| Supply Side Capacity and Capability | <p>Assessing the extent to which the market can provide goods and services required to deliver the programme within the target operating model. At Programme level this covers:</p> |

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| | <ul style="list-style-type: none"> • The recruitment and retention of educational leaders and teaching/lecturing staff to enable successful transformation and transfer to business as usual • Infrastructure considerations such as the size, scope and scheduling of construction activities and the purchase or acquisition of land and additional services • Transport, traffic management and sustainability factors |
| Affordability | Affordability is a consideration. The States must be capable of funding the capital and revenue requirements of the future model of education. |

Benefits Appraisal

11-18 school

A benefits appraisal has been carried out for the options for the 11-18 school, which is summarised in the table below. Further details can be found in section 4, The Economic Case. The preferred option is best able to deliver the anticipated benefits.

Figure 3 – Benefits Appraisal

| CSF | Option 1 (Baseline) | Option 2 (Do Minimum) | Option 3 (Preferred) |
|-------------------------------------|---------------------|-----------------------|----------------------|
| Business Need | × | - | ✓ |
| Strategic Fit | × | - | ✓ |
| Benefit Optimisation | × | - | ✓ |
| Potential achievability | ✓ | ✓ | ✓ |
| Supply side capacity and capability | ✓ | - | - |
| Potential affordability | × | ✓ | ✓ |

Key: ✓ fully meets, - partially meets, x does not meet

The proposed site (Les Ozouets) has been selected for The Guernsey Institute but the detailed benefits appraisal will be completed once the Executive Principal has carried out initial work, including finalising the curriculum design. This will form the basis of the Outline Business Case for further and higher education to be submitted in April 2020.

La Mare de Carteret Primary School is subject to a broader review of primary provision in the island, which will determine whether the new school will require two-form or three-form entry. This is included because of the certainty that a primary school of either two or three form entry will be required as part of future primary provision.

The benefits of the Digital Roadmap (in which investment is proposed in addition to the Future Digital Services programme recently agreed by the States) include focusing on the use of technology to support teaching and learning more effectively as well as investing in teacher training and an improved IT support model – this is as opposed to doing nothing more than replacing the existing equipment like for like, which would be of very limited value.

The benefits of co-location with other services on the sites of the new 11-18 school will be further developed in the 11-18 School Full Business Case (FBC). The broader Community Hub concept will be developed as part of a separate proposition, as outlined in section 6 of the Policy Letter.

1.3. The Commercial Case

Summary of Contracts and Services

The products and services to be procured to deliver this Business Case fall into the following categories:-

- Programme Management – skilled resources to help deliver the programme
- Construction – the construction of new school buildings
- Transport – road network improvements and bus services
- Learning and Development – to develop the skills required for managing the transition and the skills required within the new operating model
- Digital infrastructure – equipment, software and services to deliver the Digital Roadmap

The most significant part of the investment is the construction of the new school buildings. The programme team will work closely with colleagues expert in procurement, property and law to procure a main contractor to deliver each of these construction projects.

Figure 4 – Construction Timeline

| Project | Contract | Current Status | Value (approx) |
|--------------|-------------------------------------|---------------------------------------|----------------|
| 11-18 school | Main contractor, Les Beaucamps site | Tendering process will start Oct 2019 | £63 - 69m |
| 11-18 school | Main contractor, St Sampson's site | Tendering process will start Oct 2019 | |

| | | | |
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| The Guernsey Institute | Main contractor, Les Ozouets | Outline Business Case by April 2020 | £40- 47.5m |
| La Mare de Carteret Primary School | Main contractor | Subject to Primary Review | £13.3-22.4m |
| Digital Roadmap | Hardware & Software | Tendering will start Oct 2019 | £5.8m |
| Co-located services | Part of main contract for Les Beaucamps and St Sampson's | As above | £4m |
| Programme | Transformation team resourcing | Mobilisation will start Sep 2019 in line with transition plan | £8.6m |

The timelines above are subject to approval of the necessary Business Cases, as with all major capital projects.

Main Risks

The main risks are those associated with large construction projects of this type. Lessons learned from previous States' construction projects have been incorporated into this programme, in particular the:-

- Use of specialist education building design expertise (Peter Marsh Consulting) in the design and validation of the requirements – especially the space requirements – for the new school
- Use of experienced project managers, quantity surveyors and architects who have worked on building schools in Guernsey before
- Consideration of the capacity within the market to respond to multiple capital projects at any one time (e.g. hospital modernisation alongside schools)
- Early engagement with potential main contractors – and involvement in the design process to procure a design and build contract in order to share risks and obtain best value for the States of Guernsey

The impact of the new schools on transport infrastructure has been carefully considered through the use of specialist traffic management advisors and a programme of measures are being planned with the Committee *for* Environment & Infrastructure in order to mitigate the risk of congestion around the new expanded schools. These measures are now being developed, and an impact assessment of these measures is being carried out to confirm that they will effectively mitigate the risk of increased traffic around the new colleges. These will form a key part of the Planning Application to the Development and Planning Authority (see Section 3.3.2 for further information).

Further details of the risk assessment and mitigation strategies can be found in section 3.5.

Implementation Timescales

Assuming the States approve the Policy Letter unamended at the States meeting in early September, the key milestones in the programme are as follows:-

Figure 5 – Implementation Timeline

| Project | Milestone | Date |
|------------------------|--|----------|
| Programme | Target Operating Model complete | Sep 2019 |
| Programme | Education Law Policy Letter submitted | Q1 2020 |
| 11-18 school | Complete Traffic Impact Assessment | Sep 2019 |
| 11-18 school | Outline Business Case submitted | Oct 2019 |
| 11-18 school | Launch Main Contractor Procurement tendering | Oct 2019 |
| 11-18 school | Contract Award | Mar 2020 |
| 11-18 school | Construction starts | Jun 2020 |
| 11-18 school | Extensions to the new colleges open | Sep 2022 |
| The Guernsey Institute | RIBA Stage 2 Design | Feb 2020 |
| The Guernsey Institute | Outline Business Case submitted | Apr 2020 |
| The Guernsey Institute | RIBA Stage 3 Design | May 2020 |
| The Guernsey Institute | Launch Main Contractor Procurement tendering | Nov 2020 |
| The Guernsey Institute | Contract Award | Feb 2021 |
| The Guernsey Institute | RIBA Stage 4 Design | Aug 2021 |
| The Guernsey Institute | Construction starts | Sep 2021 |
| The Guernsey Institute | New building opens | Sep 2023 |

| Project | Milestone | Date |
|-----------------------------|---|----------|
| La Mare de Carteret Primary | Primary School Review completed | Dec 2020 |
| La Mare de Carteret Primary | Detailed Design | Sep 2021 |
| La Mare de Carteret Primary | Construction starts | Sep 2022 |
| La Mare de Carteret Primary | New school opens | Sep 2023 |
| Digital Roadmap | Business Case Justification submitted | Sep 2019 |
| Digital Roadmap | School Readiness Visits completed and Deployment Plans agreed | Jan 2020 |
| Digital Roadmap | Deployment Phase 1 | Sep 2020 |
| Digital Roadmap | Deployment Phase 2 | Sep 2021 |
| Digital Roadmap | Deployment Phase 3 | Sep 2022 |
| Education Office | Finalise organisation design & make appointments | Dec 2019 |

1.4. The Financial Case

Total Costs

The total costs of the programme are £148.7m of capital investment and £8.6m transition and transformation costs.

Figure 6 – Breakdown of Total Costs

| Maximum Programme Costs | Transport | 11-18 School | FE HE | Primary & EY | Programme Management | Healthcare Co-location | TOTAL |
|------------------------------|--------------|---------------|---------------|---------------|----------------------|------------------------|----------------|
| TTF | 0 | 2,676 | 2,054 | 88 | 3,800 | - | 8,618 |
| Capital Reserve | 1,000 | 68,183 | 46,457 | 25,550 | 3,465 | 4,000 | 148,655 |
| Total Programme Spend | 1,000 | 70,859 | 48,511 | 25,638 | 7,265 | 4,000 | 157,273 |

Capital Costs

The capital costs are those associated with the construction of the new schools and the investment in digital equipment.

Figure 7 – Breakdown of Capital Costs

| Maximum Capital Request (£'000) | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | TOTAL |
|---------------------------------|----------------|-----------------|-----------------|-----------------|-----------------|--------------|------------------|
| Transport | £ - | £ 500 | £ 500 | £ - | £ - | £ - | £ 1,000 |
| Programme Team | £ 628 | £ 1,430 | £ 688 | £ 508 | £ 211 | £ - | £ 3,465 |
| 11-18 School | £ 1,861 | £ 15,893 | £ 37,984 | £ 11,351 | £ 1,095 | £ - | £ 68,184 |
| FE-HE | £ 159 | £ 376 | £ 10,446 | £ 25,328 | £ 10,148 | £ - | £ 46,457 |
| Primary and EY | £ - | £ 827 | £ 886 | £ 12,241 | £ 11,435 | £ 161 | £ 25,550 |
| Healthcare Co-Location | £ 112 | £ 887 | £ 2,261 | £ 674 | £ 65 | £ - | £ 3,999 |
| TOTAL | £ 2,760 | £ 19,913 | £ 52,765 | £ 50,102 | £ 22,954 | £ 161 | £ 148,655 |

Operating Costs

By the time both the 11-18 school and The Guernsey Institute are fully operational (2023/24 and 2025/26 respectively), the combined operating costs will be between £1.8 and £2.2m lower than continuing with the *status quo* (Option 1). It is anticipated that these revenue savings will be realised incrementally between 2023/24 and 2025/26, when the income-generating courses at The Guernsey Institute are fully in place.

Figure 8 – Breakdown of Operating Costs

| Annual Revenue Costs £'000 | 2018 Actuals | Option 1 Do Nothing | Option 2 Do Minimum | Option 3 Preferred |
|-------------------------------------|---------------|---------------------|---------------------|--------------------|
| 11-18 Schools | 17,772 | 19,586 | 17,786 | 18,848 |
| FE HE | 9,789 | 9,789 | 8,600 | 8,600 |
| Total Annual Budget Required | 27,561 | 29,375 | 26,386 | 27,448 |

Transition Costs

The transition costs include additional staffing costs in schools during the transition, as well as the team required to manage the programme, deliver the capital projects, develop and deliver training, write the new Education Law and manage the organisational changes required to realise the benefits.

Figure 9 – Breakdown of Transition Costs

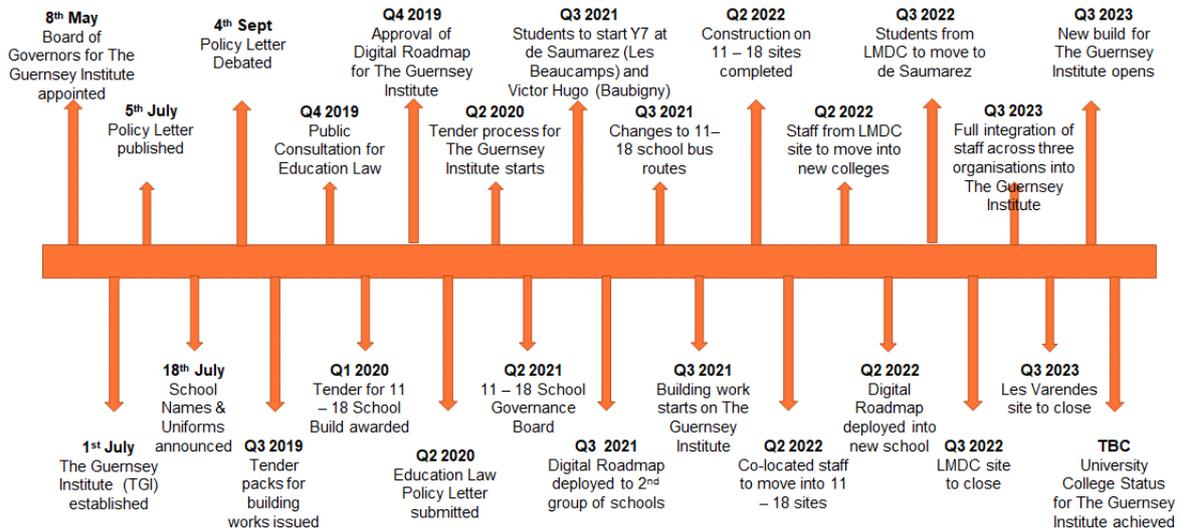
| TTF Request (£'000) | 2019 | 2020 | 2021 | 2022 | 2023 | TOTAL |
|---------------------|----------------|----------------|----------------|----------------|--------------|----------------|
| Programme Team | £ 664 | £ 1,177 | £ 804 | £ 755 | £ 400 | £ 3,800 |
| 11-18 School | £ 169 | £ 296 | £ 555 | £ 1,209 | £ 447 | £ 2,676 |
| FE-HE | £ 128 | £ 640 | £ 601 | £ 584 | £ 101 | £ 2,054 |
| Primary and EY | £ 39 | £ 31 | £ 18 | £ - | £ - | £ 88 |
| TOTAL | £ 1,000 | £ 2,144 | £ 1,978 | £ 2,548 | £ 948 | £ 8,618 |

1.5. The Management Case

Programme timeline

The key milestones of the Transforming Education programme are set out in the diagram below:

Figure 10 – Key Programme Milestones



Benefits Realisation

The main benefits of the programme are set out in section 3.4. The process for assigning ownership of strategic benefits and for planning and realising these benefits is set out in section 7.2.6. Detailed plans for the delivery of the benefits of the 11-18 school will be found in the Outline Business Case. The same approach will be adopted for other projects within the programme.

Programme Organisation and Governance

The programme team will be organised in a matrix structure which will include:

- **Project Manager** - with responsibility for planning and delivering each project
- **Work Stream Leads** – responsible for ensuring consistency of approach across programmes for each discipline: Programme Management, Business Change Management, Legislation, Estate Development, Digital and Transport

The governance framework will retain a Programme Board accountable for the delivery of the programme. This will be complemented by a Change Control Board and Project Boards for each component project of the programme as they reach OBC stage.

Programme Approach

The Transforming Education Programme and each project within the programme is developed against a consistent five-stage model:

- Startup
- Initiation & Planning
- Design & Build
- Transition & Go Live
- Realise Benefits & Grow

The Programme as a whole is now nearing completion of the Initiation & Planning phase – and each Project will go through a similar process. The 11-18 school is currently in the middle of the Design & Build phase in order to ensure the critical path for this strategic initiative is kept on track. This will result in the Outline Business Case being brought forward for approval in the coming weeks. Other projects within the programme will bring their own more detailed Business Cases forward as part of the overall programme timeline summarised above.

This five-stage model is aligned to the Programme Assurance Review structure which will be employed to provide assurance to the Senior Responsible Officer, the Programme Board, the Committee *for* Education, Sport & Culture and the Policy & Resource Committee. It will ensure that the programme is maintaining good governance and is on target to be implemented and realise the anticipated benefits and outcomes.

Contract Management

The Estates team will manage the delivery of the construction projects, which comprise the majority of the capital investment programme. This team will include dedicated resources with skills in construction programme management, procurement and contracts, supported by a team of external professionals to negotiate and manage the delivery of the construction projects.

The Digital investment will be led by the Digital work stream lead, in close collaboration with the States' Information Systems and Services team (ISS) and their FDS partner, Agilysis.

Change Management

Constructing the new buildings and upgrading the digital infrastructure will not be sufficient to deliver the programme benefits. This will require investment in time and effort to draft the new Education Law, design the new target operating model, prepare for staff – principally in schools and colleges – to transition to the new model and provide any necessary training in new ways of working. There will be additional investment in the leadership across all layers of the organisation in order to create the capacity for the desired benefits and outcomes to be achieved.

Stakeholder Engagement and Communications

A comprehensive programme of communications and stakeholder engagement will continue throughout the delivery of the programme to ensure communications are well managed with the wide range of identified stakeholders in this programme – including staff

in schools and the Education Office, learners and parents, other officers and States' committees and the general public.

2. INTRODUCTION TO TRANSFORMING EDUCATION

2.1. The purpose of this document

This document contains the Programme Business Case for the Transforming Education Programme. The overarching programme is the vehicle for remodelling education in Guernsey and Alderney extending across primary, the 11-18 school and future provision of services for further and higher education, including the Institute of Health and Social Care Studies (IHSCS), the GTA University Centre (GTA) and the Guernsey College of Further Education (GCFE).

The Five Business Cases

The purpose of the Programme Business Case is to provide an overarching case for change to the way that the Bailiwick approaches and delivers education. It is based upon the Committee *for* Education, Sport & Culture's policies and associated States' Resolutions. It considers the change within the frame of five separate but inter-related cases, and is the standard approach that States' Committees are required to follow for the business cases for major investment programmes. These are:

- The **Strategic Case** that sets out the strategic context and case for change, together with the supporting investment objectives for the programme
- The **Economic Case** that shows that the organisation has selected the choice for investment which best meets the existing and future needs for the service and optimises value for money, within the parameters of the strategic case
- The **Commercial Case** that shows the content and structure of the proposed deal
- The **Financial Case** that sets out the funding arrangements and affordability for the change as well as explaining the impact that the proposed investment will have on the organisation's balance sheet
- The **Management Case** that demonstrates how the programme will achieve the changes to time, cost and quality standards and deal with risks, changes and other challenges

Requirements to progress beyond Programme Business Case

The Programme Business Case is intended to provide evidence that there is adequate understanding of the changes and the Programme's ability to deliver them for the organisation to commit to funding the production of a series of more detailed Business Cases for each of the projects and initiatives that are required to achieve the education vision and benefits.

At Outline Business Case (OBC), the project is developing more detailed operational and transitional cost models and timescales as well as describing clear benefits and change controls for the 11-18 school project. By doing so, it has ensured that there is a robust foundation upon which tenders from suppliers can be sought and assessed.

At the OBC stage the project will also identify specific initiatives and actions related to operational detail which need to be agreed with future service users and stakeholders on aspects of the project where this level of detail was considered to be premature during earlier stages. For the 11-18 school project, this includes but is not limited to detailed conversations about future terms and conditions for teachers, the provision of support for students with special educational needs and disabilities and the co-location of public services within educational sites.

2.2. History and Education Policy Decisions

History of 11-18 school provision

There have been many recent changes to secondary education. This has involved the closure of two school buildings: St Sampson's Secondary School at Delancey which was closed and moved to a new site at Baubigny in 2008, co-located with Le Murier Special School, and St Peter Port Secondary School at Les Ozouets, which was also partially closed in 2008, with students moving to La Mare De Carteret High School and the new build at St Sampson's. Les Beaucamps High School was rebuilt in 2012. The Grammar School at Les Varendes, the only States-run selective school on the island, was opened in 1985 following the merger of the Boys' and Girls' Grammar Schools. The Sixth Form Centre adjoining The Grammar School was opened in 2005.

In 2009 the compulsory school leaving age in the Bailiwick was raised from 15 to 16 so that all students had the opportunity to take GCSE and equivalent examinations for the first time. In England the school leaving age was raised from 15 to 16 in 1972; 37 years before the change was made in Guernsey.

In 2011 results comparable to the English headline figures (5 A*-C including English and maths) were published for the first time and the high school results showed that these schools were performing at levels significantly below what would be expected. This led to a review of education in Guernsey and the subsequent Mulkerrin Report which was critical of how secondary education was delivered, of the antediluvian Education Law and of the highly and unusually centralised approach in the Bailiwick which constrained school leaders.

There has been substantial political instability surrounding education in the Bailiwick. Since 2008 there have been five Education Committees and motions of no confidence in two of them. Only once in the past 20 years has the Presidency of an Education Committee been held by the same person before and after a general election. The 11 plus and selection at 11 were debated before and after the most recent general election in 2016 and on both occasions the previous and present States respectively voted to remove selection by the 11 plus and replace it with admission to secondary schools based on feeder primary schools. Since 2014 there have been four different proposals for the delivery of secondary education. Generally, successive States, including the present States, have shifted education policy away from selection at 11 and towards rationalising the number of

secondary school sites. In 2016 the States twice directed that selection by the 11 plus should cease after the 2018/19 academic year and it has. In 2018 the States agreed that as soon as possible non-selective secondary education should be provided by two 11-18 colleges operating as a single school.

History of FE/HE

The three organisations for further and higher education in Guernsey which are part of the States or substantially funded by them – the College of Further Education, the Institute of Health and Social Care Studies and the GTA University Centre – have developed independently of each other.

The College of Further Education has always been within the remit of the Committee *for* Education, Sport & Culture or its predecessor committees.

The Institute of Health and Social Care Studies came under the mandate of the Committee *for* Education, Sport & Culture only in 2016.

The GTA was opened in November 1996 as a jointly-funded initiative between the Guernsey Financial Services Commission (GFSC) and the States (through a predecessor of the Committee *for* Economic Development), predominantly to support the training of the finance sector. The GFSC withdrew the finance sector's annual grant contribution at the end of 2012. In 2016, following the machinery of government changes, the GTA then came under the mandate of the Committee *for* Education, Sport & Culture. The GTA has always operated as a separate company with its own board of directors and receives an annual grant from the CfESC. There has been no offer from industry to fund the GTA separately which would negate the grant requirement from the CfESC.

Education Law & Governance

The current Education Law (1970) has been successively modified by a number of Ordinances over the last fifty years, is fragmented, outdated, overly permissive and has not been fit for purpose for many years. It does not address a number of key elements of the desired future educational provision, including disability, equality of opportunity, special educational needs and disabilities and home education.

In January 2018 (Billet d'État II), the States resolved⁴:

- To agree that the Education (Guernsey) Law, (1970), must be repealed and replaced with legislation setting out, *inter alia*, the educational aims and aspirations of a modern democratic society, educational policies adopted by the States in recent

⁴ 'The Future Structure of Secondary and Post-16 Education in the Bailiwick p.2017/110', States' Resolutions, Billet II, 19 January 2018, <https://gov.gg/CHttpHandler.ashx?id=111728&p=0>

years and the powers and duties expected of a government in relation to education as it approaches the third decade of the 21st century.

- To agree that the replacement legislation must provide for genuine devolution of governance and leadership from the Committee *for* Education, Sport & Culture (and by extension from the 'Education Office') to the 11 to 18 School and the College of Further Education; and further to agree that it must provide for the CfESC (supported by the 'Education Office') to focus on 'central government' functions – for example, education law, strategy and substantial policy, curriculum, funding arrangements and the accountability of performance and standards in schools and colleges.
- To agree that the development of the replacement legislation provides an ideal opportunity to consider the most appropriate long-term relationships and governance arrangements between all providers of secondary and post-16 education, including in relation to provision for students with special educational needs; and further to agree that in any event there must be a firm requirement for the strongest possible collaboration between all providers of secondary and post-16 education, including strengthening collaboration between the 11 to 18 School and the College of Further Education for the benefit of students of all abilities and interests.

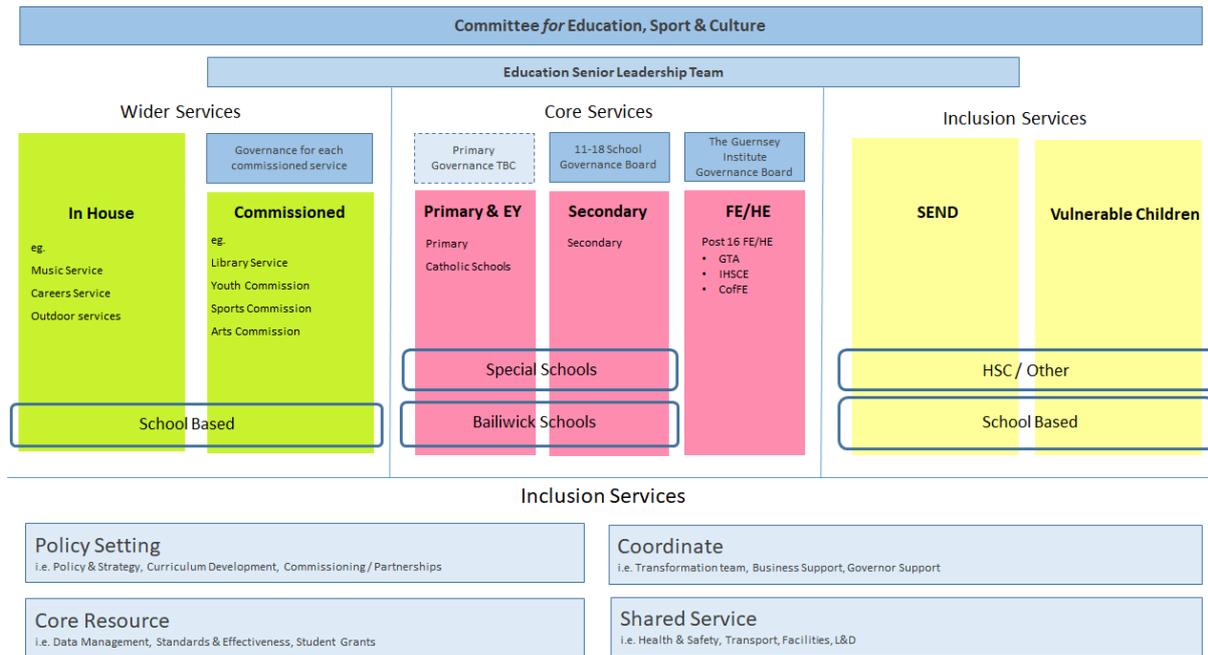
2.3. Organisational Overview

Education in Guernsey and Alderney is delivered across five key areas:

- The Education Office which provides central strategy, support functions and services to all schools and providers
- Early Years and Primary Schools
- Special Schools
- 11-16 and 11-18 Secondary Schools
- Further and Higher Education

The Transforming Education Programme will consider the future role of each of these areas.

Figure 11 - Whole System overview for Education



2.4. Other organisational strategies, conditions and initiatives

The programme sits within the wider context of the States of Guernsey’s overarching policies and has a number of States-wide guiding initiatives. The overarching set of principles are the Policy & Resource Plan;

‘We will be among the happiest places in the world, where everyone has equal opportunity to achieve their potential. We will be a safe and inclusive community, which nurtures its unique heritage and environment and is underpinned by a diverse and successful economy.’⁵

The programme also fits into the four core themes from the Policy & Resource Plan of ‘Our Economy’, ‘Our Way of Life’, ‘Our Community’ and ‘Our Place in the World’. Within this context the programme supports delivery of the following: ‘Lifelong Learning’, ‘Inclusive and Equal’, ‘Centre of Excellence’ and ‘Innovation’ and to a lesser degree ‘Healthy Community’.

The programme is also linked to the following wider initiatives:

- Public Service Reform

⁵ ‘The Policy & Resource Plan – Phase One’, Billet XXVIII, November 2016, <https://gov.gg/CHttpHandler.ashx?id=104768&p=0>

- Children and Young People’s Plan
- Digital Sector Strategic Framework
- Equalities Law which is due in 2021 but work on this has already commenced

The States have committed to signing the United Nations Convention on the Rights of the Child (UNCRC) which will support the work of the States of Guernsey in relation to children.

As part of the Public Service Reform agenda, the Transforming Education Programme will work closely with the Transforming Community Services project under the Transforming Health and Social Care Programme to develop the concept of a Community Hub to improve the health of the population as well as providing integrated care. This will include some statutory services provided under the umbrella of both Committees together with spaces for voluntary and charity sector organisations, private sector organisations, support groups, social networks and other community uses. The Community Hub will bring together primary and community health and care services with other types of community support.

3. THE STRATEGIC CASE

3.1. Investment Aims

The Alternative Model Report⁶ was published in December 2017, debated by the States in January 2018 and approved as a set of States' Resolutions⁷ in January 2018. It is the Alternative Model and its subsequent States' Resolutions which set out the Committee *for* Education, Sport & Culture's main directives for change to the education system in Guernsey and Alderney.

The Transforming Education Programme Mandate built on this vision for education:

Overall vision:

- To provide an excellent education and equality of opportunity for every child

This will be achieved by delivering:

For 11-18 education

- The successful implementation of the previous decision to discontinue selective education
- The transition to a single secondary school offering 11-18 education in two colleges on two sites
- The creation of new governance structures which will provide greater devolution, delegation and leadership within schools, supported by the repeal and replacement of the outdated Education Law
- The retention of St Anne's school in Alderney and Le Murier and Les Voies Special Schools to provide essential and highly valued services within the future model

For further and higher education

- The integration of the College of Further Education with the Institute of Health and Social Care Studies and the GTA University Centre
- The creation of The Guernsey Institute operating as one organisation with a single board of governors and leadership team
- Working towards the establishment of a partnership with a UK university to create University College Guernsey.

These plans complement previously completed work such as the scoping of suitable buildings for the 11-18 colleges, the Digital Roadmap for Education and curriculum

⁶ The Alternative Model, Policy Letter, <https://www.gov.gg/CHttpHandler.ashx?id=112366&p=0>

⁷ States' Resolutions, 19th January 2018 <https://www.gov.gg/CHttpHandler.ashx?id=111728&p=0>

development, all of which have shaped the scope and remit of the Transforming Education Programme.

3.2. Existing Arrangements and Future Business Needs

3.2.1. The Current Operating Design and Culture

Performance

The existing performance management process intends to assess performance and identify the professional development needs of staff, with the objective of leading to improvements in the quality of teaching and the impact of support staff on educational outcomes. The performance management process is organised through a centrally-provided policy which is implemented by the Headteacher/Principal in each organisation. This process is supported centrally by the Office for the Committee of Education, Sport & Culture through a Learning and Development team and Education Development Officers, who provide a range of central professional development opportunities arising from each school's annual priorities.

Each organisation has a Continuous Professional Development lead who liaises with the central team on priorities for the professional development of staff. There have also been opportunities for staff to follow nationally-accredited school leadership development programmes.

There is a need to develop closer alignment between individual learning and development opportunities with individual organisations' development priorities as well as the States' strategic transformation priorities.

Leadership

Current approaches to leadership and management across all areas of education in the Bailiwick are different as each organisation has tended to implement its own internal policies and strategies. Leadership teams often follow a traditional hierarchical structure. Many schools have worked hard to develop an inclusive and participatory approach to the leadership and management of their schools. However, there is currently no consistency of approach across schools or central services.

Leadership development is a key component which will be required to deliver transformational, cultural and organisational change. A customised programme of leadership development will therefore be vital in developing effective teams of empowered leaders and managers, capable of delivering against strategic aims with high levels of focus, ambition, mission and tenacity.

Culture

Each school/college has its own culture and ethos underpinned by a commitment to ensuring students receive a good quality education. There is an urgent need to align the cultures across the four existing secondary schools in order to adopt a common set of values

for the 11-18 School, and similarly for the five further and higher education campuses which will form The Guernsey Institute, which will:

- Positively support the journey to one organisation
- Positively guide staff behaviour, as well as the school's strategic and operational decisions
- Align the ethos of the schools and its colleges, demonstrated through their operations and culture
- Demonstrate integrity and accountability to external stakeholders
- Reduce the risk of inappropriate behaviour of students
- Attract and retain the best teachers

As the programme develops, the same principles must also apply to other areas within education such as the Education Office, primary schools and special schools to ensure that a consistent culture is developed and sustained for the future. Developing the culture and embedding values must start with leadership teams, ensuring that all areas of education have the best leaders, equipped with the right skills to work with others in order to achieve values driven organisations with an improved culture.

Digital Capability and Infrastructure:

The existing digital infrastructure in schools was introduced by the Guernsey Integrated Learning Environment (GILE2) programme in 2014. This provided a laptop for every teacher and a ratio of 1 laptop for every 3 learners, enabled by upgrades to wide area, local area and wireless networking. However, much of this equipment has now reached the end of its useful life and is becoming increasingly difficult to support. Whilst most schools use Google Suite for Education, complementary software used in classrooms varies significantly between schools, creating barriers to sharing innovation and experience. Whilst GILE2 was centrally funded (i.e. by the Committee), some schools have invested in newer equipment including tablet computers from other funding sources in order to overcome some of the issues created by the ageing equipment.

The equipment and infrastructure are supported by a combination of third parties, including an off-island schools' support specialist, on-island support engineers and local broadband providers. The perception from schools is that this support is poor due to the combination of ageing equipment and lack of clear accountability across the various support organisations. As a result, some schools have recruited additional IT support staff which means that the total cost of IT support is disproportionate to the quality of support received.

Curriculum

A new Bailiwick Curriculum was introduced in its initial form during the academic year 2017/18 and is now being implemented in all States' schools. The Committee fully supports the aims of the curriculum - to develop students who can think critically, solve problems and be creative and who will become responsible citizens and contribute effectively to society.

An express commitment of the curriculum is to be “dynamic, adaptable and constantly evolving”. In the light of this commitment, work is underway to develop the curriculum, led by local teachers. It is likely that the ongoing development of the curriculum will continue to be a key priority for some time. In particular, the first iteration of the curriculum was very largely focused on skills and there has been and remains a need to add key content and knowledge alongside skills. There are several reasons for development of the curriculum to focus on adding key content and knowledge alongside skills. There is much evidence collected internationally that a solely or largely skills-based approach leads to declining standards and outcomes and an increase in inequality of outcomes between students from more and less privileged backgrounds. It inevitably and sometimes unnecessarily adds to teachers’ workload; and research about how children learn supports an approach which recognises the importance of skills and knowledge.

Achieving the aims set out in the curriculum therefore requires careful consideration about what students learn as well as how they learn. For students to be able to make connections between different topics, the curriculum must be carefully sequenced, i.e. learning must build on prior learning. Without careful sequencing of content, there is a likelihood of unnecessary repetition, which apart from wasting valuable time can also lead to disengagement or unintentional gaps in the topics studied by students. This is a particular risk in the transition between primary and secondary school and can limit progress in Key Stage 3 (the early phase of secondary education).

3.2.2. Primary Education

Current Approach

Primary education in Guernsey is delivered across 11 primary schools ranging from one form to three form entry. Admittance to primary schools in Guernsey is catchment based with parents applying through a central admissions process (i.e. run by the Education Office on behalf of and against policies established by the Committee). Le Rondin, St Anne's and Herm Schools are not included in the table below.

Figure 12 - Primary School Capacity Summary in Forms of Entry

| Primary Schools | Forms of entry |
|------------------------|-----------------------|
| St Mary and St Michael | 1 |
| Notre Dame du Rosaire | 1.5 |
| Forest | 1 |
| Castel | 2 |
| La Houquette | 2 |
| Vauvert | 2 |
| La Mare de Carteret | 2 |
| Hautes Capelles | 3 |
| St Martin's | 3 |
| Vale | 3 |
| Amherst | 3 |

Future Business Need

Whilst there is currently excess capacity within the primary sector, demand for primary school places is not well matched geographically to the supply. Nonetheless, consideration needs to be given to the future of La Mare de Carteret Primary School. The condition of the school is very poor, with costly ongoing maintenance and repairs required. Due to its location, if it were to close, there is not sufficient space at the neighbouring schools (Castel Primary School or Hautes Capelles Primary School) to take on the pupils from La Mare de Carteret Primary School. Hautes Capelles is already a three-form entry school and Castel would require redevelopment to take it from a two-form entry to a three-form entry school. This would still not provide sufficient space to take all the pupils currently educated at La Mare de Carteret Primary School. Whilst there is a need to consider primary education provision across the island, there are no circumstances which would no longer require a primary school in this location.

3.2.3.11-18 Education

Current Approach

Secondary education in Guernsey is currently delivered across three 11-16 high schools (secondary modern equivalents) and a separate Grammar School which incorporates the Sixth Form Centre, where 16-18 olds may study for A Levels or the International Baccalaureate. The academic year 2018-19 is the first year in which Year 6 pupils did not sit the 11 Plus examination in order to determine which secondary school they should attend. In September 2019, all four existing secondary schools will have an all-ability intake for the first time from their designated partner primary schools.

The Grammar School offers a traditional academic curriculum for 11-16 year olds leading to GCSEs at the end of Year 11. The three high schools also offer a broad range of GCSEs as part of the 11-16 programmes of study and, in addition to this, students may also opt for vocational qualifications and have the opportunity to study some courses at the College of Further Education. The precise offer differs across each of the four existing secondary schools. In Guernsey, on average, secondary schools are smaller than English schools. This has created challenges particularly in small departments, where one member of staff can be responsible for all planning and teaching, creating higher workload, constraining professional development and causing instability if staff leave or are away from school for any period of time.

The four existing headteachers meet regularly as part of the Federation Executive Leadership Team (FELT) under the leadership of the recently appointed Executive Headteacher. As described earlier, the four schools currently have different approaches to leadership and management and schools have tended to implement their own policies and strategies. This means that the experience for students differs depending on which school they attend. The different experiences for students involve a range of approaches to teaching and learning, curriculum development, subject options, behaviour management, extra-curricular offer, pastoral support and support for students with special educational needs and disabilities. Work is taking place at a leadership level to start to align policies and working practices.

Future Business Needs

There is a need to remove the current inequity across the secondary school sector and to ensure that a greater proportion of students achieve even better outcomes at the ages of 16 and 18. Enabling young people to leave school well qualified and well prepared for their next steps in education or work will contribute to achieving a better educated and skilled population. This will, in turn, contribute to maintaining a sustainable working population in the Bailiwick which will be further enhanced by the opportunities to study for a wider range of degree programmes at The Guernsey Institute. Transforming the way that education is delivered in secondary schools will also increase the likelihood of attracting and retaining teachers to secondary education by offering them wider professional experience and opportunities across the whole 11-18 age range. While it is true that some teachers are

content to teach in the 11-16 phase only, many prefer to teach post-16 studies as well and there are currently disincentives for them to teach in secondary schools in the Bailiwick which are predominantly 11-16 schools. The judgement of the Committee, and of the States in approving the Alternative Model in 2018, is that more prospective Bailiwick teachers want to teach across the 11-18 age range than those who would actively avoid doing so in favour of teaching 11-16 studies only.

Estates/Buildings:

Currently there are four sites used for secondary education. They are as follows:

- The Grammar School and Sixth Form Centre will have its first all-ability intake in September 2019. The original part of the building is in need of major repairs. The latest estimated cost of these repairs was circa £20m. The school has limited space for expansion due to the boundaries of the site. It has a non-functional swimming pool which if reinstated would also need major repairs to its structure, heating and ventilation.
- Les Beaucamps High School was redeveloped in 2012 and has exceptional facilities. It has the capacity to cater for 660 with a comparative UK capacity of 825 students and has scope for expansion.
- St Sampson's High School was built in 2008 and is co-located with Le Murier School. It has plenty of outdoor space and room for expansion. Its current capacity as designed is for 720 with a comparative UK capacity of 900.
- La Mare De Carteret High School was built in 1976 and it has significantly exceeded its lifespan. The site would require a complete rebuild if it were to continue as a Secondary School.

UK Comparison

Guernsey's unique context and demographic makes it challenging to draw any direct comparisons with the UK. However, it is known that the Bailiwick's performance in the key GCSE performance measure of five A*- C grades including English and Maths is less favourable when compared to 'statistical neighbours' in England, i.e. parts of the country with similar economic and social conditions and demographics. Results in the Bailiwick are marginally above the English average and the Bailiwick's results have fluctuated relative to statistical neighbours in England. On average, however, results were 3.6% lower over the period 2011-2016.

New headline measures were introduced in England as a result of concerns about the unintended consequences of the measure of five A*-C GCSE grades including English and Maths. These concerns included the narrowing of the curriculum for some students to focus on only five subjects, a disproportionate focus on English and Maths at the expense of other subjects and a disproportionate focus on students near the C/D borderline to the detriment of other students above or below this borderline.

This may have had a reductive effect on aspirations as some students and their schools have been content to aim for the minimum of five GCSEs at C grades. The Bailiwick average has not shown a consistent level of improvement over the past five years with outcomes fluctuating year on year across all schools. Overall there has been a 1.4% increase since 2014 on the existing measure.

Figure 13 – GCSE Results Grades 9-4/A*-C including English and maths

| | 2014 | 2015 | 2016 | 2017 | 2018 |
|--|-------|-------|-------|-------|-------|
| Bailiwick (including the grant-aided colleges) | 67.0% | 57.4% | 62.1% | 65.6% | 68.4% |
| Grammar School | 97.1% | 96.2% | 94.4% | 98.9% | 97.6% |
| La Mare de Carteret High | 40.6% | 32% | 45.5% | 41.7% | 58% |
| Les Beaucamps High | 51.6% | 42.3% | 48% | 45% | 53.1% |
| St Sampson’s High | 52.2% | 32.9% | 39.6% | 48.7% | 47.3% |

The transformation programme includes a gradual move to new performance measures (Attainment 8 and Progress 8). These measures will shift the focus towards a broader range of qualifications, and ensure there is an equal incentive to improve performance for every student regardless of their attainment. This will allow for more rigorous tracking and benchmarking of student attainment (as detailed in Appendix 6 of the Policy Letter) and will allow the Bailiwick to continue its benchmarking/performance comparison with the UK and beyond. This will initially be reported alongside the existing measure of five A*-C including English and maths in order that comparisons can be made with previous years. The Committee is keen to introduce a meaningful progress measure to allow the progress across each phase of education to be benchmarked and celebrated, or for appropriate support to be put in place as necessary. It is not possible to use the English Progress 8 measure because it relies on comparing outcomes at GCSE to Year 6 SATS data. The Committee is exploring alternative ways to introduce a valid measure for students’ starting points with a view to reporting progress over their time at secondary school.

In addition, it is not possible to make any comparisons with outcomes of school inspections in England as Guernsey has used Education Scotland as its inspectorate with local schools inspected against an ‘off the shelf’ inspection framework developed by and for Scotland. From September 2019 a new inspection framework has been developed with the UK’s Office for Standards in Education, Children’s Services and Skills (Ofsted) which is tailored to the Bailiwick context and local schools will be inspected by Ofsted.

3.2.4. Further and Higher Education

Current Approach

Currently, beyond the compulsory school age of 16, students may choose to continue their studies at the Guernsey College of Further Education (GCFE) which now forms part of The Guernsey Institute. The College of Further Education is a very small provider when compared with most further education colleges elsewhere. It delivers education free at the point of use to 16-22 year olds through a broad curriculum offer, covering full time Level 1, Level 2, Level 3 provision and apprenticeships. All curriculum areas include a range of technical, professional and vocational qualifications. The College also has a small higher education curriculum offer at Level 4 and Level 5 for persons aged 18 and above. In addition, the College of Further Education provides courses to meet local employers' demands and a range of evening classes focussing on hobbies as well as academic qualifications. The College employs a team of lecturers and learning, administration and support staff.

The Institute of Health and Social Care Studies (IHSCS) provides education and training in response to the health and social care needs of the Bailiwick. The IHSCS offers the opportunity to achieve full degrees: the BSc (Hons) Nursing (Adult) is delivered in partnership with Middlesex University and the BA (Hons) in Health and Social Care Practice is also available. Additionally, the DipHE Nursing Associate course is available as a route into nursing. There is also the opportunity to study for an MA in Professional Practice and a PG Cert in Professional Education. The IHSCS delivers ongoing opportunities for those employed in the care sector to achieve national vocational qualifications and develop professionally. This contributes to educating and upskilling the existing workforce. The IHSCS employs a small team of lecturers and administrators.

The GTA University Centre (GTA) provides a range of training and other professional development services for the business community. Predominantly this involves training courses covering the following areas: Director Development, Finance, IT & e-Commerce, Law, Leadership & Management, Personal Development, Project Management, Sales & Marketing and four or five University Programmes. As a University Centre for Bournemouth University, the GTA provides some postgraduate degrees via a flying faculty model. The GTA does not employ any of the lecturers itself but has a team of administrators which engages the relevant people to deliver training.

Estate/Buildings:

The College of Further Education is located on three sites: Les Coutanchez, Les Ozouets, and Delancey. Neither of the latter two sites was purpose-built, having started life as secondary schools and being taken over by the college when no longer required for secondary education. All three sites are generally in a poor state of repair. A report by Peter Marsh Consulting (see Appendix 6) into the current state of the facilities in which College students and staff are working stated that the conditions are among the worst he has seen in the further education sector.

The GTA has premises in Union Street and Le Marchant Street, which provide a professional learning environment for its customers. The Institute of Health and Social Care Studies operates from premises of good quality on the site of the Princess Elizabeth Hospital (PEH). Relocating the IHSCS will return much needed space at the PEH site to deliver front-line health and care. Bringing together the three organisations will create economies of scale, and a professional and adult learning environment as well as releasing land at Delancey and Les Coutanchez and space at the site of the PEH.

Digital Infrastructure:

The three further and higher education organisations each have their own separate arrangements for the provision of IT. The College of Further Education uses Google Suite for Education as their core platform which is supported by their own in-house staff. They also have suites of more sophisticated IT equipment for more specialist subject areas – such as Apple Macs for Art & Design. The GTA uses a purpose-built cloud based integration tier which pushes bookings / payments from website to CRM / accounting functions. They use cloud based methods of accounting and the majority of the systems used by the GTA are online. The main operating system is Windows 10 with a mix of PCs, laptops and ipads used as hardware. The Institute of Health and Social Care Studies uses a bespoke MIS system to manage its data. The main operating system is Windows with some use of Google. A range of PCs and laptops are used as hardware.

UK Comparison

In England, Colleges of Further Education have developed and changed significantly over the past 20 years. Many now have a strong core offering of higher education and full taught degree provision alongside their further education provision. Colleges offering higher education programmes attract international fee-paying students as well as serving their local community, including students who wish to live at home or adults who are upskilling. Aside from provision of higher education, close liaison also takes place with employers to provide in-work training and development. Where there has been more than one College of Further Education in close proximity, these organisations have tended struggle to compete in terms of course offering, quality and finance, which has resulted in mergers to generate joint provision, better quality and greater cost efficiencies. There are currently 257 further education and sixth form colleges in England. This compares to almost 450 when colleges were incorporated in 1993⁸. Given the small scale of Guernsey's population, it would be highly unusual in a UK context to have three separate organisations delivering further, higher and work-related education in such close proximity.

⁸ <https://www.aoc.co.uk/about-colleges/college-mergers>

Current Culture, Measures and Results

All three existing organisations are committed to meeting the needs of their clients and to delivering high quality provision.

High level data below⁹, provided by the College of Further Education, indicates improvements over time and good achievement rates when compared to UK benchmarks.

Figure 14 - Summary of current performance

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | UK benchmark |
|-------------------|------|------|------|------|------|------|--------------|
| FT Level 3 Year 2 | 87% | 95% | 96% | 94% | 94% | 97% | 92.6% |
| FT Level 2 | x | 89% | 65% | 83% | 88% | 93% | 80% |
| FT Level 1 | x | 55% | 64% | 87% | 96% | 89% | 79% |
| Access | x | x | X | 64% | 100% | 100% | x |
| 14-16 | x | x | 75% | 83% | 89% | 89% | x |
| Part Time | x | x | x | x | 71% | TBC | TBC |
| Apprenticeships | x | x | 53% | 88% | 100% | 100% | 69% |
| HE | x | x | x | x | 79% | TBC | TBC |

| | | 2018 | UK benchmark |
|---------------|------------------------------|------|--------------|
| iGCSE Maths | % 9 – 1 (equivalent of A*-G) | 96% | |
| | % 9 – 4 (equivalent of A*-C) | 37% | 18.2% |
| iGCSE English | % 9 – 1 (equivalent of A*-G) | 96% | |
| | % 9 – 4 (equivalent of A*-C) | 59% | 29.7% |

| | | 2018 | UK benchmark |
|------------|---------|------|--------------|
| FS Maths | Level 1 | 27% | 53.9% |
| | Level 2 | 25% | 32.6% |
| FS English | Level 1 | 53% | 68.8% |
| | Level 2 | 100% | 48.3% |

⁹ College of Further Education Annual Report 2017/18

Future Business Need

There is a need to ensure that the integrated organisation, The Guernsey Institute, is able to offer a greater breadth of higher education provision on-island as well as to meet the needs of industry in terms of upskilling its employers and developing the island's workforce. Alongside the programmes of further and higher education, provision will need to be flexible with the ability for the organisation to work in an agile and nimble way in order to respond to industry and to the island's emerging needs and skills gaps. The provision of taught on-island degree programmes will also make a positive contribution to retaining young people in Guernsey, ensuring that they are able to progress to the workplace and contribute to the island's economy. Integrating the three organisations into one larger institution will also raise the profile of further and higher education in Guernsey, enabling the island to attract national and international students to study here. Achieving University College status through the integrated model of The Guernsey Institute provides the only credible way to attract students to study in Guernsey. Maintaining the three providers as separate organisations will never enable Guernsey to achieve true University College status as each provider is too small to do this alone.

3.2.5. Office of the Committee for Education, Sport & Culture (Education Office)

Current Approach

The Education Office has undergone significant changes amongst senior leadership over the past 18 months. These changes have been a necessary part of ensuring that the transformation of education will be achieved and facilitated.

For many years there has been a lack of empowerment for senior leaders within the education profession and a lack of focus on evidence based practice concerning curriculum provision and outcomes for young people. This has led to a permissive culture where senior leaders have not been enabled to make decisions and has led to a strict top-down approach. Whilst there has been some limited transfer of responsibilities from the Education Office to schools recently, such as greater responsibility for some budgets, removal of unnecessary approval processes for like for like staff replacement and approval of staff absence, there is widespread agreement within schools and within senior leaders in the Education Office that further devolution of responsibilities would result in more effective and efficient provision of services.

The work on governance has examined the responsibilities and decision-making authority of schools to inform the review of the Education Law. It recognises that the particular circumstances of the island mean that fully adopting a model from another jurisdiction may not produce the most efficient and effective outcomes. Economies of scale may mean that some responsibilities would continue to be most efficient if carried out in a single place by the Education Office. Examples may include some estate management and HR functions. The Committee will return to the States with more details of this in its future Policy Letter on the Education Law.

As part of the States-wide agenda of Public Service Reform, non-educational roles are being aligned to the new organisation structure of the Civil Service. Achieving this is important to ensure effective oversight of the transformation programme.

Estates/Buildings

Currently the Education Office is based in several buildings as a result of a number of separate tactical moves. Due to the recent movement from the 5th floor of Sir Charles Frossard House (SCFH) to the 4th floor SCFH and Les Beaucamps, the Education Office operates out of a number of sites which lack a level of strategic planning on where best to locate some services. There are examples of policy, change and support services being co-located on school sites whereas some front line services around SEND and Vulnerable Children are based in SCFH.

Other locations where Education Office teams are currently based are:

- | | |
|------------------------------|----------------------------|
| 1. Careers Service | GCFE (Les Coutanchez site) |
| 2. Estates Development (EDP) | Les Beaucamps |
| 3. Outdoor Services | Les Beaucamps |
| 4. The Music Service | GCFE (Les Ozouets site) |
| 5. Early Years | Le Rondin |

In addition a number of outsourced wider services (e.g. Youth Commission, Sports Commission) operate from various other buildings across the island.

Digital Infrastructure

The digital infrastructure is at present fragmented with a mixture of Microsoft, Google-Suite (G-Suite) and Apple environments, without an overall owner or strategy around how best to link some key activities. An example of this is how schools staff and inclusion staff work together on a safeguarding or SEND issue where some data is in school files on G-Suite and other key data is held in the Windows environment. This is further exacerbated when interaction with health and social care services (HSC) is required. HSC have recently implemented Mosaic to hold all children's plans, however there is currently no link or integration between that and the Schools Information Management System (SIMS), G-Suite or the Microsoft records resulting in manual intervention and duplicate plans to be created from an educational setting. In a worst case scenario some children in Guernsey could have 20+ separate plans held across multiple systems and service areas, and as a result specialists are unable to see certain data relevant to the children with whom they are working.

The Schools Information Management System (based on Capita SIMS) is in need of reform – as it is currently on an unstable technical platform and is not able to automatically generate some of the management information required.

UK Comparison

The Office of the Committee for Education, Sport & Culture within Guernsey differs from comparable service areas within the UK due to the fact that Guernsey operates a single tier government structure as opposed to the typical two (National/Local Authorities) or three tier (National/County/District authorities) models that are found in the UK. The role of local authorities and their responsibilities in England with regard to education has also changed significantly as a result of the Academies programme, which has seen greater autonomy given to schools. Further differences arise where the UK would normally split health, social services and education etc. at a national level but would combine these within Children and Young People or a wider People division at a local level. This is particularly acute for the Inclusion and Wider services areas where there is significant cross over with services provided by the Committee for Health & Social Care and the Committee for Home Affairs.

3.3. Potential Business Scope and Key Service Requirements

3.3.1. Potential Programme Scope

The scope of the programme is therefore to deliver changes in the following areas to achieve the outcomes:

- Design a Target Operating Model (TOM) to define how the education model should work in future
- Repeal and replace the Education Law
- Design the organisation structures for the TOM, manage the transition of staff into the new structures and establish a leadership style and culture in which the desired outcomes will flourish
- Invest in digital infrastructure in schools and ensure all staff receive sufficient training to use it to best effect
- Design and construct the new buildings and extensions
- Put into effect measures to mitigate the impact that increased school sizes will have on the local population

Each one of these is explored in further detail below.

3.3.2. Key Service Requirements

Organisational Model Re-Design - Target Operating Model

The education system within the Bailiwick has been reviewed against a standard framework to identify where the current system has assets and where there are areas for improvement. This has happened at two levels:

- A high level review which has been done across the whole of the education system.
- A more detailed review for the areas undergoing most change (i.e. the 11-18 school and The Guernsey Institute).

This review has been conducted through workshops, recent reports and a series of commissioned reviews such as the Peter Marsh Consulting Estates Strategies for the 11-18 School and FE/HE (see Appendix 6) and the Aspire2Be Digital Roadmap.

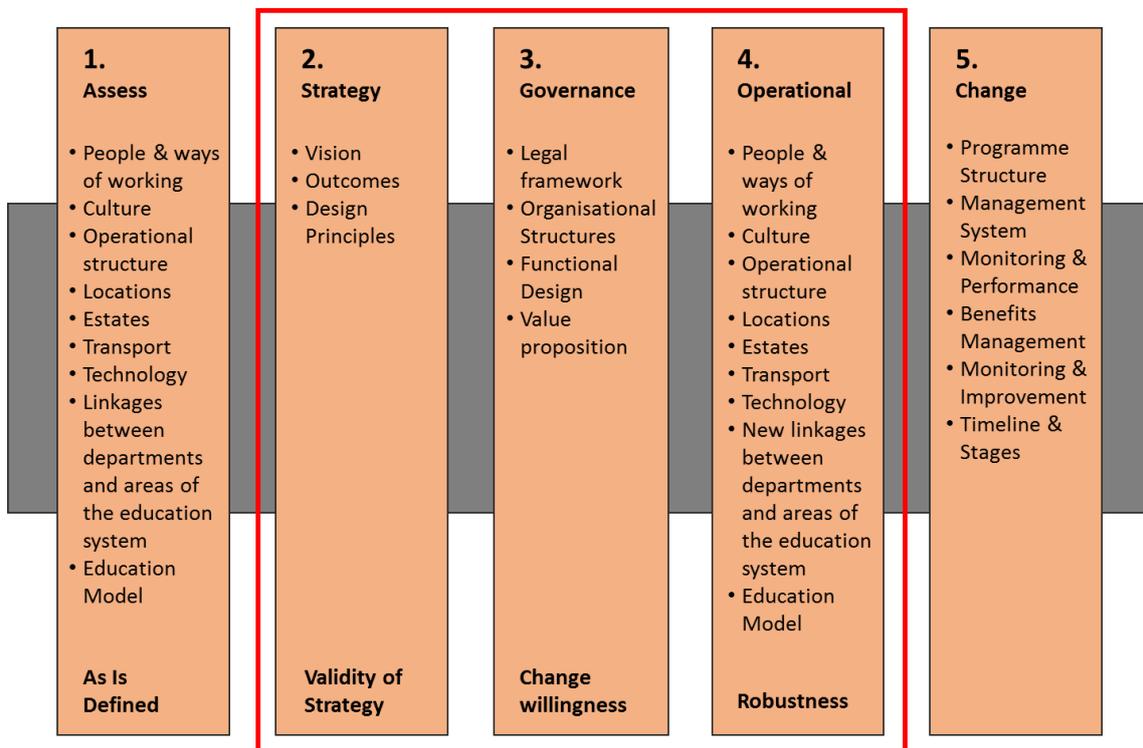
The review set out a number of clear areas for improvement and these were incorporated into a target operating model for the whole education system, including the role of the Education Office. In order to achieve a TOM that provides long term sustainability for teaching and learning, an appropriate balance between people, process and technology is required. Furthermore, an effective governance network and teams around the school and institute will be needed to provide guidance and support with teaching and learning acting as the primary driver.

A TOM describes how an organisation should be transformed in order to deliver its intended outcomes. The TOM for the education system establishes a framework to demonstrate how it will enable:

- Learner-centred education
- Opportunity and excellence
- A successful and productive workforce
- Continuous improvement
- Confident and effective staff

This framework is summarised in the diagram below and the area highlighted in red forms the core TOM.

Figure 15 – TOM framework



A set of design principles for the programme is being developed, aligned to the Public Service Reform design principles, to provide a framework to translate the strategy into an operational design.

Education Law and Governance

Legislation

In January 2018 the States approved a proposal in the Alternative Model report that the Education (Guernsey) Law, 1970, as amended, must be repealed and replaced with legislation setting out, inter alia, the educational aims and aspirations of a modern democratic society, educational policies adopted by the States in recent years and the powers and duties expected of a government in relation to education as it approaches the third decade of the 21st century.

The Committee is working to achieve replacement legislation that provides genuine devolution of governance and leadership with the focus of the Education Office turning to 'central government' functions – for example, education law and substantial policy, curriculum, funding arrangements and the accountability for performance and standards in schools and colleges.

The new Education Law will provide the legal framework for the governance of the new 11-18 secondary school and The Guernsey Institute. The law will include provisions for special educational needs and disabilities (SEND) and inclusion.

The Education Law review is underway with an intention to submit a Policy Letter to the States before the end of the political term in 2020.

Governance

The development of the replacement legislation provides an ideal opportunity to consider the most appropriate long-term relationships and governance arrangements between all providers of secondary and further education, including the provision for students with special educational needs and disabilities. One of the key requirements is for the strongest possible collaboration between all providers of secondary and further education, including strengthening that between the 11-18 school and The Guernsey Institute for the benefit of students of all abilities and interests.

With the reform of the Education Law, work will be undertaken to establish a new governance structure across education with clear terms of reference and accountabilities. There is an ambition to change and modernise some of the existing practices to ensure that all aspects of governance, leadership, management and staffing arrangements serve the core functions and promote and facilitate the effective delivery model of education.

The 11-18 school will operate as one organisation comprising two colleges. It shall have a single board of governors and a single executive leadership team, but each college shall each have a principal and the freedom to develop aspects of their own identity and make their own day-to-day decisions.

The establishment of a Board of Governors for the 11-18 school, together with the Executive Principal and Executive Leadership Team, will promote a purposeful approach to leadership and management. There will be clarity of purpose with a clear sense of direction in delivering the vision for the school.

The Guernsey Institute shall have a single board of governors) and a single executive leadership team. It shall work towards forming a partnership with a UK University, ultimately to achieve the status of University College Guernsey.

The interim legal position for the integration of the three higher and further education entities into the new Guernsey Institute has been agreed by the Committee and implementation has begun and a shadow board of governors was established in July 2019. The future statutory corporation and governance arrangements for the entity will only be implemented when the new Education Law is approved and enacted, following States approval of the Policy Letter. Work is currently underway to bring this Policy Letter to the States for approval before the end of the current political term in 2020.

Employee Performance

In order to ensure that the investment in education delivers the anticipated benefits, it will be necessary to develop the leadership and other skills required in order to transform the organisation and culture successfully.

Delivery of the following areas will ensure that the employee culture supports the transformed organisational values:

- A shared vision of the future and clearly articulated and promoted behaviours among all staff that are compatible with the aims and values of the organisation creating a culture of success and learning.
- A leadership and management framework at all levels to enable and facilitate the effective management of staff/teams.
- Effective mentoring and coaching support for all staff throughout employee careers.
- A workplace culture that encourages staff to think innovatively, generate ideas and undertake continuous improvement to services & processes.
- A workforce plan and employee relations policies that are simple, consistent and apply to all staff.
- An induction process for all staff, to ensure they have the knowledge required to enable them to engage and develop into their roles as efficiently and smoothly as possible.
- A Staff Professional Development Framework (PDF) which helps staff to understand the skills and competencies required at each stage of their career and inspires them to take ownership of their career development.
- A Continuous Professional Development (CPD) offering which enables staff to continuously develop their skills and progress within the PDF.

Digital

The States has recently selected Agilisys as its partner for the Future Digital Services programme to deliver an ambitious programme of IT investment over the next few years. This includes the replacement of existing learner, teacher and classroom devices on a like-for-like basis as well as the upgrade of the networking infrastructure.

The Digital Roadmap for Education, developed during 2018 and approved by the Committee in 2019, set out a more ambitious agenda for the transformation of digital capability and infrastructure in primary and secondary schools.

- 1:1 Chromebooks for all learners from Year 5
- Access to shared tablet devices for pupils below Year 5
- Widescreen TVs to replace Smartboards for classrooms where appropriate
- Specialist IT equipment available for relevant subject areas
- Upgrades to network bandwidth to support the increased number of devices
- More responsive technical support model to resolve issues quickly and efficiently
- Expanded range of training in digital skills available to all teaching staff
- Increased recognition of the use of innovative digital teaching techniques
- A dedicated governance body to oversee the ongoing development of digital policies and oversee the deployment of digital investment into schools

Key outcomes

- To equip all learners with a core set of digital skills, in line with the curriculum requirements, based on Google Suite for Education and a common suite of complementary software
- To enhance the use of digital technology in the classroom and promote the sharing of innovative teaching and learning techniques between schools
- To equip school leavers entering tertiary education/employment with an enhanced set of digital skills.

The Digital Roadmap for Education did not consider the situation for further education & higher education, and this will be considered once the Executive Principal for The Guernsey Institute has been appointed. Plans include provision for a Digital Roadmap for further education, so that its recommendations can be incorporated into the Outline Business Case for FE/HE in April 2020.

The investment planned as part of Future Digital Services will deliver a refresh of the existing equipment and upgrade of networking infrastructure – but will do little to rationalise the diverse range of software in use or provide teachers with the opportunity to develop their digital skills and incorporate them into the classroom, and will leave the existing unsatisfactory IT support arrangements in place until the end of the current contract in December 2020. This option would be cost neutral as the funding for this investment equipment and infrastructure is already included in the Future Digital Services Business Case.

Full implementation of the Digital Roadmap for Education recommendations would deliver the outcomes highlighted above. This would require additional funding for the increased number of learner devices and the associated infrastructure, the establishment of a new governance forum, a training programme for teachers to enhance their digital skills and incorporate into their lessons plans and the replacement of the existing IT support provision.

Primary Estate

La Mare de Carteret Primary School is in an area of relatively high population density and is adjacent to social housing containing a high proportion of families with young children. Following the proposed closure of the high school it will benefit from good parking and traffic flow.

Whilst £200,000 was spent improving the condition of La Mare de Carteret Primary School and its facilities during the summer of 2018, the fundamental difficulties with the building remain. The ongoing problems with damp and temperature regulation mean that continued use of the building in the medium to long term will mean disadvantaging the pupils who attend the school. The building has already significantly outlived its intended lifespan and continued provision of primary education on this site will require a complete rebuild.

Whilst there are extant States' Resolutions to review primary provision across the island, there are no circumstances in which discontinuing primary education at La Mare de Carteret can be envisaged. The review should therefore determine whether the school should be rebuilt as a two- or three-form entry school, following the closure of the co-located high school.

11-18 school

The Alternative Model set out the need to move from the current model of three 11-16 schools and one 11-18 Grammar School to one school in two colleges.

A detailed evaluation of the four existing sites concluded that the two sites most suitable for redevelopment for the new school were Les Beaucamps and St Sampson's. The current Grammar School site at Les Varendes and the La Mare de Carteret High School site were also considered. Consideration of two entirely new sites was ruled out at an early stage due to the lack of suitable locations, the extended timelines and higher costs involved.

The selected sites have been independently endorsed by Peter Marsh Consulting (PMc) as having 'sufficient space within the grounds to meet the future new build space requirements of the new school system'. PMc also confirmed that both selected sites are 'far more suitable for adaptation and development to meet the future brief of the States of Guernsey than either the Grammar School and Sixth Form Centre or the La Mare school site'. (See Appendix 6)

Further details will be included in the 11-18 School Outline Business Case.

Guernsey Institute

Bringing together the three existing sites of the College of Further Education with the Institute of Health and Social Care and the GTA University Centre into a single Guernsey Institute, will require a purpose-built campus.

PMc was commissioned to carry out an Estate Strategy for The Guernsey Institute in order to:

- Evaluate the existing accommodation of each organisation to establish a baseline of the current estate – its size, condition, key features, strengths and weaknesses
- Develop a comprehensive education space brief for the new organisation based on an understanding of current and future curriculum and training plans and projected student numbers
- Develop an understanding of the wider educational requirements e.g. conferences, administration, community outreach space
- Develop a range of options for the future location of The Guernsey Institute
- Review the strategic options and recommend a preferred way forward
- Develop RIBA Stage 0 Brief
- Consider in outline terms phasing and cost implications of the preferred option

In the synopsis of the report 'An Estate Strategy for The Guernsey Institute: Guernsey's New Provider of Further and Higher Education' (see Appendix 6), PMc state that

'... the College of Further Education facilities are some of the least fit for purpose, most dispersed and uninspiring FE spaces that we have seen in the FE sector. Observation of the Institute of Health and Social Care Studies and the GTA show a much higher quality of provision, providing the minimum baseline standard for any new build'.

A total of seven options were evaluated:

- Do nothing - Maintain all existing sites
- Two sites - Les Ozouets for performing arts and creative industries and remaining activities to new building at Delancey
- One site - All activities re-located to new building at La Mare de Carteret
- Two sites – Les Ozouets for performing arts and creative industries and remaining activities in a new building at La Mare de Carteret
- One site – Le Ozouets as site for all activities, release Les Coutanchez and Delancey sites
- Two sites – Les Ozouets for performing arts and creative industries, engineering and construction and all the remaining activities at Les Varendes
- One site – all activities relocated to Les Varendes

Following an evaluation of these options, PMc recommended the redevelopment of the existing College of Further Education site at Les Ozouets into a purpose-built campus for The Guernsey Institute. The site also has good infrastructure including a central location, established access and a purpose-built theatre, and the necessary building work can take

place without unreasonable disruption to students and staff currently based on the site. The Les Ozouets site has been identified several times by successive Committees as the preferred site for future further and higher education provision.

Subject to the approval of the Programme Business Case, detailed design of the institute will be carried out as part of the development of the Outline Business Case scheduled for publication by April 2020.

Transport

The provision of transport to and from educational establishments, particularly the 11-18 colleges, is a key part of the successful implementation of the vision for transforming education. Transport solutions need to support the overall vision to offer equality of opportunity and access which enhances provision, choice and inclusion as well as playing a part in raising standards. It is also important to mitigate any increase in traffic congestion around the two larger colleges.

Within this context, transport options need successfully to balance travel to school patterns and associated health and sustainability considerations (e.g. traffic impact), health and safety implications, the cost of provision and achieving value for money.

Transport options have therefore been identified and assessed with four factors in mind:

- Minimising traffic impact (car journeys)
- Promoting student safety
- Promoting and supporting health and wellbeing benefits
- Securing value for money

To meet the needs of all four factors set out above, these options will need to influence travel choices through policy decisions and capital investment as well as offering services that promote the preferred approaches.

Working closely with officers from the Committee *for* Environment and Infrastructure (CfE&I), a range of travel and transport measures have been identified, including active walking routes, road, footpath and cycle path improvements, incentives to encourage walking, cycling and car sharing, 'drop and walk' provision (drop-off locations away from the school site), junction improvements and an improved school bus service. These measures are now being developed and specialist transport advisors, recommended by CfE&I, have been engaged to confirm these measures will effectively mitigate the risk of increased traffic around the new colleges, prior to the submission of the Planning Application.

Provision for these initiatives has been included in the capital investment, and plans are now being developed to conduct pilots to confirm their effectiveness before the transition to the new sites completes in 2023.

Education Model

The proposed educational model for the new 11-18 school addresses a significant range of curriculum, staffing and operational decisions, each of which directly affects the cost of the 11-18 school provision and the scale and nature of the changes required to the estate and transport infrastructure. This includes decisions around the extent of enrichment provision within the school, the length of the school day, the ratio between students and teachers and the future operating model. Consideration of the educational model and the preferred way forward are described in more detail within the Economic Case in Section 4.

The Committee is committed to supporting the wider States Public Sector Reform agenda and, therefore, future decisions on the delivery of services will take account of the potential for complementary services to be delivered within school settings. These plans are being developed as part of the Transforming Education Programme in conjunction with the Committees *for* Health & Social Care and Education Sport & Culture.

Some assumptions have been made about the types of services and numbers of staff involved in order to set an indicative budget for these co-located services. These plans will be further refined and detailed recommendations will be set out in the Full Business Case for the 11-18 school.

The proposed education model for FE/HE is maturing and is likely to consist of various faculties within an integrated model of provision, as envisaged in the original Alternative Model report. A continued range of further vocational qualifications will be offered with seamless connections to the 11-18 school provision. The higher education offer will be bolstered to ensure that degree level qualifications (and above) can be offered to young people on the island and potentially extending this to international students over time. The educational model will allow for greater flexibility in responding to industry trends and requirements supported by strengthened connections with business.

Further details will be detailed in an Outline Business Case by April 2020.

The education model for primary and SEND are subject to review and proposals will be brought forward as soon as is practicably possible in line with previously agreed States' resolutions. Likewise, the parameters of devolution which will be enshrined in the new law will provide the framework for the future role of the Education Office.

3.4. Benefits

Alongside this capital investment, and at Programme Mandate stage, the original financial benefits (or investment objectives) set by the programme were:

- The cost of secondary education will be reduced by £3m compared to the current system annually
- An initial estimate that property disposals resulting from the sale of redundant school sites could raise between £6.3m and £10.3m

The Alternative Model is capable of generating annual revenue savings of this order as demonstrated by Option 2 ('Do Minimum'). However, Option 3 ('the Preferred Option') proposes the reinvestment of some of these economies into an enhanced education model which delivers significant educational benefits as well as significant financial savings.

It can therefore be asserted that the future revenue costs will be considerably less expensive than if no changes were made and the *status quo* or *status quo ante* were to be retained or revived. Detailed financial modelling based on conservative and prudent assumptions concludes that the range of revenue savings that can be achieved against projected spend by transforming education in line with the preferred option will be between £1.8m and £2.2m (the midway point represented by £800k savings within the 11-18 school project in 2023/24 and £1.2m within the FE/HE project by 2025/26). This amounts to around £100m of revenue savings over the anticipated 50-year lifetime of modern school buildings.

A series of benefits have been developed that are aligned to the programme's themes and outcomes. The Transforming Education Programme aims to enable opportunity and excellence for all through a lifetime of learning. The Transformation outcomes are well defined as:

- A high quality learning environment
- Opportunity and excellence for all
- A successful and productive workforce
- Better evidence to demonstrate progress, attainment and wider outcomes
- Value for money
- An evidenced-based, continually improving system
- Confident and effective staff

Learner Benefits

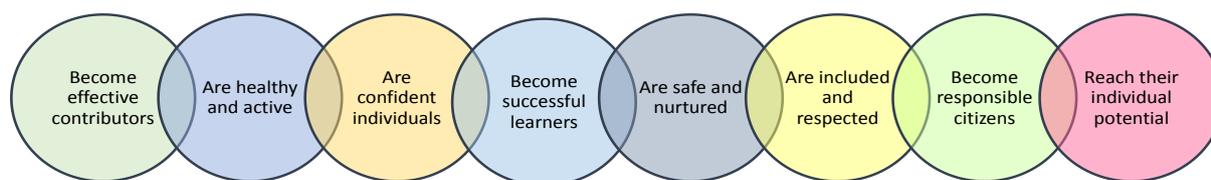
The main beneficiaries will be the learners themselves - the children and young people of the Bailiwick – and they are the main focus of the programme.

Learners are intended to benefit in the following ways:

Primary provision

The benefits for primary provision will be developed as the programme matures and in line with the primary sector review. The foundations however are supplied within the Bailiwick of Guernsey Curriculum to ensure that pupils:

Figure 16 - Guernsey Curriculum Benefits



The primary sector will benefit from a one-off capital investment of between £13.4m and £22.4m to support the long-overdue rebuilding of La Mare de Carteret Primary School. While a full review of primary provision has yet to be undertaken, sufficient modelling has taken place to decide that, whatever change to the pattern of provision may result from a full review, there will be a need to provide either a two or three form entry school at La Mare de Carteret.

It is also recognised that the provision of swimming pools in primary schools requires review. This will be assessed as part of the wider primary review. The proposition for La Mare de Carteret therefore includes an option for a suitable swimming pool to be included as part of the rebuild subject to the review. This is reflected in the range of capital costs provided.

11-18 school

In the new 11-18 school, students will benefit from:

- A high-quality learning environment with modern, purpose-built facilities
- High specification facilities for physical education, including indoor swimming pools and brand new, extended multi-use games areas with 3G synthetic turf surfaces
- A broader range of combinations of subject choices and therefore greater likelihood of being able to study their first choice combination of subjects at Key Stage 4 (GCSEs);
- Retaining Guernsey's smaller average class size
- Smaller tutor groups (14-15 students in each) than current average, creating opportunities to strengthen pastoral support;
- A calm and purposeful environment in which all students are able to learn
- The opportunity for a greater number of students to continue into the sixth form on the same site, allowing for a smoother transition process
- Being in an 11-18 school, including the contributions made by sixth form students to running clubs and interventions
- The ability of the school to recruit from a wider pool of teachers and a reduction in the need for teachers to teach outside their specialisms or preferred subjects
- The proposed enrichment/electives programme, which provides all students with access to a broad range of enrichment opportunities regardless of individual circumstances

- Grouping of students with similar attainment where it is beneficial;
- The opportunity to follow the International Baccalaureate Careers-related programme: a new programme mixing academic and vocational qualifications between the school and The Guernsey Institute
- Better support for individual needs with significantly more space allocated to supporting students with additional needs and communication and autism bases at both colleges
- New performance measures which, unlike the present measures, incentivise improving results for every student across a broader range of subject areas
- The introduction of feeder primary schools to replace catchment areas, allowing for transfer to secondary school with friends and strengthening relationships between the secondary colleges and their feeder primary schools.
- Improved ICT facilities providing the opportunity to develop more advanced digital skills

Teachers will benefit from:

- A high-quality working environment with modern, purpose-built facilities
- Staff bases/work areas for subject areas
- Improved workloads achieved through a reduction in standard teaching hours
- Larger subject teams to share planning and best practice and considered approaches to feedback, reporting and assessment
- Longer one hour lessons following the advice of the profession
- Contributions to extra-curricular and enrichment opportunities becoming a recognised part of teaching allocation
- The opportunity to teach the full age range from 11 to 18
- Reduced requirement to teach outside specialisms or preferred subjects
- Retaining Guernsey's smaller average class size
- New leadership and progression opportunities
- Significant investment in technology through the implementation of the Digital Roadmap to support their work
- Improved professional development opportunities

Parents and carers will benefit from

- The knowledge that their children are at colleges able to provide first class facilities, a broader range of subject choices, excellent pastoral support, a full enrichment programme, relatively small average class size, better support for children with additional needs, more subject specialist teaching and performance measures which place equal focus on every student
- An extended school day at least three days a week, potentially providing working parents and carers with greater flexibility

- More frequent and flexible communication from tutors and other staff
- Improved transport links and bus system provided to both colleges

The wider community will benefit from:

- A highly-skilled workforce
- Improved facilities on the new sites, including better sports facilities, available for community use
- The current Grammar School and Sixth Form Centre building being released for other community purposes
- Budget savings in secondary education annually while providing a better model of education for more students

Further and Higher Education

In the newly integrated Guernsey Institute, learners will benefit from:

- A broader range of courses, including degree programmes and higher level apprenticeships (level 4)
- Clearer career pathways and learning progression with employee involvement being a feature to ensure that learners are work-ready
- Purpose-built technical and professional spaces for learning, moving away from inappropriately-sized learning environments and timetabling pressures to deliver a learning place that is both bespoke and optimally utilised to accommodate all courses (supported by a capital investment of up to £47.5m)
- Raised aspirations, ensuring that the FE offer is a positive and progressive choice that helps to ensure that more learners excel in their chosen career
- Seamless transitions between secondary, further and higher education settings and opportunities ensuring the focus is on the learner and their career pathway
- Technical, vocational and professional pathways given the same status as academic pathways with an increased range of courses available on-island, reducing inequality between those who are able to study off-island and those, whether for financial or other reasons, are unable to do so

Lecturers and support staff will benefit from:

- Greater job satisfaction
- Improved professional development opportunities
- Greater opportunities for career progression
- High quality facilities to allow them to provide excellent learning experiences
- Working within a peer learning environment with bigger teams which will help to drive continuous improvement and creativity

The new model will also ensure that:

- Working within a single governance and leadership structure for 11-18 and a single organisation for FE/HE provides greater opportunities for these organisations to work in partnership with each other and families and will strengthen the Bailiwick's approach (alongside a newly-adopted performance and inspection framework) to collate and use data, evidence and information effectively.

The high level benefits map (Appendix 4) shows the primary benefits across the programme, in terms of what the programme will deliver as part of the Preferred Option, the way in which the CfESC will measure success and the key measures over time (beyond the education brief) that will help measure the wider success across the States in the longer term.

While the identified overall transformation programme benefits are many and varied, there are inherent challenges in the measurement of wider outcomes beyond attainment and exams. Wider outcomes are also referenced as part of the Economic Case, particularly within the preferred option.

It is anticipated that a clear baselining activity will be an early activity between OBC and FBC stages for each project and that this will support the full development of benefit profiles in line with the programme's Benefits Management Approach set out in section 7.2.6. The high level benefits map will provide the starting point for the development of a Benefits Management Strategy. This strategy will provide a foundation for the development of benefits profiles and cards. These tools not only help the programme to focus attention on those benefits that will deliver most value but also ensure that there is a shared understanding of the benefits realisation pathway for each including trackable and measurable indicators of success.

Other initiatives

There are a series of other initiatives that will contribute to the Business Case for Transforming Education as well as impacting on the timing and deployment dates for different elements of the programme, including:

- Future Digital Services
- Community Hub
- Estates Optimisation

The programme has been careful to ensure alignment with these initiatives, for example, the Digital Roadmap will build on the overall infrastructure improvements delivered by the FDS programme; the Community Hub will offer opportunities for co-location with health, social care and other services; and the development of the school estate will release capital assets to support Estates Optimisation across the States.

The programme is also likely to make a significant contribution to the lives and life chances of individuals and to the Island as a whole. As such, the programme will support the wider ambitions of the States by making a positive contribution to:

- Sustainable public finances, by making overall efficiencies from the 2023/24 projected baseline budget across the programme
- Greater collaboration and co-location across traditional functional and committee boundaries which has the potential to secure efficiencies, alongside service improvements aligning to the Partnership for Purpose and other States wide programmes
- The Skills Guernsey Action Plan, by helping to deliver the skills required to support a strong and growing economy including:
 - Promoting the development of innovation and entrepreneurship skills in schools
 - Developing the digitally-skilled workforce for the future, in support of the Digital Sector Strategic Framework (the embedding of the digital roadmap, electives, courses offered etc.)
 - Preparing school leavers with knowledge, attitudes and employability skills that will allow them to be successful in the workplace
 - Meeting the increased demand for graduates
 - Providing opportunities for lifelong learning to support those returning to work or seeking career changes
 - Promoting the opportunities that exist for careers in Guernsey
 - More apprenticeship and work-based learning opportunities

The programme is also likely to make a positive contribution to other key States of Guernsey plans and strategies because of the strong alignment between the aspirations and ambitions of the Transforming Education Programme outcomes:

The Children and Young People's Plan 2019-2022

Priority One – Be Safe and Nurtured

The new model will ensure:

- All students are supported as individuals, with a focus on developing emotional resilience and confidence
- All students receive high quality pastoral care, including as a result of stronger partnerships across the education, health and social care system, and the presence of a Mental Health and Wellbeing Champions on each school site
- All children and young people, and adults working with them, are aware of online safety issues

Priority Two – Be Healthy and Active

The new model will ensure:

- Children and young people are encouraged to increase activity and reduce obesity including through physical education, enrichment opportunities and active travel routes
- Healthy eating is promoted across the school, through the food available onsite and through relevant learning opportunities
- All students take part in comprehensive PSHCE programme, contributing to reducing the under 18 conception rate

Priority Three - Achieve Individual and Economic Potential

The new model will ensure:

- All students have the opportunity to attend a school with high quality, fit for purpose facilities, with the benefits of being in an 11-18 school
- All students take part in a broad-ranging enrichment offer designed to invest in the next generation.
- A greater proportion of students can choose their first choice combination of options
- All students take part in a comprehensive programme of PSHCE and Careers education, as well as developing relevant financial understanding
- Educational opportunities and learning/career pathways afforded to the children and young people of Guernsey are aligned with the vision to 'secure prosperity through the generation of wealth and the creation of the greatest number and widest range of employment opportunities possible by promoting and developing business, commerce and industry in all sector'.

It is anticipated that the new model will deliver:

- Improved outcomes (as measured by key exam performance measures and the new inspection framework)
- A reduction in the achievement gap between disadvantaged students and their peers
- Improved attendance across secondary school

Priority Four - Included and Respected:

The new model will ensure:

- Equality of access and opportunity to students across the island regardless of their circumstances, including to enrichment provision
- The United Nations Rights of the Child (UNCRC) and the principles of DIFERA (Diversity, Inclusion, Fairness, Equality, Respect and Acceptance) are supported in all schools

Economic Development Strategy and the Skills Guernsey Action Plan:

- Greater opportunities within the Institute to achieve levels 4, 5 and 6 qualifications across a broader range of subjects. This is aligned to the industry shift to recruit people with higher level qualifications.
- The delivery of the Digital Roadmap as a component part of the curriculum across 11-18 and FE/HE will ensure that children and young people are digitally literate which is seen as an essential skill across a broad range of sectors of the economy
- Apprenticeships will continue to be offered which align with employer feedback (higher level qualifications/range of subject areas) supported by fit-for-purpose professional and technical workspaces.
- The curriculum across 11- 18 and FE/HE will promote entrepreneurship

Energy Policy (States’ Policy & Resource Plan)

The proposed investment will also bring environmental benefits in support of the Energy Policy in the States’ Policy & Resource Plan:

- Partnership with Guernsey Electricity to install solar panels on the roofs of the new colleges
- Design of the new buildings to ensure better space utilisation and improved thermal properties
- Investment in improved bus service and improved walking & cycling facilities in order to reduce in number of students travelling to school in private cars

3.5. Risks, Dependencies and Constraints

- The success of any large transformation programme depends partly on how well programme risks are identified and monitored to ensure that appropriate mitigation actions are in place to reduce the impact and/or probability of them materialising.
- The following table details the major risks envisaged at this stage of the programme, and the actions which have been incorporated into the programme plans to mitigate them.
- These risks will form part of a more detailed Risk Register which will be kept regularly under review by the programme team during the transition process.

Figure 17 - Primary Risks

| Project | Risk | Impact | Probability | Mitigating Actions |
|-----------|---|--------|-------------|---|
| Programme | The costs for construction of the new schools exceeds Business Case estimates | High | Medium | Use of specialist education building expertise to design and cost the new schools. Ensure lessons learnt from previous school building programmes are incorporated into designs and plans. |

| | | | | |
|--------------|---|------|--------|---|
| | | | | Build sharing of risks with main contractor through the procurement and contracting process. |
| 11-18 school | Consolidation of secondary schools onto two sites leads to increase in traffic congestion | High | Medium | Include measures to address potential increase in congestion including junction improvements, improved walking and cycling routes, improved bus service and incentives for active travel options. |
| 11-18 School | Delays in transition of existing staff to new school staffing structure leads to confusion and delays in realising the benefits of the new school | High | Low | Working closely with HR to design staffing structures, consult with teachers and unions and achieve clarity of new structure in advance of full transition to two sites. |
| Programme | The concerns of learners, parents, teachers and other stakeholders are not taken into consideration during transition | High | Medium | Ensure clear channels of regular consultation and communications throughout the duration of the programme. |
| Programme | Projections of future student numbers upon which the school sizing is based turn out to be inaccurate | High | Medium | All projections of future student numbers have been validated with population projections from Data and Analysis Services, and contingency has been built into the school sizing to allow for variations in the actual numbers. |

| | | | | |
|--------------|--|------|------|--|
| 11-18 school | The current bus service providers are unable to accommodate a 4:05 finish time 3 x days per week | High | High | Procurement approach and options to be assessed to reach sustainable and value for money solution. Revenue cost implications to be determined as part of this process. |
|--------------|--|------|------|--|

4. THE ECONOMIC CASE

4.1. Critical Success Factors

The critical success factors (CSFs) for the Transforming Education Programme have been reached through various workshops and discussions. These have included relevant stakeholders such as programme work stream leads, educational leaders, teachers and students.

They link to the Transformation Outcomes set as part of the Target Operating Model and the Programme Mandate.

In this section, the CSFs for the programme are set out as a whole as well as the CSFs for each of the four projects where they are sufficiently developed. The CSFs have been used to connect benefits, transformation outcomes and vision together to provide a comprehensive suite of measures/descriptions. These will be used to assess different options within the programme as each of the projects matures through the process of developing strategic, outline and full Business Cases.

Figure 18 – Programme Level CSFs

| | |
|---------------|---|
| Business Need | <p>There is a need to deliver:</p> <ul style="list-style-type: none"> • An education which meets the needs of every student in a high quality learning environment • A broad, rich and carefully sequenced curriculum throughout all phases of education with a broad enrichment offer for all regardless of social and economic background • A successful and productive workforce • Consistent measures and benchmarks which demonstrate progress, attainment and wider outcomes • An efficient and effective model of education which delivers value for money • A continually improving and innovative system, drawing on the best available evidence and practice from around the world • Confident and effective staff supported by reformed governance arrangements, excellent working practices and increased joint agency working |
| Strategic Fit | <p>The intended outcomes of the transformation programme are aligned with the range of States’ resolutions, particularly secondary and further and higher education – the ‘Alternative Model: A proposal for Opportunity and Excellence’, and the overall Policy & Resource Plan.</p> <p>Key points include the need to:</p> |

| | |
|-------------------------------------|--|
| | <ul style="list-style-type: none"> • Ensure that all young people are afforded an excellent education and equality of opportunity to enable them to flourish • Deliver a return on investment and value for money |
| Benefit Optimisation | Assessing the extent to which options contribute to the delivery of identified benefits for key beneficiary groups (learners/workforce, support staff, educational leaders, partners, parents and society as a whole) - see section 3.4 |
| Potential achievability | Assessing strategic and operational capacity across all levels of the model (the Education Office, leadership and governance structures as well as school/college level and across partners such as the Youth Commission, Sports Commission and The Guernsey Music Service). |
| Supply side capacity and capability | Assessing the extent to which the market can provide: <ul style="list-style-type: none"> • The recruitment and retention of educational leaders and teaching/lecturing staff to enable successful transformation and transfer to business as usual at given points in the future • Infrastructure considerations such as the size, scope and scheduling of construction activities and the purchase or acquiring of land and additional services • Transport, traffic management and sustainability factors |
| Potential affordability | The States' ability to fund the required level of expenditure, namely the capital and revenue investment within the context of delivering a sustainable States-wide budget, associated spending reviews and the investment objectives set within the Programme Mandate |

At project level, critical success factors for the 11-18 school are defined as follows:

Figure 19 – 11- 18 School project level CSFs

| | |
|----------------------|---|
| <p>Business Need</p> | <p>There is a need to deliver:</p> <ul style="list-style-type: none"> • An education which meets the needs of every student in a high quality learning environment • A broad, rich and carefully sequenced curriculum throughout the 11-18 school with a broad enrichment offer for all regardless of social and economic background • A successful and productive workforce • Consistent measures and benchmarks which demonstrate progress, attainment and wider outcomes • An efficient and effective model of education which delivers value for money • A continually improving and innovative system, drawing on the best available evidence and practice from around the world • Confident and effective staff supported by reformed governance arrangements, excellent working practices and increased joint agency working |
| <p>Strategic Fit</p> | <p>Alignment with the overall vision as set out in the Programme Mandate for secondary and further education:</p> <ul style="list-style-type: none"> • Making a success of non-selective education • The transition to a single secondary school offering 11-18 education across two sites • The creation of new governance that will provide greater leadership and management within schools, supported by the repeal and replacement of existing legislation • The retention of St Anne’s school in Alderney, and Le Murier and Les Voies Special Schools contributing to provide services within the future model <p>Alignment with the Secondary & further Education – the Alternative Model – A Proposal for Opportunity and Excellence</p> <p>Alignment with the Transformation Outcomes</p> <p>Alignment with the aims of the Bailiwick of Guernsey Curriculum</p> <p>Alignment with delivering overall Policy and Resource Plan vision and 23 priority areas</p> |

| | |
|-------------------------------------|--|
| Benefit Optimisation | <p>Assessing the extent to which options contribute to the delivery of identified benefits for key beneficiary groups will be achieved, with a particular focus on benefits for learners including:</p> <ul style="list-style-type: none"> • Improved attainment • A higher proportion of 16-18 year olds entering higher education and/or continued further education • A reduction in the proportion of children and young people classed as NEET • Greater extra-curricular opportunities • Consistency in practice and quality standards for teaching and in the planning and delivery of the curriculum • Greater learner choice • Clearer learner/career pathways • Fit-for-purpose facilities • Consistency of opportunity across both sites |
| Potential achievability | <p>Assessing strategic and operational capacity across all levels of the model (the Office <i>of the</i> Committee <i>for</i> Education, Sport & Culture, governance, school level and across partners such as the Youth Commission, Sports Commission and Guernsey Music Service)</p> |
| Supply side capacity and capability | <p>Assessing the extent to which the market is able to provide:</p> <ul style="list-style-type: none"> • The recruitment of the necessary staff to enable successful transformation and transfer to business as usual • The necessary construction services and the purchase or acquiring of land and additional services • The design and delivery of technology advancements • Improved transport services and infrastructure |
| Potential affordability | <p>The States' ability to fund the required level of expenditure, namely the capital and revenue investment/costs within the context of delivering a sustainable States wide budget, associated spending reviews and the investment objectives set within the Programme Mandate.</p> <p>An assessment of how investment can be offset by:</p> <ul style="list-style-type: none"> • Efficiencies gained through integration (operational processes, policies and procedures) - the running costs of 11-18 School will be £800k pa lower than the current system • Capital receipts gained as a result of integration - an initial estimate that property disposals resulting from the sale of |

| | |
|--|--|
| | redundant school sites could raise between £6.3m and £10.3m. |
|--|--|

At project level, critical success factors for further and higher education are:

Figure 20 - FE/HE Project Level CSFs

| | |
|----------------------|---|
| Business Need | <p>Alignment with Secondary and Further Education – the Alternative Model – A Proposal for Opportunity and Excellence</p> <p>Alignment with the Transformation Outcomes and the Transforming Education Programme</p> <p>Alignment with the aims of the Bailiwick of Guernsey Curriculum</p> <p>Alignment with delivering overall Policy and Resource Plan ambitions</p> |
| Strategic Fit | <p>Alignment with the Transformation Outcomes:</p> <ul style="list-style-type: none"> • A high quality learning environment • Opportunity and excellence for all • A successful and productive workforce • Better evidence to demonstrate progress, attainment and wider outcomes • Value for money • An evidenced-based, continually improving system • Confident and effective staff <p>Alignment with the overall vision as set out in the Programme Mandate for further and higher education:</p> <ul style="list-style-type: none"> • An institute of further and higher education operating as one organisation with a single board of governors and leadership team • Integration of the College of Further Education with the Institute of Health and Social Care Studies and the GTA • An ultimate aim to develop the single institute into a ‘University College Guernsey’ through a partnership with a UK university <p>Alignment with delivering overall Policy and Resource Plan ambitions</p> |
| Benefit Optimisation | <p>Assessing the extent to which options contribute to the delivery of identified benefits for key beneficiary groups will be achieved, with a particular focus on benefits for learners including:</p> <ul style="list-style-type: none"> • Broader and more integrated offer |

| | |
|-------------------------------------|---|
| | <ul style="list-style-type: none"> • Better results • Greater choice of apprenticeships and higher level (level 4 apprenticeships) • Clearer career pathways and learning progression • Income generation via international student market • A fit-for-purpose facility |
| Potential achievability | Assessing strategic and operational capacity across all levels of the model (the Education Office, governance, school level and across partners such as the Youth Commission, Sports Commission and the Guernsey Music Service) |
| Supply side capacity and capability | <p>Assessing the extent to which the market is able to provide:</p> <ul style="list-style-type: none"> • The recruitment of the necessary staff to enable successful transformation and transfer to business as usual • The necessary construction services and the purchase or acquiring of land and additional services • The design and delivery of technology advancements • Improved transport services and infrastructure |
| Potential affordability | <p>The States' ability to fund the required level of expenditure, namely the capital and revenue investment/costs within the context of delivering a sustainable States budget, associated spending reviews and the investment objectives set within the Programme Mandate as well as considerations of how investment can be offset by:</p> <ul style="list-style-type: none"> • Increasing income by broadening income-generating activities and adding income-generating students • Efficiencies gained through integration (operational processes, policies and procedures) • Capital receipts gained as a result of integration |

4.2. Main Options and Preferred Way Forward for each project

The economic case for the programme and therefore the options that have been identified and assessed are framed within the context of several pre-determined decisions set in the Alternative Model. These are enshrined in subsequent Committee resolutions (referenced in full in the Strategic Case above and throughout this section of the Business Case). There are several sectors or projects to consider within the programme including:

- Primary sector (link to proposition 3 and 4 of the CfESC's Policy Letter)
- 11-18 School (link to proposition 1 and 3)
- FE/HE (link to proposition 2 and 3)
- Co-location (link to proposition 6)
- Digital (link to propositions 1 and 5)
- Special Educational Needs and Disabilities (review to be commenced later in 2019)

A preferred option can be put forward for each of the projects, supported by an appropriate level of due diligence and analysis that reflects the maturity of each of the projects (i.e. in line with the programme stage reached by each of the projects at the time of publication).

Within each of the projects, options for governance arrangements, educational modelling and infrastructure and transport have been examined to reach each preferred option.

The preferred options at Programme Level are summarised below:

Primary sector and early years

The preferred option outlines the case for rebuilding La Mare de Carteret Primary school. Sufficient modelling has taken place to confirm that there will be a need for a two or three form entry school at La Mare de Carteret whatever the outcome of a full review.

The facilities at this primary school are long since considered to be a barrier to providing the best possible educational experience. The existing building requires substantial maintenance, adding significantly to the annual minor capital works budgets with no pay back. Most critically, the poor facilities at La Mare de Carteret continue to disadvantage learners who may already be disadvantaged by their circumstances, which falls short of the vision for Transforming Education.

The rebuilding of the school will bring the facility in line with the primary estate across the Island (see section 6 of the Policy Letter for further information).

11-18 school

The preferred option for the 11-18 school project within the programme aims to deliver the previous policy decision (see section 3.1 Investment Aims) to provide one school in two colleges. Several options have been considered for the education model to reach a preferred option which will deliver a more sustainable revenue model (circa £800K p.a. less) and proposes the following improvements:

- Delivering two colleges of equal size, removing the inequalities inherent in having schools of significantly different sizes
- Strengthening leadership, standards and performance at all levels, leading to improved student achievement
- Extending the school day to incorporate a comprehensive programme of enrichment activities and additional options subjects for all students without restriction three days a week (Monday, Tuesday and Thursdays), with allocated training time for teachers each Wednesday
- Increasing lesson length to improve learning, particularly in subjects with significant set up time such as PE, and reducing the number of transitions necessary in an extended school day
- Extending of tutor time with sufficient time for a targeted PSHCE and Careers Programme
- Introducing a vertical tutoring system, delivered through smaller tutor groups to ensure strong pastoral care and high quality support

The capital investment required to deliver the one school/ two colleges model has been robustly developed, based on an independent assessment of space requirements for the planned curriculum and projected student numbers. The sites at St Sampson's and Les Beaucamps were selected and independently endorsed (see Section 4.2 for details of site selection). The resulting investment proposed is significantly lower than the estimated costs presented and supported by the States last year.

The preferred option also provides an indicative capital provision for active transport improvements seeking to manage traffic sustainably and provide healthier, active transport options to and from both colleges. Further details can also be found in section 4.2.2.

The governance arrangements for the 11-18 school are yet to be determined as they need to be aligned with the repeal and replacement of the Bailiwick's outdated education law. This will also provide the conditions by which devolution between the 11-18 school (and other schools across the Bailiwick) and the Office *for the* Committee of Education, Sport & Culture will be enabled, determined and delivered over time.

Further and higher education

The preferred option for FE/HE delivers on the States' decision to integrate the Guernsey College, the Institute of Health and Social Care Studies and the GTA University Centre as soon as is practically possible. The preferred option includes one off capital investment (at a significantly lower level than the estimations first given) to build a new campus at Les Ozouets (in response to PMC's review of the estate and after careful consideration of other possible sites). The preferred option provides revenue savings of between £1m and £1.4m. This is based on prudent financial modelling and is achieved through the amalgamation of operational activities and the closure of some sites. The preferred option also integrates the curriculum offer which is currently dispersed across three existing institutions into a single new plan providing for a stronger emphasis on higher level provision while maintaining a

broad and balanced curriculum. It also removes any duplication of provision and allows students clear learning and career progression through technical, professional and vocational pathways. Critically, the provision of fit for purpose facilities and a reconfiguration of the curriculum is aimed at achieving equal status with academic pathways among employers and the wider community. This will also help to reduce inequality between those who can study off-island and those who, whether for financial or other reasons, are unable to do so.

Several options for governance arrangements have been considered leading to a shadow arrangement which is now in place. The formal governance arrangements are dependent on the repeal and replacement of the Bailiwick's Education Law.

Digital

The preferred option is to deliver the Digital Roadmap for Education which seeks to create an environment in which technology can be utilised where it is beneficial, in order to improve educational outcomes. The Big Picture Curriculum identifies the importance of digital literacy and recognised this as a key enabler of delivering the digitally skilled workforce of the future (in support of the Policy & Resource Plan and the Skills Guernsey Action Plan). More details are contained in sections 3.2.1, 3.2.5 and 3.3.2 of this Business Case and section 6 of the Policy Letter including how the Digital Roadmap for Education aligns with the States Future Digital Services (FDS) programme. The preferred option builds on the FDS programme which will support the replacements of existing teacher and classroom devices on a like-for-like basis, as well as the upgrade of the networking infrastructure (WAN/WIFI). The Digital Roadmap for Education developed during 2018 sets out a more ambitious agenda for the transformation of digital capability and infrastructure in primary and secondary schools through increasing and upgrading the devices available to learners, investing in continuing professional development of digital skills for teachers and improving the support currently provided (supported by a capital investment). The preferred digital option is based on a net neutral revenue cost assumption as the major revenue costs associated with digital infrastructure are included in FDS.

Transition

Successful delivery of such an ambitious transformation programme will involve substantial transition and change management support over the lifetime of the programme. This investment is critical to delivering the capital infrastructure and benefits set out by the programme (cashable and non-cashable). The transition plan and associated skills and experience required has been developed in detail to support the capital investment proposals. More details of these transition costs include are set out in section 6.3.2 of this document.

SEND

The provision of education for learners with Special Educational Needs and Disabilities (SEND) is governed by the Education (Amendment) (Guernsey) Law, 1987. Preferred options

will be confirmed after recommendations from the forthcoming SEND review. The potential change in the proportion of learners within special and mainstream provision has been included within sensitivity analysis to ensure that the development of the 11-18 school can accommodate possible variation in student numbers should this option be found to be the preferred way forward. Further details on Special Educational Needs and Disabilities are provided in more detail in paragraph 15.7 and section 24 of the Policy Letter.

Co-location

Co-location covers three main proposals currently being discussed and developed between the CfESC and the Committee for Health & Social Care (CfH&SC) (see paragraph 7 of the Policy Letter) aimed at strengthening joint working between services for which they have oversight. The proposals further strengthen the education model and contributes to the CfH&SC commitments set out in the Partnership of Purpose. There are three areas of focus, all of which have the potential to deliver benefits for children, young people and their families through better connected services. Further details are included section 7 (proposition 6) of the Policy Letter. The relevant options analyses will be completed in due course.

The following sections evaluate the options in each of these areas.

4.2.1. Primary provision and facilities

Within the primary sector, currently there are 13 mainstream primary schools (including Herm School and St Anne's in Alderney) serving a pupil population of 3930¹⁰. In addition, Le Rondin caters for primary age children with a range of additional learning needs, and Les Voies caters for children from the age of 9 with additional social, emotional and mental health needs. The capacity and form entry for each of the primary schools is listed in section 0.

Geographically, demand for primary school places is currently mismatched to supply. There is significant pressure on numbers in schools serving St Peter Port and its immediate surrounds and at present children are accommodated in other schools where demand outstrips supply.

Demand in the north and south east of the Island matches capacity fairly closely. Both Vale Primary and Hautes Capelles are three form entry schools with class sizes in the range targeted by the Committee with neither school having sufficient spare capacity to absorb significant numbers of additional pupils. St Martins Primary is also a three form entry and experiences excess demand for places in some years.

Demand for the two Roman Catholic Schools remains relatively high: St Mary and St Michael Catholic Primary School (single form entry) and Notre Dame du Rosaire Catholic Primary School (one and a half classes per year).

It is also accepted that the primary sector is, in theory, over supplied (assuming a good match between geographical distribution of pupils and school locations). However, reducing capacity in the primary sector to meet 'on paper' analysis would leave the sector with no spare capacity, potentially resulting in an inability to respond to peaks in demand whilst remaining within current class size policy.

There is therefore a commitment to review the primary sector in totality in line with current policy and Committee resolutions, with the objective of striving for opportunity and excellence. In practical terms, the review will also need to deliver a primary sector that takes account of pupil projections and enables the SoG to better match supply and demand across the Bailiwick.

Within this context and to deliver equality of opportunity, the La Mare de Carteret School has long been identified as a facility that requires improvement. The school is in poor condition structurally and impacts on the provision offered to the pupils.

Initial options and capital investment costs have been developed and included as a first step towards achieving the transformation outcomes within the primary sector.

¹⁰ November 2018 School Census data

To deliver this, three options have been considered:

1. Closure of La Mare de Carteret Primary School

This option would in theory reduce surplus places across the primary sector to what is required on paper. However, this option is deemed unfeasible given the lack of sufficient spaces at neighbouring schools such as Castel and Hautes Capelles. The only feasible redirection of pupils achieved by the re-drawing of catchment areas (La Houquette specifically) would likely only have marginal impact (half a form entry) adding to capacity issues overall.

2. Maintaining La Mare de Carteret Primary school.

The school building has significantly outlived its intended lifespan. Even though the school had some essential maintenance work carried out in 2018, the ongoing problems with damp and temperature regulation means any continued use of the building would undermine the ability to deliver opportunity and excellence for all and would reinforce the disadvantage already felt by many of the pupils attending this particular school. This option would also add to maintenance and minor capital works costs and would be unlikely to resolve any of the underlying issues. Its continued use would require almost continuous remedial work and means that it is neither effective nor efficient to retain the current building.

3. Rebuilding La Mare de Carteret Primary School (either as a 2 or 3 form entry).

La Mare de Carteret is a social priority school serving an area of relatively high population density. Rebuilding the school would ensure that its facilities would be comparable to those offered at the island's other primary schools. The site's location in a high density area of housing means it is possible for the majority of pupils to walk to school. Where more pupils walk to school, school transport costs and traffic congestion are reduced. It also means that pupils attending school in their local area can access more extracurricular opportunities, such as after school clubs, because they are able to travel home more easily afterwards, and contributes to achieving ambitions relating to healthy lifestyles. These advantages together with an alignment of facilities in this particular school goes to the heart of the Transforming Education Programme aims. The anticipated capital investment required to rebuild La Mare de Carteret School currently stands at between £13.37m and £22.4m depending on whether future policy decisions lead to the school having two or three forms per year group and whether a swimming pool is included in the plans. This would be subject to the approval of Business Cases by the Policy & Resources Committee. The total maximum capital investment required within the primary sector (taking the top of the range) is £25.5m including provision for the Digital Roadmap for Education and team resource (capital expenditure) to support transition and transformation. Revenue transition costs are included in section 6.

Governance

The devolvement of governance in the primary sector will follow the direction set by the devolution of governance, leadership and responsibility to the secondary school and The Guernsey Institute. This will be tailored in order to reflect the different nature of the provision. This will help avoid any duplication of services and resources, and hence increased costs, as services currently being provided centrally move outwards towards schools. A range of options is being considered by the Committee and the preferred option is likely to involve groups of schools sharing a governing body, similar to Multi Academy Trusts (MATs) in England. Further details of governance of primary schools will be provided in the future Policy Letter covering changes to the Education Law.

The following assessment provides a summary of the options analysis against the headline critical success factors for the programme. This demonstrates that only option 3 meets the criteria for both the business need and strategic fit as well as maximising benefits. It is achievable. Affordability depends on the capital allocation, and supply side capacity and capability is rated as amber due to the known challenges in securing sufficient materials and skills to rebuild on the Island. This is one of the reasons why the rebuilding of Le Mare de Carteret is proposed as part of this programme; to ensure that this risk is mitigated by connecting procurement and building activities as necessary.

Figure 21 – Le Mare de Carteret Appraisal

| CSF | Option 1 – The Closure of LMdC | Option 2 – The Maintaining of LMdC | Option 3- The Rebuilding of LMdC |
|-------------------------------------|--------------------------------|------------------------------------|----------------------------------|
| Business Need | ✘ | - | ✓ |
| Strategic Fit | ✘ | ✘ | ✓ |
| Benefit Optimisation | ✘ | - | ✓ |
| Potential achievability | ✘ | ✓ | ✓ |
| Supply side capacity and capability | ✘ | ✓ | - |
| Potential affordability | - | - | - |

Key: ✓ fully meets, - partially meets, ✘ does not meet

4.2.2. The 11 -18 school

Within the 11-18 school, there are several elements to consider:

- Governance arrangements: the repeal and replacement of the Education Law and the future role of the Education Office
- The Education Model
- Infrastructure including all build considerations
- Transport considerations
- Governance Arrangements

Research has been undertaken into approaches to governance in England and Wales, to inform the assessment of the long list of governance options. The following options have been considered (with strengths and weaknesses assessed) for the education governance model:

- Option 1 – Separate governing body for secondary provision – no change for primary or SEND
- Option 2 – Each school has a separate governing body
- Option 3 – Separate governing body for each stage and SEND, primary, secondary and FE/HE
- Option 4 – Governing body for primary, secondary, SEND and further education as one
- Option 5 – Governing body for secondary including SEND, 2 for each primary feeder schools
- Option 6 – 2 governing bodies for each site and feeder primary schools, SEND
- Option 7 – Governing body for secondary and SEND, 4 for each grouping of primary schools including SEN and voluntary schools (separate GB)
- Option 8 – Governing bodies for secondary and SEND combined and one for primary and SEND combined
- Option 9 – One overarching governing body¹¹

Options for the governance model that were provided to the Committee for consideration were:

- Option 1 – the Executive Principal is made accountable in law for all aspects of delivery of secondary education services, with no additional governing body. The post holder would report directly to the Committee, similar in part to the Director of Education role. The Committee could, if it wished, delegate all or some or any of its function to a sub-committee (including non-elected representatives) focused solely on the secondary school. In this option, the Executive Principal and school staff all

¹¹ Appendix C to Committee Briefing Paper Meeting Date 8th March 2019

continue to be employed by the States of Guernsey. The Committee have emphatically rejected this option.

- Option 2 – a governing body is given the power to manage the school and has operational control over all secondary education services. Arrangements for staff would need to be determined and would depend on the powers given to the new body.
- Option 3 – a governing body is established as an arms-length body in law. The structural options for this include a statutory body, trust, charity and/or company. The employment of the Executive Principal and school staff would have to be moved to this new body.

Furthermore, different models have been assessed:

- Maintained/Federated Schools
- Single Academy Trusts (SATs)
- Multi Academy Trusts (MATs) (Possibility for delegated authority over key aspects of the school to local governing boards (LGBs))¹²

This work combined with the assessment of the long list has produced a short list of options:

The short list of options for the Education Office therefore include:

- Option 1 - Maintaining the *status quo* (which would fail to align with the Committee resolution)
- Option 2 - 'Soft' and 'Hard' Federation models
- Option 3 - The introduction of an Academy

No decision on the preferred option has been made to date. However, it is likely that between OBC and FBC (11-18 school) stage, further devolution of these functions will be identified in line with Resolution 4 of Billet d'État II, January 2018. In light of Resolution 4 and the Resolution's associated Appendix B, the Committee agreed on 22nd January 2019 that its minimum focus and responsibilities would be to:

- Advise the States of Deliberation ('States') and develop and implement government policy and the strategic direction for Guernsey's educational system
- Agree the targets for academic standards to be achieved and holding those responsible for delivery accountable
- Determine the level of public funding that is made available
- Assess any substantial capital expenditure

¹² Appendix E to Committee Briefing Paper Meeting date 8th March 2019

- Remain ultimate accountability to the States for the providers of States' education.

The Committee has carried out further preparatory work to deliver this resolution as the overall governance framework becomes clear which will be referred to in more detail in the 11 -18 School Outline Business Case. Options are currently being reviewed and assessed with advice from St. James Chambers and the preferred governance model will be brought to the States in a future Policy Letter.

The Education Model

Options include consideration of:

- Aspects of curriculum provision, including
 - The curriculum model, including timings of the school day and allocated time for each subject in each year group
 - The range of subjects offered at each Key Stage, including which are compulsory and optional at Key Stage 4 (GCSE)
 - Approaches to teaching, learning and assessment – including tracking and benchmarking progress across the school
 - Approaches to pastoral support, including the structure of tutor time and provision for guidance, mentoring and student voice
- Governance, leadership, management and staffing arrangements (so far as is possible at this point in time)
- Accommodation (including facilities and numbers of rooms to maximise flexibility)

With the objectives of:

- Creating a culture of success and building a positive climate for learning in an equitable way
- Establishing a love of learning as a basis for lifelong learning;
- Raising attainment and achievement
- Developing learners as individuals with a strong emphasis on social and emotional development
- Recruiting and retaining high quality staff, providing a positive environment in which to work with excellent development opportunities and sustainable workload

To assess the comparative cost and value of the education model options, current costs have been assessed based on the 2019 budget (£17.5m) together with many variable combinations to reach the shortlist outlined below. (The assumptions on which these options are based can be found in Appendices 1-3).

- **Option 1: The *Status Quo* (Baseline).** This baseline option reflects the *status quo* projecting the costs of the existing non-selective four school model to 2023/24

based on the latest population data. Its annual running costs of £19.586m are the highest total cost of all options. This option presents an unsustainable financial model for the States with a £2.027m increase in revenue costs compared to the 2019 revenue budget (this increase is mainly due to an increase in the projected student population increasing from 2,450 to 2,721 between 2019 and 2023/24, and to a lesser extent by a fall in the percentage of students attending grant-aided colleges). It fails to provide solutions to the business needs identified or align to the States' resolutions to transform education (therefore lacking strategic fit). Most critically, it fails to provide the conditions necessary to deliver the benefits sought for students and staff.

- **Option 2: Do Minimum.** This intermediate option incorporates some features of the Preferred Option (below) for running costs of £17.786m, which represents a total saving of £1.8m against the Option 1 baseline. Whilst it achieves the greatest level of financial efficiencies, it falls short of delivering the intended benefits of 'opportunity and excellence for all'.

To arrive at this option, a combination of varying the major cost drivers were considered:

- **Class sizes:** increasing the average class size policy in Key Stages 3 and 4 by 1, 2 and 3 pupils or to the UK comparative maximum class size of 30; this would increase class sizes beyond that supported by current education policy, which the Committee has committed to retain.
- **Enrichment:** continuing with the existing arrangements in which any enrichment opportunities are offered after the end of the school day at 3.05pm, on a voluntary basis for both staff and students. This requires less expenditure than the preferred option but would also prevent a broader range of opportunities being offered, and exclude those students dependent on the school bus for their journey home.
- **Sixth form:** basing the Sixth Form on only one of the two sites would reduce running costs; however, this would offer an unfair advantage to one college above the other which would not achieve equality of opportunity. On one site, students, including those in the 11-16 phase, would benefit from the numerous benefits of being part of an 11-18 school, including the presence of sixth formers, the opportunity to continue on their site for sixth form, as well as the advantages of having teachers in larger subject teams who will be in a better position to take a long-term view of curriculum. Students on the other site would not receive these benefits, and recruitment is likely to be more challenging for the 11-16 college. This means that currently students in the 11-16 phase of the existing 11-18 school have resource advantages over and above those in the 11-16 schools, which will contribute to significant inequalities.
- **School Leadership Team:** the number of leadership roles within the school can vary depending on the number of layers of management as well as the levels of

autonomy in each college for key aspects of the school. Reducing the number of leadership roles would reduce costs but would also compromise the anticipated benefits by reducing the capacity of the leadership team to balance strategic planning with operational running of the school, and devote appropriate time to supporting and developing staff.

- **Teaching workload:** the average expected contact time of a teacher can be increased, reducing the number of staff required. However, this would lead to an increase in staff workload and a possible reduction in the ability of staff to deliver the benefits to students.
- **Support staff:** a working assumption was reached based on established school benchmarks for the number of operational and school support staff required across both sites to provide the necessary support for students and the day-to-day running of the school, but costs could be reduced by adjusting these assumptions.

- **Option 3: Preferred Option** – the preferred option, which aims to deliver the maximum benefit whilst also securing revenue efficiencies, has been reached after careful consideration of many variables. This option has a total revenue cost of £18.848m, making a total saving of £738k against the baseline. This option can deliver up to £800k in revenue savings without compromising the integrity of the education model. This option extends the school day until 4:05pm three days a week which will provide all students with equal opportunities to enjoy high quality enrichment opportunities in addition to the core curriculum. This option aims to deliver against the draft ‘excellent’ criteria set by the Bailiwick Inspection Framework, due to be finalised in September 2019. Fuller details will be provided in the 11-18 school OBC. This option provides a clear commitment to the next generation of the island and is targeted positively to impact upon:
 - attendance levels
 - increased involvement in electives through equal access to enrichment opportunities for all students
 - academic achievement
 - extra-curricular success
 - pastoral care
 - behaviour management
 - student choice, personalisation and pathways

The following table summarises in the extent to which each option delivers against the critical success factors. It is clear that Option 3 delivers the most benefits, provides most solutions to meet business needs and fully aligns to the strategic need. It provides a more sustainable revenue model than if the *status quo* was maintained, contributing to the States overall endeavour to deliver sustainable public finances and is eminently achievable. As in any other large scale transformation programme, the States will need to ensure that the

right skills and capabilities are attracted and retained on the island to deliver success. This has been recognised and plans are in place to address this challenge.

Figure 22 - Education Model Benefits Appraisal

| CSF | Option 1 (Baseline) | Option 2 (Do Minimum) | Option 3 (Preferred) |
|-------------------------------------|---------------------|-----------------------|----------------------|
| Business Need | x | - | ✓ |
| Strategic Fit | x | - | ✓ |
| Benefit Optimisation | x | - | ✓ |
| Potential achievability | ✓ | ✓ | ✓ |
| Supply side capacity and capability | ✓ | - | - |
| Potential affordability | x | ✓ | ✓ |

Key: ✓ fully meets, - partially meets, x does not meet

More details of the preferred option together with supporting financial modelling assumptions will be found in the 11-18 school OBC and are detailed throughout the Policy Letter. The financial assumptions are also available in Appendices 1-3 alongside the student population data in Appendix 7.

Infrastructure

In the 11-18 school, the capital investment levels have been kept to a minimum by selecting sites that already have regulation standard buildings, thus minimising the levels of additional investment to create two colleges of equal stature within the new school. The capital investment stands at a maximum of £68m, which reflects an overall space requirement of 27,355m² (13,857 m² at the St Sampson's site and 13,498 m² at the Les Beaucamps site) to serve projected student numbers, with the proportion attending the grant-aided colleges in line with that of the 2019/2020 Year 7 intake.

- Both sites for the 11-18 school (Les Beaucamps and St Sampson's) were selected following an analysis of potential locations against a set of criteria
- The long list included:

- St Sampson's High (original estimation - £45m cost plan date 21.05.2018)
- St Sampson's High plus Le Murier (original estimation - £75.9m cost plan date 26.11.2017)
- Les Varendes (original estimation - £63.2m cost plan date 21.05.2018)
- Les Beaucamps (original estimation - £45.8m cost plan date 21.05.2018)
- La Mare De Carteret (original estimation £52.6m Policy Letter 10.11.2017)

Other possible options such as two completely new sites were dismissed due to the lack of suitable locations and the prohibitive costs of building two new schools from scratch.

The following criteria were used to assess the appropriateness of each site in line with requirements:

- Location – testing the density of population around each site, ease of access and location on the island
- Available area - assessing each site and its potential to accommodate the required space using industry standards
- Delivery Risk – including land ownership and temporary accommodation
- Traffic impact
- Impact on students and workforce during build
- Extent of refurbishment and remodelling required

Les Varendes – the option to use the Les Varendes site was dismissed on professional property advice that the current school buildings would require extensive refurbishment to bring them up to the standards of the secondary schools built more recently. Doing so would cost approximately £20 million and would almost certainly require most, if not all, students and staff to move to a different site while the works were carried out. Using Les Varendes as a site for one of the colleges would therefore be more expensive and cause more disruption to a greater number of students and staff than using the St Sampson's and Les Beaucamps sites. Some of the children who would have needed to move out of Les Varendes have a selective place at the Grammar School and would have needed to move into a high school. Les Varendes is also very close to Les Ozouets, the site proposed for the construction of new purpose-built facilities for higher and further education, and substantially increasing the number of students on both sites would put considerable pressure on the transport infrastructure around them.

La Mare de Carteret – the option to use La Mare de Carteret site was dismissed because the poor quality of the existing building means that the only option would be to demolish the existing school and rebuild it. This would make this option considerably more expensive than the development of the other sites.

Based on the criteria above, the sites of the Les Beaucamps and St Sampson's schools were selected as the preferred sites for development of the two colleges. This selection has been

independently endorsed by Peter Marsh Consulting (PMc) as having 'sufficient space within the grounds to meet the future new build space requirements of the new school system'. PMc who were jointly commissioned by CfESC and P&R Committee also confirmed that both selected sites are 'far more suitable for adaptation and development to meet the future brief of the States of Guernsey than either the Grammar School and Sixth Form Centre or the La Mare school site'.

The economic case therefore assumes these sites and presents the findings and key recommendations following analysis in relation to:

- Current spare capacity
- Future space requirements
- Impact of class size on school area
- Detailed space analysis

The location of the Guernsey Music Service is also currently being considered. The service is currently based at the Les Ozouets campus of the College of Further Education. The Saturday Music Centre takes place on the Les Ozouets and Les Varendes sites which are close enough together to allow students and staff to move between the sites on foot. Neither site on its own can provide sufficient appropriate space for the Music Centre. The vacation of the site at Les Varendes means that this arrangement may not be able to continue in the future. The CfESC intends to determine the future location of the Guernsey Music Service as part of its work with the Committee *for* Health & Social Care potentially to develop a Community Hub. More information on this is set out in section 7.4 of the Policy Letter. In the event that it is not possible to base the Guernsey Music Service at Les Varendes, space will be provided for the service on site of The Guernsey Institute. This has been taken into account in the range of capital costs provided for the development of The Guernsey Institute.

Transport

The proposed transport solutions need to support the overall vision to offer equality of opportunity and access to excellence which enhances provision, choice and inclusion.

Within this context, transport options need to balance travel to school patterns with considerations of health, safety, traffic congestion, sustainability and achieving value for money.

Transport options have therefore been identified and assessed with four factors in mind:

- Promoting student safety
- Minimising traffic impact (car journeys)
- Promoting and supporting health and wellbeing benefits
- Securing value for money

In order to achieve all four factors set out above, any measures taken will need to promote and encourage changes in behaviour through policy decisions and capital investment as well

as offering services that make them more attractive. A range of travel and transport options are therefore being evaluated and will be detailed in the Full Business Case. In order to reach an overall preferred option for the transport solution there are certain building blocks including:

- Defining the transport areas and eligibility including an analysis of the potential implications of student numbers over time
- The bus service itself
- Active travel options

The following proposals have been endorsed by the CfESC:

- The provision of transport by bus to and from school for students living more than a mile from their college and within the catchment area of the college's feeder primary schools
- A crossover zone in which transport to both colleges will be provided, approximately one mile beyond the catchment boundaries of the feeder primary schools. This will maximise the number of students who live out of catchment for their primary schools who are nevertheless able to follow the feeder school system, whilst travelling a reasonable distance to school. Extending the crossover zone and prioritising this over walking zones has also been considered.
- In line with existing school transport systems, the school bus service will not be provided within one mile of either college. A sensitivity analysis of increasing and reducing these walking zones to assess the potential impact was carried out.
- Students living beyond the transport area for their college will be able to use school buses if they are able to walk to, or be dropped at, a bus stop within the transport area.
- Revenue costs for the bus service vary on the basis of take up and capacity utilisation. Strategies will be put in place to increase utilisation of this service, improving value for money and minimising traffic impact. Further work is required in order to ensure that value for money is secured in this area. A slight reduction in revenue expenditure per annum is targeted, through a combination of improved design of bus service routes, pre-registration for planning purposes and efficiencies through the procurement process. Sensitivity analysis has also been undertaken to test the revenue implications for varying degrees of take up of eligible students to ensure that a range of revenue costs are identified at the earliest available opportunity.

There is also a provision of £30,000 per annum included within the revenue financial modelling for transporting students to and from playing fields (for Les Beaucamps site only) for which several nearby options are currently being evaluated. The costs have been estimated on the basis of five runs per day at a cost of £100, equivalent to two days per week over a 30 week period. These costs have been validated with colleagues in Environment & Infrastructure and the current bus service provider. The additional costs (within the CfESC budget) are included in both options 2 and 3 for the purposes of financial

modelling. This is a small cost in comparison to supporting the maintenance (and therefore likely increasing costs over time) of ageing facilities across all four sites.

The extended school day which is a feature of the preferred option for the 11-18 school is likely to impact the transport requirement (see Commercial case). The cost for transport either side of the school day may therefore fluctuate as a consequence of higher take up, different pick up times etc. The CfESC will continue to work closely with the CfE&I to work through the business needs and associated revenue costs (currently allocated within the CfE&I annual revenue budget) to ensure value for money proposals are brought forward to support the overall transformation.

Sensitivity analysis has been carried out to ensure that a range of revenue costs are considered to allow for fluctuations in student numbers and take up, improved procurement efficiencies and increased utilisation of the available bus capacity. Further work will be undertaken to inform the Full Business Case.

For the purposes of this Business Case, the revenue budget is assumed to be no more than current operational expenditure (£790K per annum).

Alongside the bus service, a range of active travel options are currently being developed and assessed with colleagues in the CfE&I to inform a comprehensive Transport Impact Assessment (TIA). These include:

- Drop and walk
- Better walking routes particularly within the 1 mile radius of each college
- Better cycle routes
- Infrastructure works (impact on key junctions and traffic flows including the cumulative impact around one of the two 11-18 college sites)
- Incentives for car sharing

Indicative costs if all options were to be adopted are likely to be in the order of £1m in capital funding. This would include a provision for professional works including traffic impact assessments in key locations across the Island and safe walking and cycling route audits (within each of the 1 mile zones). For the purposes of the OBC, working in conjunction with Traffic and Highways Services, a provision of £1m in capital investment has been included within the preferred transport option and more detailed work will be completed between OBC and FBC stage. The CfESC and CfE&I are keen to underline the importance of trialling options as necessary to ensure value for money and appropriate measures are introduced for the long term. The TIA will support both Committees to assess the likely impact and merits of various options in advance of any planning application being submitted and will inform both Traffic and Highways Services and the Development and Planning Authority in assessing plans.

Further details on the travel arrangements for the 11-18 school are included in section 16 of the Policy Letter.

4.2.3. Further & higher education

The scope of further and higher education in Guernsey includes the three organisations which have now been combined to form The Guernsey Institute:

- College of Further Education (GCFE)
- Institute of Health and Social Care Studies (IHSCS)
- GTA University Centre (GTA)

The integration of the three organisations is in accordance with the States' Resolution, Billet d'État II, January 2018 which agreed 'that the organisation of further education shall have a single board of governors and a single executive leadership team; and further to agree that it shall be an objective of the Organisation to integrate with the Institute of Health and Social Care Studies and the GTA University Centre as soon as practicable, most probably to operate as discrete faculties within the same Organisation; and further to agree that it shall be an ambition of the College of Further Education to form a partnership with a UK university, ultimately to replace the title College of Further Education with the title University College Guernsey'.

This decision made by the States in 2018 has supported the development of planning towards achieving the objectives outlined above. The bringing together of further education in this way supports the Committee's intention to see technical, professional and vocational pathways of study achieve equal status with academic pathways among employers and the wider community. A single institution will also provide opportunities to broaden the range of courses available on-island thus reducing inequality between those who can study off-island and those who, whether for financial or other reasons, are unable to do so. A full description of the benefits associated with the new FE/HE Institute can be found in section 3.4 setting out the multitude of advantages in delivering this option for learners, lecturers, the States as an organisation and the wider community (contribution to the future of the Island).

In further and higher education, the prudent estimation following initial financial assessment and modelling of annual revenue savings ranges from £1 - £1.4m. This is achieved by combining teams of staff and the reduction of five sites to one and cautious anticipated income generation, resulting in lower operational running costs.

Further details can be found in Proposition 2 of the Policy Letter.

Infrastructure

In order to deliver these efficiencies, a one-off capital investment is required. At this stage, work has centred on the development of a single campus and the options for this have been independently assessed. Space requirements are substantially lower than previously estimated in 2016 which creates an investment saving for the States of Guernsey. The Peter Marsh Consulting (PMc) report refers to the previous estimated costs from the Draft Masterplan Report Stage C for Centre for Lifelong Learning CFE Guernsey 2004 of £70.2m based on an overall space requirement of 18,500 m². Potential costs have now been revised

(down) and summarised below. The development will involve a single campus at Les Ozouets to make use of the existing assets (The Performing Arts Centre). Options for satellite provision in St Peter Port will be further explored for the Outline Business Case.

The Guernsey Institute’s space requirements are outlined below:

| | | |
|-----------------------------------|----------------------|--|
| Performing Arts Centre | 2,200m ² | The existing space would become part of The Guernsey Institute. There are options to build in such a way as to extend the welcoming reception of the Performing Arts building into the new professional and technical training centre. |
| Main Educational Space | 6,217m ² | This would be the main new building – either a two or three storey building with central facilities such as café, library and social area together with a range of general purpose classrooms, art, media & IT studios plus spaces for health, hair/beauty and other specialist spaces that do not require large areas. There would be a discrete floor (or other zone) for higher level and professional programmes with dedicated conference and refreshment facilities within the building which could be swipe card access controlled. There would be a shared reception plus careers and advice and guidance service. |
| New Vocational Workshop Buildings | 2,063m ² | The location of activities that require larger areas in their own dedicated space is recommended – this will allow for a simple steel frame design to be adopted and acoustic issues can be managed within this space. Activities such as construction, motor vehicle and mechanical engineering could be housed in this part of the campus. |
| Total Space Requirement | 10,480m ² | |

Indicative costs for delivering The Guernsey Institute, based on an allowance of £4,000 per square metre are as follows:

- New build area of 8,200 m² for Baseline Institute **£32.8m**
- Additional area 90 m² for Careers & Finance **£360k**
- GRAND TOTAL area of 8,290 m² **£33.16m**

If the Guernsey Music Service remains on the same site, this would require an additional 370m² plus 25% circulation space, giving a total area of 462.5 m². This would increase costs

by around **£1.85m**. Taken together this suggests a new build budget allowance of **£32.8 to £35.1m** at today's prices. Once the costs of necessary moves between sites, any adaptations required during the works and allowances for programme risk, contingency and inflation are included, then a total capital allocation in the order of **£40 - £47.5m** has been estimated by PMc.

These estimates were independently reviewed by Gardner and Theobald. Their costs, which include the demolition and external landscaping but none for decant, risks or contingency, reach £36.2m.

PMc and Gardiner and Theobald figures are broadly consistent with one another. PMc were also asked to provide a budget cost estimate comparison for The Guernsey Institute at Les Ozouets Campus (June 2019)¹³ of a new build project located in Hampshire in the South of England. This analysis shows a variation of 32% in overall build costs: i.e. building the same project in Guernsey is likely to cost 32% more than if the project was to be built in the south of England. Advertising procurement opportunities broadly could help reduce the cost variations, particularly if this were to attract a large number of bidders but the current lack of interest from the UK market to build on the island results in the need to plan for the variation. Costs are therefore prudently factored within the capital investment range provided.

PMc consider that The Guernsey Institute can be delivered in a single phase of works and provide a possible outline for this.

Timescales

The indicative timescales and key milestones are summarised below.

Figure 23 Indicative Timescales for the Build Works

| Indicative Programme | | | |
|----------------------|---|----------------|----------------|
| 1 | Committee and States Funding Approval | July 2019 | September 2019 |
| 2 | Appointment of Design Team | September 2019 | October 2019 |
| 3 | Development of Brief to the End of RIBA Stage 2 | October 2019 | February 2020 |
| 4 | RIBA Stage 3 design | February 2020 | May 2020 |

¹³ FE Cost Model Comparison IV01

| | | | |
|---|--|----------------|---------------|
| 5 | Contractor Appointment (from issuance of tender documents) | November 2020 | February 2021 |
| 6 | Stage 4 Design Period | March 2021 | August 2021 |
| 7 | Construction Period (including demolition) | September 2021 | May 2023 |

PMc also suggest this could be fast-tracked alongside the capital works to improve the educational estate based on their experience of builds in the UK.

Governance

The devolving of governance in leadership for further education is seen as an imperative to achieving the full benefits of the ‘Alternative Model’ approach. It is expected that the Committee will retain only sufficient powers to enable it to meet its political mandate in this regard.

The three separate further education organisations which now comprise The Guernsey Institute have different governance structures:

- The College of Further Education (GCFE) is a non-corporate body and currently has a shadow Board of Governors. The GCFE is led and managed by an Acting Principal, Acting Vice Principal and other senior executive staff.
- The Institute of Health and Social Care Studies (IHSCS) is a non-corporate body with a long standing Head of Institute. In 2018 a recently Board of Governors was appointed who managed its activities. From 1 July 2019, the board no longer exists.
- The GTA University Centre (GTA) is a company limited by shares (Company number 31022) and has a board of non-executive directors. The two shares in the Company are owned by the States of Guernsey, acting through the Committee which has the mandate for the share transfers. From 1 July 2019, the number of directors was reduced and the remaining directors of the GTA are also shadow board members of The Guernsey Institute.

Several options have been assessed to select the most appropriate permanent governance arrangements, which has resulted in the selection of a Statutory Corporation as the preferred option. Any permanent governance changes are however dependent on changing the law and until the law is enacted and the new Board for the Statutory Corporation is in place, an interim governance arrangement has been established following the assessment of four proposed interim options:

- Option 1: the three institutions’ governance groups would continue to operate as they do currently, overseen by a Board reporting to the Committee. The Principal would report to the Board and the Committee.

- Option 2: A newly formed single governing board, with each separate institution operating as a faculty, each with their own executive teams. These teams and the faculty heads would report to the Principal, who is overseen by the Board. Both the Principal and the Board would report to the Committee.
- Option 3: A single executive management team reports to the Principal and is overseen by a single governing body. Both the Principal and the Board would report to the Committee.
- Option 4: A single executive management team reports to the Principal and is overseen by a single governing body. The Board only reports directly to the Committee.

As a result of assessing each option, option 2 was agreed as the most appropriate way forward in the interim. Some changes have been recommended and adopted following advice from St James' Chambers which alters the number and make-up of the interim governing body. This will now comprise Governors and Directors from the GTA, IHSCS and GCFE alongside the Executive Principal (to provide the necessary stability) and a student governor/staff governor to represent students and the workforce as transformation takes hold. The number of governors will not be limited by the Memorandum of Understanding.

The interim structure is purely focused on the merging of the three entities as well as providing a shadow board arrangement for transition to the Statutory Corporation in due course. The Board is therefore responsible for overseeing all aspects of the new Principal's remit and will need to prepare for the accountabilities that will transfer. Interim arrangements are supported by a Memorandum of Understanding (MoU) in line with advice provided by St James Chambers.

Further details of the permanent governance arrangement will be detailed in due course.

The Curriculum Offer

The FE/HE curriculum offer is understandably in development at this stage. The initial draft working position includes three indicative faculties:

- Faculty of Education, Health and Community: core 14-19 (Level 1 and 2) in subjects such as sport and health and social care and 16-19 provision (Levels 1 -3) across different subjects such as childcare and education, core HE provision (Levels 4, 5, 6 and 7 qualifications including DipHE Nursing and Masters in Professional Practice) and responsive provision in select subjects (Level 2, 3 and CPD qualifications), for example, early years and dementia care.
- Faculty of Creative and Technical Studies: core 14-19 provision (Level 1, 2 and 3 qualifications) in subjects such as engineering, construction and performing arts, core HE provision including level 4 Salon Management and Hospitality Management and responsive provision including a Diploma in Beauty Therapy.
- Faculty of Digital, Business, Management and Professional Studies: core 16-19 provision including Level 1, 2 and 3 qualifications in Maths and Business / Entrepreneurship, core HE provision (Level 4, 5 and 6) in subjects such as accounting

and finance and games design and virtual reality. This faculty also includes an Executive Business School offering Leadership Management, Director Development, Law and IT.

The curriculum will be further developed by the Executive Principal as The Guernsey Institute develops.

Transport

There are no transport implications identified at this stage. It is anticipated that any capital works that are required to ensure effective traffic management will be included in the financial modelling and options analysis as part of the forthcoming Outline Business Case due by April 2020.

4.2.4. Digital Roadmap

The Digital Roadmap for Education, developed in 2018, set out an ambitious vision to create an environment in which technology can improve the way in which teaching and learning is delivered, where it is beneficial, to improve educational outcomes. The existing digital infrastructure provides a ratio of one laptop for all teachers and, on average, one laptop for every three learners, enabled by broadband networking, wifi and smartboards in classrooms. However much of this equipment is now reaching the end of its useful life and is becoming increasingly difficult to support. While most schools use Google suite for Education, much of the complementary software used in classrooms varies significantly between schools, creating barriers to sharing successful techniques and experiences. Some schools have invested in newer equipment including iPads from other sources of funding in order to overcome some of the issues created by ageing equipment.

The equipment and infrastructure is supported by a combination of a UK based organisation specialising in IT support for schools, supplemented by on island support engineers and local broadband providers. The perception from schools is that this support is poor and lacks accountability.

The options analysis for digital is therefore relatively simple in that the transformation either omits or includes the investment in rolling out the Digital roadmap alongside the States-wide Future Digital Services programme.

- **Option 1 – Do minimum** – the investment planned as part of the Future Digital Services will deliver a refresh of the existing equipment and upgrade of networking infrastructure. Although this option is cost neutral (as the funding for investment is already included in the FDS Business Case), this option will do little to rationalise the diverse range of software in use or provide teachers with the opportunity to further develop their skills and utilise technology in the classroom where it is beneficial for learning. This option will also leave the existing less than satisfactory IT support arrangements in place until the end of the existing contract in December 2020.
- **Option 2 – The Preferred Option** – This option includes the delivery of the Digital Roadmap for Education recommendations which would fully support the programme benefits and critical success factors. It requires additional funding for the increased number of learner devices, the associated infrastructure, the establishment of a new governance body, a training programme for teachers to enhance their digital skills and utilise technology in the classroom where it is beneficial for learning. The replacement of the existing IT support provision with arrangements which are fit for purpose. The States of Guernsey already spend more than £1m per annum on IT support for schools which currently sits within the ISS Budget. The existing service fails to provide value for money and it is assumed that a significantly improved IT support service can be provided within this current budget by re-negotiating the support agreement through FDS, supplemented by onsite learning technologists in schools. The schools MIS (SIMS) will carry an additional cost for the cloud based

solution, however this cost will be more than offset by the savings realised in the States Data Centre through the release of around 100 servers.

A detailed set of assumptions that support this options analysis can be found in Appendix 1-3

Figure 24 - Digital Roadmap Benefits Appraisal

| CSF | Option 1 – FDS but no Education Digital Roadmap | Option 2 (Education Digital Roadmap) |
|-------------------------------------|---|--------------------------------------|
| Business Need | x | ✓ |
| Strategic Fit | - | ✓ |
| Benefit Optimisation | x | ✓ |
| Potential achievability | ✓ | ✓ |
| Supply side capacity and capability | ✓ | ✓ |
| Potential affordability | ✓ | ✓ |

Key: ✓ fully meets, - partially meets, x does not meet

The analysis above demonstrates the extent to which the options fulfil the critical success factors including the links to strategy, policy and benefits. Option 1 falls short of meeting the business needs as FDS won't, in the short term, automatically improve the IT support for schools and while it will refresh hardware on a like for like basis this does not meet the challenge of ensuring that teachers are skilled in embedding technological advancements in the way they plan and teach; likewise how children will learn and the skills they gain. Option 2 answers these challenges and ensures that the vision for opportunity and excellence (including the broader connections to skills, workplace and economy) are embedded. On a practical level, option 2 also provides a support system that will be far more responsive and agile to day to day challenges and will enable shared learning and positive practice across the sector to a greater extent than is possible at present.

The Digital Roadmap for Education did not initially consider the situation for FE and HE but this will be reviewed once the Executive Principal for The Guernsey Institute has been appointed and its evidence based recommendations incorporated into the Outline Business Case in April 2020.

4.2.5. Co-location of services

As detailed earlier in this section, there are three areas of focus being jointly developed between CfESC, CfH&SC and the States' Trading Supervisory Board at present:

- **Joint working in the short term:** exploring the mutual benefit of relocating provision from the Delancey Campus to the Les Ozouets Campus to create space at the former for a range of health and community services. This may provide an improvement in the standard of facilities available for some further education courses and allow services to vacate various sub-standard premises around the Island.
- **Co-location of services at the 11-18 school and colleges:** aiming to bring together education, health and care services to improve access for children, young people and their families and reduce the time lost to education in attending appointments during school time. These indicative plans are based on initial space requirements which have generated an outline cost. Further work to define the services will be undertaken in due course, with an indication of the services and requirements provided below:

Figure 25 – Initial Assessment of Co-located Services

| Facilities | ESC | HSC | Other |
|---|---|--|-----------------------|
| Permanent Office Space (desk and chairs) | Schools Psychology Services School attendance | | |
| Hot desking space (shared facilities for all to use) | Careers service Education Grants Education Support Officers Share | CAMHS Children dentistry School Nurses | Community Policing |
| Contact Rooms (informal set up e.g. Oberlands, Coffee table and armchair) | School Psychology Service Education Grants | CAMHS | Community Policing |
| Clinical rooms (Hard floor, sink, treatment bed) | | School Nurses (1 x clinic room) Physiotherapy | |

| | | | |
|--|-------------------|--|------|
| Confidential Room | | | MASH |
| Large sized Meeting room (up to 12 people) | 1 at each college | | |
| Medium sized Meeting Room (up to 8 people) | 1 at each college | | |
| Small sized Meeting Room (up to 4 people) | 2 at each college | | |
| Hot desking area | At each college | | |

- Potential for a Community Hub for Complementary Services:** exploring the potential benefits of co-locating a wide range of services from across both committees in a single central location (e.g. Les Varendes or any other suitable location). This would provide a single gateway to complementary services, streamline contact and provide greater opportunities for positive intervention and support.

The Partnership of Purpose (Billet d'État XIV of 2017) set out a commitment to transform health and care services by offering joined up services, where people are valued, listened to, informed, respected and involved throughout their health and care journey. This triggered the Transforming Community and Primary Care Services programme. One of the key strands of the programme is a proposal by the Committee *for* Health & Social Care and the Committee *for* Education, Sport & Culture to develop a community hub for complementary services. The Les Varendes site is currently being considered as a primary site for the community hub at present due to its size, central location (being a prominent feature on one of the main cross island roads), providing ample parking (which could be increased if needed), accessibility for mini buses and disability vehicles, providing easy linkages to existing public transport routes and close proximity to other facilities. While the combination of services offered at the community hub may not have a significant impact on education services, the repurposing of Les Varendes rather than the relinquishing of the capital asset is likely to impact the programme's ability to secure one of the two investment objectives set out. The States will need to take a broad view of where benefits are achieved in line with States-wide strategies and make provision for specific Committees where this impact may be felt. Further information can be found in proposition 6 of the Policy Letter.

4.2.6. Special Educational Needs And Disabilities

The provision of education for learners with Special Educational Needs and Disabilities (SEND) is governed by the Education (Amendment) (Guernsey) Law, 1987. There are currently three states-funded special schools operating in Guernsey:

- Le Rondin School for pupils of primary school age with moderate or severe learning difficulties
- Le Murier School for students of secondary school age with moderate or severe learning difficulties (located on the same site as St Sampson's High School)
- Les Voies School for learners aged 9 or over with social, emotional or mental health difficulties

Learners are offered places at these schools through the determination process set out within the 1987 Law. Parents are involved in decisions about which school is best for their child to attend.

In England approximately 1.4% of learners are educated in special schools. In Guernsey this figure is higher. The English figure has fallen significantly since the publication of the Warnock report in 1978, which advocated inclusion in mainstream. The SEND area is being designed in consultation with professionals and experts in the field to provide optimum flexibility to respond to the recommendations of the review. While the default position is that students should be supported in the classroom where possible, provision has been to allow students to work 1:1 or in small groups where this is the most effective form of intervention.

While the States' resolution of January 2018 does not require the introduction of a Board of Governors for its special schools the arguments around local governance apply equally to special schools as to secondary schools. Consultation is currently underway as to the most effective structure for devolved governance for the special schools and details of this will be presented in the forthcoming Policy Letter on the review of the Education Law.

Further details can be found in paragraph 15.7 and section 24 of the Policy Letter.

Future Options:

As part of the review three options that are likely to be considered:

- Option 1 - Remain in line with the existing arrangement of close to 3% of learners educated in SEND provision
- Option 2 - Reduce the percentage of learners educated in the special schools
- Option 3 – Increase the percentage of learners educated in the special schools

The design of the two new Colleges includes the flexibility to accommodate additional SEND learners if required in the future, while continuing to support the future role of the Special Schools.

4.2.7. Transition

In order to deliver such a significant transformation programme successfully while continuing to educate the student population within the Bailiwick, robust transition arrangements are required. Ensuring that the capital programme is delivered on time, to quality and on-budget is essential but the transformational element of the programme is much more fundamental, calling for systematic changes to working practices, policies, processes, structures, behaviours and attitudes. These elements of change are more challenging to shift than providing physical buildings. Transition arrangements have therefore been designed to preserve the educational experience to the greatest extent possible while providing the necessary skills, experience and backfill arrangements where necessary.

The Programme Mandate, endorsed by Transforming Education Programme Board and the CfESC in September 2018 estimated the transition costs to be in the range of £8-£10m profiled over a 4-5 year period assuming a fairly steady profile of circa £2m a year. A breakdown of costs is included in section 6.3.2.

To complete the Programme Business Case, further detailed work has been necessary, including programme plans, organisational and resource profiles that now provide a firmer view of requirements. The total cost for transition is £14.9m (£8.6m in revenue, £5.7m in capital and £619k for capital digital).

The total transition cost by project profiled over the transition period is summarised below:

Figure 26 - Summary of Transition Costs

| | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | Total |
|-----------------|-----------|-----------|-------------------|-------------------|-------------------|-------------------|-------------------|-----------------|--------------------|
| FE-HE Programme | £0 | £0 | £187,318 | £852,431 | £883,136 | £912,139 | £248,773 | £0 | £3,083,797 |
| 11-18 School | £0 | £0 | £1,105,793 | £2,233,469 | £1,492,619 | £1,262,214 | £610,867 | £0 | £6,704,962 |
| Primary & EY | £0 | £0 | £233,834 | £774,434 | £1,113,305 | £1,755,488 | £496,540 | £0 | £4,373,601 |
| | £0 | £0 | £39,375 | £40,480 | £86,644 | £223,965 | £234,431 | £160,603 | £785,498 |
| | £0 | £0 | £1,566,320 | £3,900,814 | £3,575,704 | £4,153,806 | £1,590,611 | £160,603 | £14,947,858 |

Resource costs are based on suggested grading and assume all on costs are inclusive in addition to providing flex for external support to complement internal appointments. To reach the most accurate profile possible, two rates have been included for internal and external costs with associated probability (in %) of being able to secure resource internally, providing a blended rate.

The following paragraphs set out how these costs have been arrived at and the underpinning assumptions. The majority are resource costs based on a detailed resource plan and financial analysis developed in partnership with colleagues in finance, ISS, Property Services, HR, Procurement and Corporate Communications. There are other services which are required alongside the additional resource costs which are also set out. A significant proportion of the costs are allocated to backfilling two substantive posts in the 11-18 school which have been appointed already (two College Principals). The transition costs in the

profile allows for funding for both current roles to ensure key subject matter experts are able to work within the transition team to secure a smooth transition to the new school. This will also help protect student attainment and educational experience during the transition period which could dip during the transformation period (if not protected).

Proposed Organisation Chart

The proposed organisation chart can be found in section 7.2.1 and covers the following expertise:

- Programme – the management team for the programme, including the Programme Director, project managers for each of the projects within the PBC (11-18 school, Guernsey Institute), programme office management and admin and programme assurance.
- Estates & Infrastructure – the team required to manage the main contractors selected to build the new schools and any agreed transport improvements.
- Digital – the team required to manage the implementation of the Digital Roadmap, including the selection, procurement and deployment of new learner, teacher and classroom devices to schools, the design and introduction of a new support model, the enhancements and migration of the Schools MIS to a new platform and the delivery of a Digital Roadmap for FE/HE.
- Leadership & Performance – the team completing the delivery of the new Education Law policy letter, a leadership development programme for the new schools and Guernsey Institute to transform the culture and to design and deliver the training required to school governors, school leadership teams and teachers. Some of these roles only exist up to the middle of 2020, on the assumption that the Education Law deliverables should have been completed, leading to a transfer of responsibility for leadership, training and communications to the Business Change Lead.
- Business Change – the team responsible for ensuring that the organisational changes required to manage the transition from the current four 11-18 schools to the new 11-18 school on two sites. This will include a combination of HR skills (HR management, organisation design, terms and conditions) and communications skills to design and deliver a comprehensive engagement plan during the transition to ensure all stakeholders are appropriately engaged throughout the transition to the new schools.

Peak Resource Profile by Work stream (FTE)

The organisation structure shows a management-to-staff ratio of around 1:6. It is important to stress that this ratio assumes that leads are secured who are prepared to work pragmatically to deliver as well as lead. The size of the teams has been optimised by combining roles where practical – but also reflects the range of different skills required within each team. The table below shows the peak size of each team in full time equivalents (FTE). The release of funds to cover such roles will, like other aspects of the Programme, require the submission and approval of detailed business cases. The CfESC has also

committed to providing appropriate scrutiny to test the essentiality and appropriateness of each new role.

Figure 27 - Resource Profile Summary

| | TEP Mgt | TEP Team | Support | BAU | Outsourced |
|-------------------|---------|----------|---------|-----|------------|
| Programme | 1 | 6 | | | |
| Estates & Infra | 2 | 9 | 4 | | |
| Digital | 1 | 5 | 1 | 1 | |
| Leadership & Perf | 1 | 6 | 1 | | 20 |
| Business Change | 1 | 4 | 1.5 | 1 | |

Skills by team

Where practical roles have been combined – for example, one team will be responsible for the deployment of the Digital Roadmap, with one project manager responsible for the design of the new support model and the review of Schools’ Management Information System (MIS). Optimisation of the teams is, however, constrained by the breadth of skills required across the teams, which is illustrated in the table below.

Figure 28 – Summary of Skills Requirements

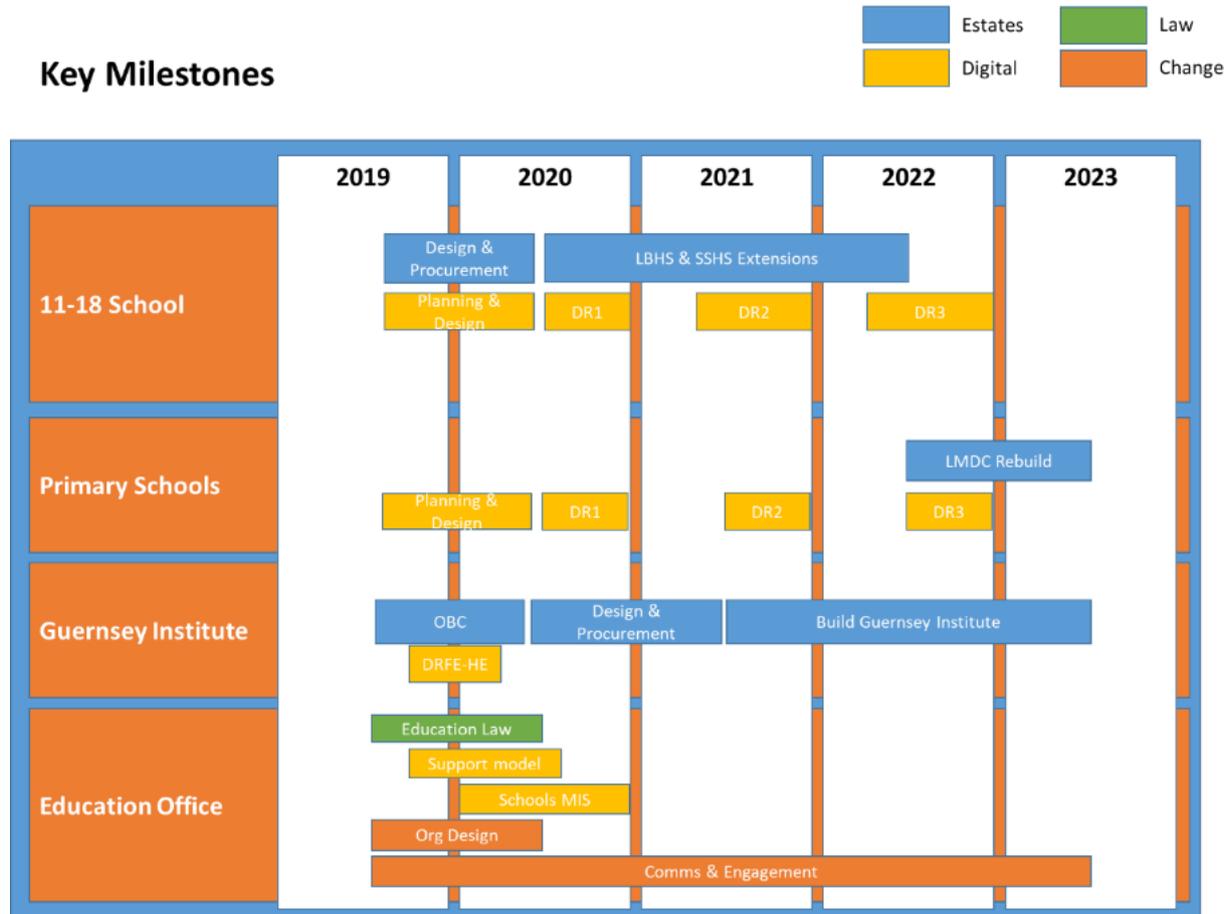
| Work stream | Skills required |
|--------------------------|---|
| Programme | Project & Programme Management, Programme Assurance, Admin |
| Estates & Infrastructure | Clerk of Works, Mechanical Engineer, Transport, ICT, Procurement |
| Digital | Project Management, Business Analysis, IT Support organisation design, Network Engineer |
| Leadership & Performance | Legal, Policy Development, Leadership Development, Training |
| Business Change | Organisation Design, T&C modelling, HR Management, Communications |

Programme Milestones

The resource plan has been developed to ensure the resources required for each of the key phases of the programme are available as required. Whilst the programme team peaks at the sizes at the sizes in Table 2, this peak is reached in Q1 2020 and declines thereafter.

This diagram summarises the key activities happening over the next four years:-

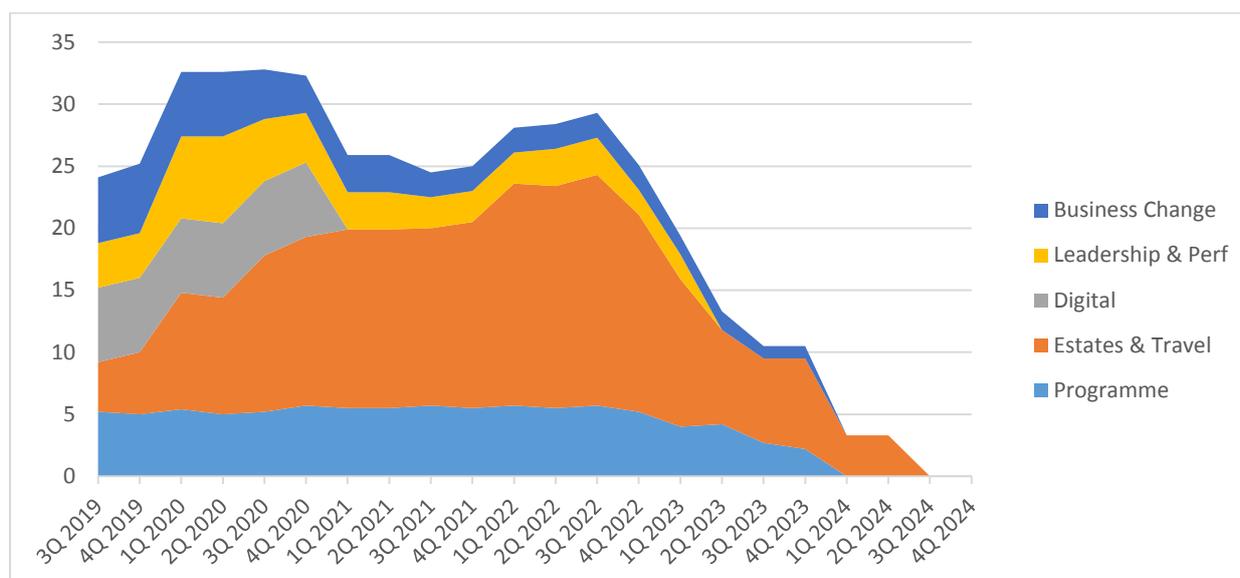
Figure 29 – Programme Milestones



Resource Profile over time

The resource profile has been developed to achieve the key milestones and therefore the shape of the team changes over the period of the programme.

Figure 30 – Resource Profile (FTE by Quarter)



Key assumptions built into this profile are:-

- Estates & Transport – this team is comprised of four project management teams, one for each construction project. Their workload peaks during 2022 when the 11-18 school extensions, The Guernsey Institute build and LMDC design are all running in parallel.
- Digital – the workload of the Digital team peaks leading up to the first deployment phase of new equipment is delivered into schools, a new support team is introduced and the teacher training takes place. Following the first deployment phase, the project team will be disbanded and the new support team will manage the subsequent deployment phases.
- Leadership & Performance – once the new Education Law work is completed, the size of this team will be reduced and the resources in this team will merge into the Business Change team.
- Business Change – the team supporting the organisational changes – including organisational design, HR, stakeholder engagement and communications.
- Programme Management – the management team provides a small team which is consistent throughout the programme, scaling back the number of project managers as the projects are completed.

5. THE COMMERCIAL CASE

5.1. Introduction

The commercial case summarises the following:

- Commercial and Procurement Strategy - including scope and related services, risk transfer, key contractual clauses and length and supplier implementation timescales
- Personnel considerations - these are in development as the target operating model is confirmed. Initial positions have been shared with key staff groups
- Accountancy treatment - in line with the States' Fiscal Framework

5.2. Commercial and Procurement Strategy

The products and services to be procured to deliver this Business Case fall into the following categories:-

- Programme Management – skilled resources to help deliver the programme
- Construction – the construction of new buildings (four in total)
- Transport – improvements to roads network (to support active transport activities) and bus services
- Learning and Development – to ensure the necessary skills and capabilities are developed to support transformation
- Digital infrastructure – equipment, software and services to deliver the Digital Roadmap

The proposed approach to procuring each of these are detailed in the sections below.

5.2.1. Programme Management

The Programme is currently undergoing a period of recruitment and, as such, is adopting the following principles to secure the most appropriate skills and experience:

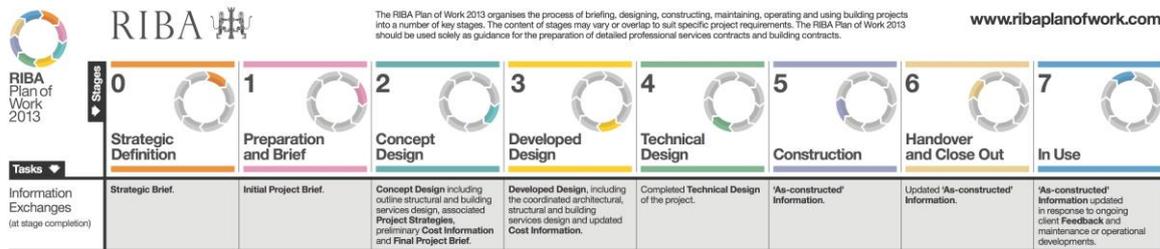
1. Where it is possible to recruit suitably-skilled States of Guernsey employees to the programme, this is the preferred option, even if training and development is required to ensure the role can be fulfilled in its completeness.
2. Where the Programme requires external support to fill specific skills gaps on a medium to long term basis, this will be done through fixed term or equivalent approach to secure a more affordable contracting framework.
3. Where there is a need for the States to hire quickly or in circumstances where the role is too specialist or short term to make it practical to be filled using options 1 or 2 (above), the Programme will look to the external market on a commissioned basis.

The Programme has developed relationships with three Guernsey consultancies/resource agencies as well as drawing on the expertise and approaches within the States.

5.2.2. Construction

The States follow the internationally recognised RIBA standard and process for the procurement, design and build of any development on the Island. The seven stages can be seen in the image below:

Figure 31 - RIBA Plan of Works Stages



The procurement approach to construction for the Programme builds upon previous detailed procurement reviews undertaken for the Office of the Committee for Education, Sport & Culture, principally La Mare de Carteret Schools Procurement Strategy Report.¹⁴ This approach carefully assessed both on-island and off-island contracting markets, the States' criteria and their procurement options. However, a number of the criteria used at this time have been amended to reflect the present and future requirements of the States. The procurement process is necessarily focused on the 11-18 school project in the first instance.

It was previously considered that a client-led design approach with high levels of design control right through to the final design and construction stages of the project was essential to ensure educational needs are met by the projects. This has reduced the opportunity for design and contractor savings. The proposed amended approach would be to establish the initial designs with a client-led team to confirm the brief and address key risks. The project can then be tendered to a main contractor who would complete the detailed design, finalise any outstanding planning issues and complete the construction. It is an approach which is a standard solution within the UK and as delivered within UK Government frameworks.

It should be noted that both the preferred school sites (St Sampson's and Les Beaucamps) have several key risks which are best controlled by the client in the early stages before forming the basis from which the contractor-led designs can then be developed. For example, at Les Beaucamps High School it is recommended that outline options and massing studies are developed for discussion with the planners to enable sensitive planning issues to be largely resolved and a planning application submitted prior to

¹⁴ JLL G&T Procurement Approach Report 21.08.18

tendering the project. This will allow contractors to tender their competitive bids with fundamental risks largely resolved.

The design team works with the shortlisted main contractors by attending design workshops during RIBA Design Stages 2 & 3 so that key design issues are resolved with the potential contractors. This includes issues such as developing safe access and construction zones around the existing schools, and buildability options for elements such as foundation, drainage and cladding design.

In addition, it is considered necessary that the outline design is developed by the client as Guernsey contractors (unlike UK contractors) do not have the in-house design skills or the benefit of regular school projects to take on the design at this early stage.

The designs have therefore been developed with the planners for formal submission. As a minimum the designs allow a 'letter of comfort' from the planners to enable this information to form the basis for tender documentation to the contractors. To date extensive work has taken place with planning officers to ensure that the designs of the extensions conform with States' planning policies. Failure to achieve this would pass a significant risk to the contractors and most likely prevent the States achieving best value. Therefore, as required, the States may need to submit the planning applications and leave the successful contractor to finalise the planning approval.

The tender information for the 11-18 school extension projects will be based on RIBA Stage 3 designs with room data sheets, fittings and equipment requirements and the planning application drawings. This will allow the successful contractor to complete the RIBA Stage 4 designs and finalise all regulatory requirements (Building Control and Planning).

Given the relatively small scale and complexity of the builds compared with whole school site redevelopments, tendering should be focused around on-island main contractors. Jones Lang LaSalle (JLL) and Gardiner and Theobald (G&T) believe that off-island contractors, predominantly from the UK, have repeatedly shown a lack of interest in delivering projects of this scale on-island and given the current market conditions in the UK, it is not considered that likely to be a successful solution for the States. It is recommended that up to three main contractors are invited to a single stage tender based on the outline planning drawings, layouts and room data sheets to allow the contractors to develop a compliant bid with their design team.

Tender returns will be based on a single stage design and build JCT 16 contract price. This will include a design development allowance and all necessary design fees to complete the RIBA Stage 4 detailed design work. The selection would be based on 60% price 40% quality as tendering contractors will be providing a fixed price as part of their tender returns. Contract performance controls will be included in the contract. These will include specific measures for contractors to provide a dedicated resource for programme management, design management, as well as providing timely information required schedules, detailed commissioning plans, operations and maintenance manuals and warranties. This will have the added benefit of upskilling the contractors for future education and States projects.

The States will appoint their consultant team using the current key professionals from the La Mare project to set up and progress the schools extensions early design development. This will significantly speed up the next stage of design. The main contractors will be encouraged to appoint their own architects, structural, and mechanical and electrical engineering (M&E) design team from the end of RIBA Stage 3 onwards and are likely to use on island consultants or specify that if off-island consultants are used that they team up with an on island partner to assist in skill transfer. This approach is expected to ensure over 50% of the design team fees are expended to local consultants through a local on island contractor.

JLL and G&T have worked closely with the States over the last 15 years to deliver the education programme under a number of different procurement approaches and will continue to provide their services as part of the proposed procurement approach. It is proposed that an M&E consultant is retained to oversee the contractor’s M&E design and ensure that this meets the performance standards required. The Civils and Structure consultant could be a local appointment as this area of work would benefit the project with their local knowledge.

The key stages that the team have worked through to date and the potential timescales for the remainder of the approach are summarised below:

Figure 32 - High Level Procurement Timeline, 11-18 School

| Stage | Details |
|---|--|
| Curriculum Areas - September 2018 | Area requirements are confirmed, acknowledging core and core+ area options to enable the feasibility to commence and present these as part of the OBC for final decision. |
| Feasibility – October to December 2018 | Provide a high level feasibility developed with a small consultant team to set options for both the St Sampson’s and Les Beaucamps sites and indicate the differences between core areas and core+ additional requirements so that these are costed and can be reviewed between the Committee <i>for</i> Education, Sport & Culture and Policy & Resources Committee to confirm brief at OBC. |
| Outline Business Case (OBC) – January to October 2019 | Submit the OBC based on the feasibility brief, design, programme, procurement, risks and budgets. The RIBA Stage 2 design is planned to start during this stage to assist the completion date and reduce programme risk. |
| RIBA Design Stages 2 & 3 – April to October 2019 | These design stages will be developed by a client side design team within parameters set in the feasibility. It is recommended that the client use existing key consultants from the La Mare project (PM, QS, Architect, MEP) to allow the speed of the feasibility and this concept work, but the main contractors would then be left to select and work with on island consultants to develop the detailed design. |

| | |
|--|--|
| | <p>During this stage the client will seek, as a minimum, a Letter of Comfort from the planners to reduce the contractor’s risk at tender. There are planning sensitivities, in particular, over Les Beaucamps so this approach will need to be reviewed as work is progressed.</p> <p>Planning responsibility will lie with the contractor and the contractors will develop their design at RIBA Stage 4 in line with a design development allowance within their tender.</p> |
| Tender Stage – October 2019 to March 2020 | <p>This will involve a tender to on-island contractors, with up to three contractors to be invited. The contractor will be able to choose consultants to develop their Stage 4 design and deliver.</p> <p>Contractors are free to select consultants for their design development and therefore it is not considered necessary to novate designs from the previous design team.</p> <p>The tender returns will be based on a single stage design and build contract price with a design development allowance and necessary design fees to complete the RIBA Stage 4 detailed design work.</p> |
| Full Business Case - March 2020 | The FBC report can be submitted following the tender based on the States’ delegated authority to P&R from the OBC process. |
| Contractor led Design – January – September 2020 | During this period the contractor will prioritise their design development to meet the contract requirements and the construction priorities. |
| Construction – July 2020 – June 2022 | This approach will allow construction to commence approximately 6 months earlier than previous approaches and allow the potential for the school to be completed by Summer 2022. |

It is envisaged that a similar procurement process will be followed for the FE/HE and Le Mare de Carteret Primary projects with timelines dovetailing as necessary to minimise disruption as transformation is delivered and to manage the availability of suitable contractors on the Island.

5.2.3. Transport

The procurement of transport services is primarily affected by the 11-18 school project. The current contract for school bus services (either side of the school day) is via a contract with a single provider who is also one of the main providers of public transport bus services across the Island. For this reason, there may be difficulties in meeting demand for public services because of the transformation requirements to extend the school day to 4:05pm three days per week. The budget for this service is currently held by the Committee *for* Environment & Infrastructure. The Committee *for* Education, Sport & Culture will continue to work closely with colleagues to explore avenues to ensure that a sustainable and financially-viable service can be provided for the future. This may mean introducing a separate contract for school bus services, potentially with a different provider. Travel to school patterns and take-up levels will be key drivers and these will become clearer as the Programme progresses. This work is currently in development.

Transport is also required during the school day (to aid the transportation of students to sports fixtures, swimming lessons and to playing fields off-site from one of the two colleges within the 11-18 school). Further work will be carried out to determine the best value approach in the short, medium and long term.

For any improvements to the transport and road infrastructure, Officers will work closely with the Committee *for* Environment & Infrastructure and States Procurement Services.

5.2.4. Learning and Development

This is likely to cover three broad areas for the workforce, governors and Committee members and partners:

- Change management support
- Cultural change within the system
- Professional Development

The following guiding principles will be used to support the commercial strategy:

- Make best use of existing resources currently available within the States
- Use the States e-learning suite 'My Learning' where appropriate
- Partner with UK national bodies where relevant. (For example, resources for governor development are available to support this area)

5.2.5. Digital Services

The majority of investment required to deliver the digital capabilities fall into categories below, each of which will have a different commercial strategy:-

- **Hardware** (learner & teacher devices and interactive flat-panel display screens) – these are all items where there are a number of suppliers who are able to provide devices with the required capabilities. A competitive tendering process is proposed to ensure that the States get the best equipment at competitive prices.
- **Project Team Resources** – the core delivery team will follow the resourcing approach for all programme delivery resources. The intention will be to use the programme team to manage the delivery of the initial planning and design work, and carry out knowledge transfer to the permanent Digital Enablement team during the first phase deployment. This will enable the digital enablement team to manage subsequent deployment activities as well as the ongoing need for staff training and development. The programme team will be demobilised at the end of 2020.
- **Training** – a training partner with experience of the use of digital technologies in education will be selected to develop learning and development materials to support a ‘train the trainer’ approach. This will ensure that the programme delivers a library of training materials and experienced trainers for ongoing CPD beyond the end of the programme.
- **Software** - the proposed software is either free for educational use (Google Suite for Education and its complementary applications) or is only available from a single supplier (Capita SIMS).
- **Transition** – as part of the transition, a number of specialised activities will be carried out on the existing infrastructure. The most appropriate resources for this will be determined in conjunction with ISS and Agilisys, the FDS partner.
- **IT Support model** – the programme team will work with ISS and Agilisys to design a fit-for-purpose model for the support of digital technologies in schools, so that the transition to the new model can be completed before the end of the existing support contract with XMA in December 2020. The new support model will consider how best to provide the depth of technical expertise and service quality, complemented by proactive on-site support in schools.
- **Digital Roadmap for FE/HE** – a competitive tendering process will be carried out to procure a consulting engagement to develop a Digital Roadmap for FE/HE. Emphasis should be placed on building on the existing roadmap for primary and secondary education to maximise synergies between the two engagements and reduce duplication of effort.

5.2.6. Personnel considerations

High level organisation design has already been shared with the 11-18 workforce (20th June 2019) for the most mature project within the programme: the 11-18 school. This sets out a range of roles that are either cross school (i.e. with duties across the whole school - both colleges) and roles that are within one of the colleges.

Figure 33 - Support Staff

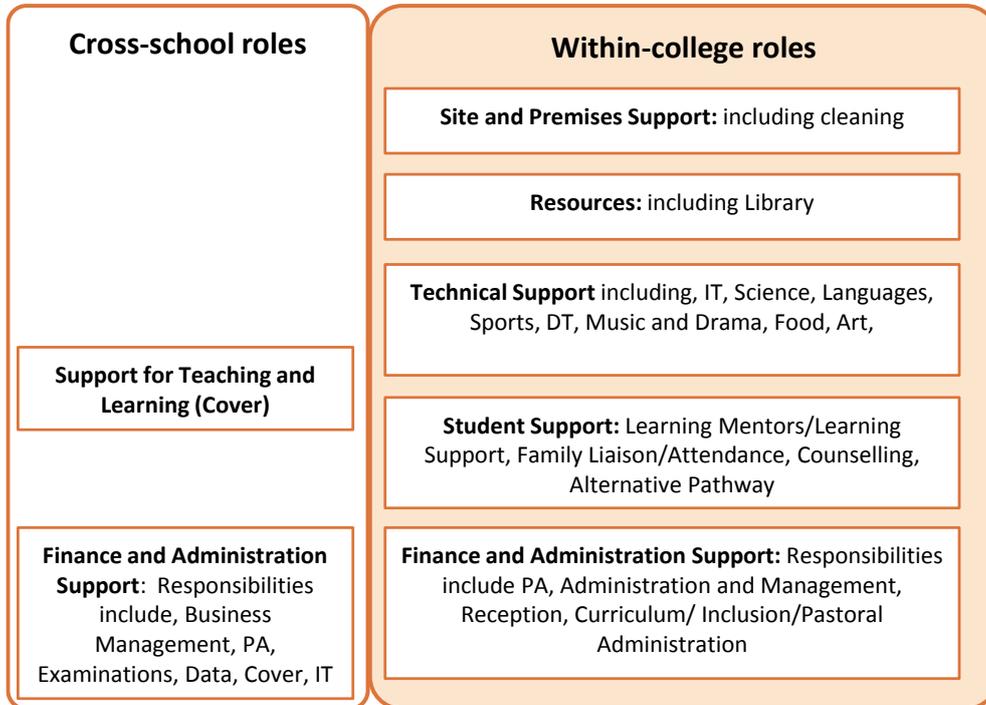
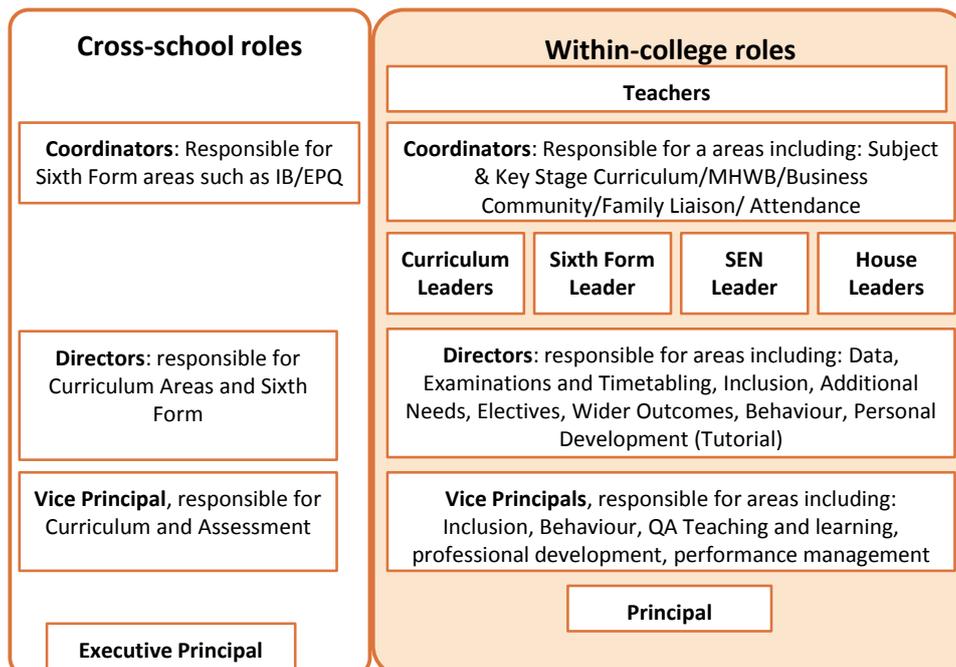


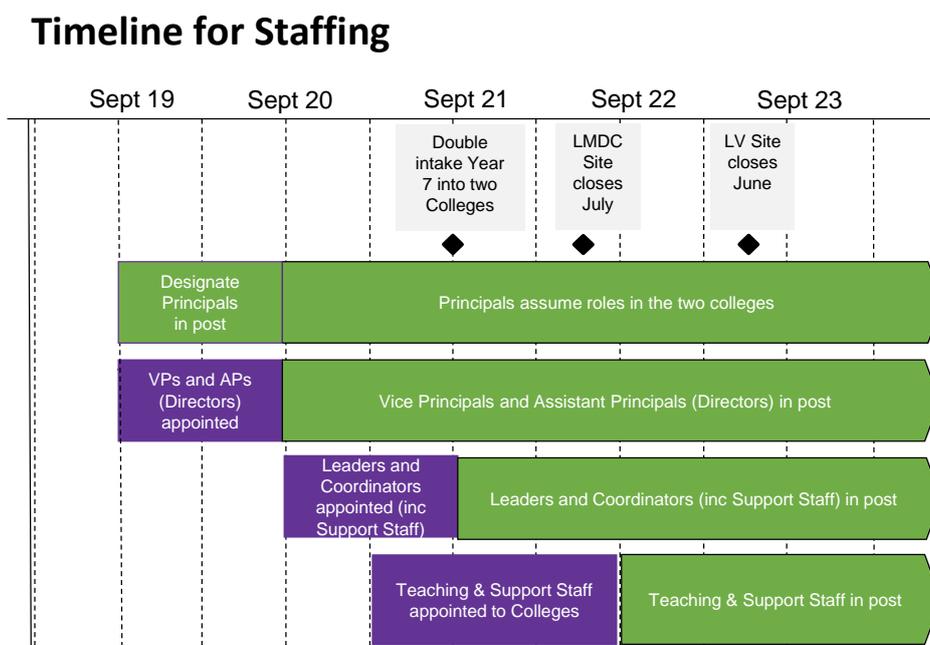
Figure 34 - Teaching Staff



The proposed timeline for staffing is summarised below and to achieve this, further work is required over the summer 2019 and into the first term (September– December 2019) to:

- Complete work to provide an accurate staff database to enable strategic workforce planning
- Finalise (with the unions) the supportive framework for staff moving through this transition
- Establish the People Working Group, with an identified lead (this group will include union representation, and HR representation)
- Produce and agree a detailed timeline for the work stream; and associated risk register and reporting mechanisms
- Agree and implement the communication strategy for staff
- Discuss, agree and implement change management support for staff
- Work on new job descriptions commensurate with the new school staffing model
- Identify plans to address Terms and Conditions proposals – if these emerge
- Conduct workforce mapping to create a plan for assimilating existing staff into new roles; and plan recruitment for additional skill requirements
- Complete assimilation (and if needed selection) processes for existing staff (May to December 2020)
- Ensure provision of structured staff development programme
- Ensure all staff are clearly identified for roles in the new school, and roles in the ‘run out’ of existing services or buildings (by April 2021)

Figure 35 – Timeline for Staffing



Personnel considerations related to other parts of the programme will be developed as business cases mature to OBC followed by FBC stage.

5.3. Accountancy treatment (The State's Fiscal Framework)

The States Fiscal Framework is a set of rules agreed by the States to govern how public finances are managed. These rules were first agreed in 2009 and updated in 2016. They commit the States to a guiding principle of permanent balance. That is, in the long-term, the States should not spend more money than it receives in taxes and other sources of income. The delivery of the Transforming Education Programme will support the States in continuing to meet an annual balance through a more sustainable revenue model.

The programme will prepare business cases in line with the programme plan and the five case business model discipline in order to justify the drawdown of capital funding as the programme progresses.

6. THE FINANCIAL CASE

6.1. Introduction

Financial modelling and analysis has been carried out on three options for the 11-18 school provision. These options are:

1. Do Nothing - current four school model
2. Do Minimum - one school in two colleges with improvements made to the delivery of 11-18 education
3. Preferred Model - one school in two colleges with significant improvements to the delivery of 11-18 education.

A financial model has also been prepared for The Guernsey Institute. Further detailed modelling will be carried out for the project OBC.

Detailed assumptions for all financial models can be found in Appendices 1 -3.

6.2. Impact on the Annual Revenue Budget

It is expected that the new 11-18 school will be fully operational by the start of the 2023/24 academic year. The financial models for the school have been prepared for 25 years to show the impact the project will have on the annual revenue budget from the academic year 2018/19 onwards.

The financial model for The Guernsey Institute assumes the organisation is fully operational as one organisation on one purpose-built site from 2023/24. It is anticipated that the revenue savings will be realised incrementally between 2023/24 and 2025/26, when the income-generating courses at The Guernsey Institute are fully in place.

It has been assumed that there will be no change in annual revenue expenditure for the following service areas:

- Primary and early years
- School and student support
- Central services

Any financial impact to the ESC revenue budget resulting from changes to the education law or the move towards devolved authority will be modelled once information is available to enable this analysis.

No inflation has been built into the financial models.

Figure 36 - Summary of Revenue Expenditure for FE/HE and 11-18 school provision

| Annual Revenue Costs £'000 | 2018 Actuals | Option 1 Do Nothing | Option 2 Do Minimum | Option 3 Preferred |
|---------------------------------------|---------------------|--------------------------------|--------------------------------|-------------------------------|
| 11-18 Schools * | 17,772 | 19,586 | 17,786 | 18,848 |
| FE HE | 9,789 | 9,789 | 8,600 | 8,600 |
| Total Annual Budget Required | 27,561 | 29,375 | 26,386 | 27,448 |

*Excludes St Anne’s, Les Voies and Le Murier and any central secondary costs.

Option 1 ‘Do Nothing’:

Total annual revenue costs are expected to be £29.4m by 2023/24, an increase of £1.8m compared to actual expenditure in 2018 for these service areas. This option assumes that the secondary schools continue to operate across four sites without selection in line with the September 2019 intake. Costs have increased in line with the increase in student numbers. The costs for the secondary schools are based on expected student numbers for the academic year 2023/24 (see Appendix 7).

The FE/HE costs are based on the 2018 actual expenditure for the College of Further Education (GCFE), Institute of Health and Social Care Studies (IHSCS) and the GTA University Centre (GTA). It is assumed that any increased demand on these service areas can be absorbed by existing budgets. In order to allow comparisons, these figures do not factor in the merger of these organisations that took place on July 1st 2019, forming The Guernsey Institute.

Option 2 ‘Do Minimum’:

Total annual revenue costs are expected to be £26.4m, a decrease in annual spend of £3.0m compared to the ‘Do Nothing’ option. Option 2 for the 11-18 school is the ‘Do Minimum’ and assumes that the school will be fully operational as one school in two colleges in 2023/24.

The FE/HE costs are based on the proposed future operating model of The Guernsey Institute as a result of the merger between the GCFE, IHSCS and the GTA. It is expected that the annual running costs of The Guernsey Institute will be between £8.4m and £8.8m, with annual revenue savings of between £1m and £1.4m. For modelling purposes a median of £8.6m has been assumed with efficiency savings being made due to the reduction in number of sites from five to one. Income is forecast to be higher due to an increase in the higher education offering.

Figure 37 - The Guernsey Institute Financial Summary Model Used in Both Options 2 and 3

| Income & Expenditure (£'000) | FE & HE 2018 Actuals | Guernsey Institute |
|---|-------------------------------------|-------------------------------|
| Income | - 1,814 | - 2,505 |
| Expenditure | 11,603 | 11,105 |
| Total Annual Budget Required | 9,789 | 8,600 |

FE/HE 2018 actuals consolidates the 2018 net revenue spend of the College of Further Education, Institute of Health and Social Care and the GTA.

The do minimum option was carefully considered but dismissed in favour of option 3 for several reasons as set out in the Economic Case (section 4.1)

Option 3 'Preferred Option':

Total annual revenue costs are expected to be £27.4m, a decrease in annual spend of £1.9m compared to the 'Do Nothing' option. Option 3 is the preferred option delivering on both financial and non-financial benefits. It assumes the 11-18 school is fully operational as one school in two colleges by 2023/24.

The FE/HE costs in option 3 are the same as option 2 and based upon the proposed Guernsey Institute operating model.

Further detailed modelling of options for the 11-18 school will be included in the Outline Business Case for that project.

Further details of the assumptions used in the financial modelling can be found Appendices 1-3. The primary reasons for the selection of option 3 as the preferred option and the link to benefits can be found in section 4.1.

6.3. Overall Affordability and Funding Streams

6.3.1. Capital Reserve

The build and development costs for the programme total £148.7m. It is requested that these costs are funded through the capital reserve. Estimated phasing of capital spend is as per the following table:

Figure 38 – Summary Capital Request

| Maximum Capital Request (£'000) | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | TOTAL |
|---------------------------------|----------------|-----------------|-----------------|-----------------|-----------------|--------------|------------------|
| Transport | £ - | £ 500 | £ 500 | £ - | £ - | £ - | £ 1,000 |
| Programme Team | £ 628 | £ 1,430 | £ 688 | £ 508 | £ 211 | £ - | £ 3,465 |
| 11-18 School | £ 1,861 | £ 15,893 | £ 37,984 | £ 11,351 | £ 1,095 | £ - | £ 68,184 |
| FE-HE | £ 159 | £ 376 | £ 10,446 | £ 25,328 | £ 10,148 | £ - | £ 46,457 |
| Primary and EY | £ - | £ 827 | £ 886 | £ 12,241 | £ 11,435 | £ 161 | £ 25,550 |
| Healthcare Co-Location | £ 112 | £ 887 | £ 2,261 | £ 674 | £ 65 | £ - | £ 3,999 |
| TOTAL | £ 2,760 | £ 19,913 | £ 52,765 | £ 50,102 | £ 22,954 | £ 161 | £ 148,655 |

The above capital costs include a £5.8m investment in IT infrastructure across the primary schools, SEND schools, the 11-18 school and The Guernsey Institute.

Funding required from the capital reserve for the Transforming Education Programme: £148.7m.

A summary of how the programme has arrived at the required capital costs for the 11-18 school is included in Appendix 8.

The estimated proceeds from the disposal of redundant school sites of between £6.3m and £10.3m has not been included in the capital funding.

6.3.2. Transition & Transformation Costs

Figure 39 – Summary of Transition Funding

| TTF Request (£'000) | 2019 | 2020 | 2021 | 2022 | 2023 | TOTAL |
|---------------------|----------------|----------------|----------------|----------------|--------------|----------------|
| Programme Team | £ 664 | £ 1,177 | £ 804 | £ 755 | £ 400 | £ 3,800 |
| 11-18 School | £ 169 | £ 296 | £ 555 | £ 1,209 | £ 447 | £ 2,676 |
| FE-HE | £ 128 | £ 640 | £ 601 | £ 584 | £ 101 | £ 2,054 |
| Primary and EY | £ 39 | £ 31 | £ 18 | £ - | £ - | £ 88 |
| TOTAL | £ 1,000 | £ 2,144 | £ 1,978 | £ 2,548 | £ 948 | £ 8,618 |

The table above highlights all expected transition and transformation spend from July 2019 onwards. Funding totalling £1.7m has previously been approved by P&R for the Transforming Education Programme and there is forecast to be an unspent balance of £150k. Additional funds of £8.5m are therefore required for the remainder of this programme.

Funding required to support the transition and transformation arrangements total: £8.6m.

A summary of how the programme has arrived at the transition and transformation costs is included in Section 4.2.8.

6.3.3. Total Programme Funding

Total spend for the programme is estimated at £157.3m at this stage.

Figure 40 – Programme Funding Requirement

| Maximum Programme Costs | Transport | 11-18 School | FE HE | Primary & EY | Programme Management | Healthcare Co-location | TOTAL |
|------------------------------|--------------|---------------|---------------|---------------|----------------------|------------------------|----------------|
| TTF | 0 | 2,676 | 2,054 | 88 | 3,800 | - | 8,618 |
| Capital Reserve | 1,000 | 68,183 | 46,457 | 25,550 | 3,465 | 4,000 | 148,655 |
| Total Programme Spend | 1,000 | 70,859 | 48,511 | 25,638 | 7,265 | 4,000 | 157,273 |

A comparison of these figures with how they are presented in the Policy Letter can be found in Appendix 10.

7. THE MANAGEMENT CASE

7.1. Introduction

The Management Case for the Transforming Education Programme provides the context for the Management Case for all project level management and governance. All component projects' governance arrangements take place within the programme governance and no projects will make wider organisation or financial decisions that may compromise the overall Target Operating Model or Programme Business Case.

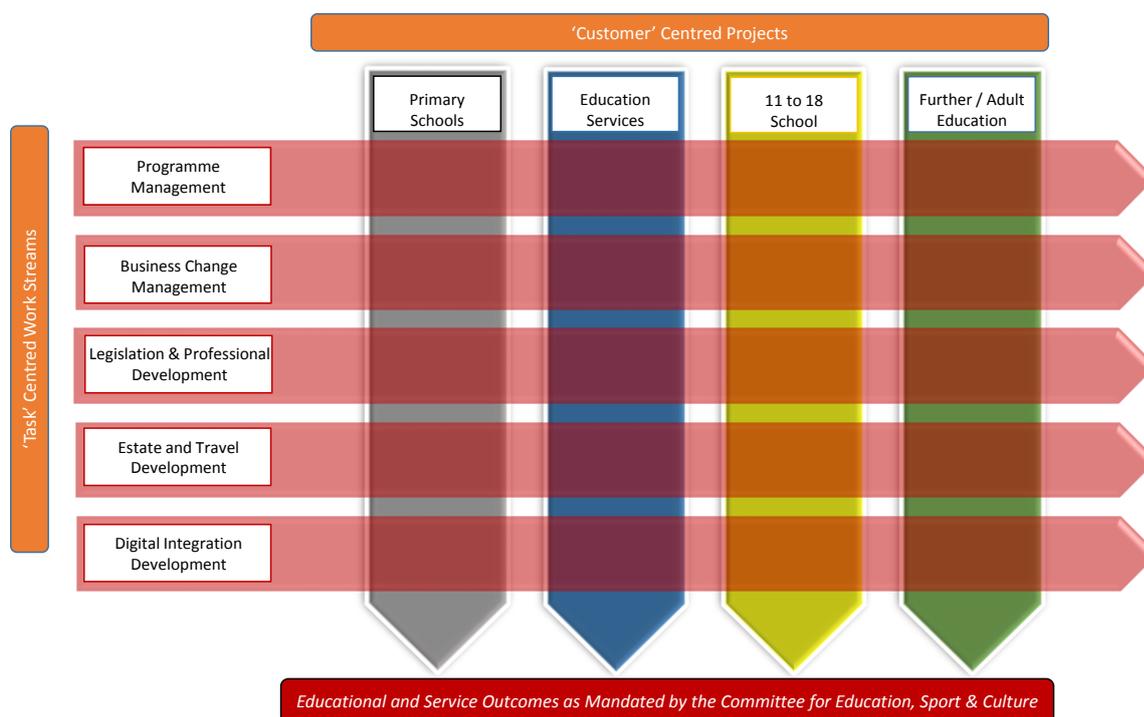
7.2. Programme Management Arrangements

The Transforming Education Programme comprises four projects which, when combined, will deliver a comprehensive range of changes to the way that the community in Guernsey is educated. These include changes to education law that will enable transformation in the way that schools and other educational institutions are governed, organised and managed.

7.2.1. Programme and Project Structures

The programme has a matrix structure, shown below:

Figure 41 - A Matrix Approach



This structure has been designed to ensure that:

- Programme areas that require cross-cutting operational changes are undertaken within functional work streams. This ensures there is consistency of approach across

different transformation projects. The work streams have been designed to mirror the change-enabling service areas within the States' organisational structure. In doing so, the programme has ensured that it is capable of operating within a more collaborative portfolio transformation structure in support of the wider Public Sector Reform agenda, should the States elect to develop a more centralised transformation approach.

- Discrete projects, each aligned to a specific operational area of the education system. The creation of operationally aligned projects ensures that education senior users can have clear view of the change agenda in their area and can ensure the programme is adequately supporting their delivery of business changes.

The Transforming Education Programme and each project within the programme is developed against a Five Stage Delivery Model (See Appendix 9).

The Five Stage Delivery Model describes the objectives, key activities, deliverables and gateway criteria for each stage and so ensures that all work is undertaken to some clearly defined criteria. Although the five stage model is aligned principally to the execution of programme and project tasks, it is closely aligned with the PAR structure used within the States to assure transformation progress and determine investment decisions.

The programme is currently completing Stage 2 'Initiation and Planning'. Some products that would typically be delivered during Stage 3 'Design and Build' have been commissioned during this stage to optimise the time available. This is particularly relevant to the 11-18 school project that is seeking to develop its design to an appropriate level for PAR2 review concurrently with the Programme PAR0. While this approach does carry some risks these have been managed and where possible mitigated by the programme to date.

During Stages 1 and 2, Transforming Education has been treated as a single programme. The reasons for this are:

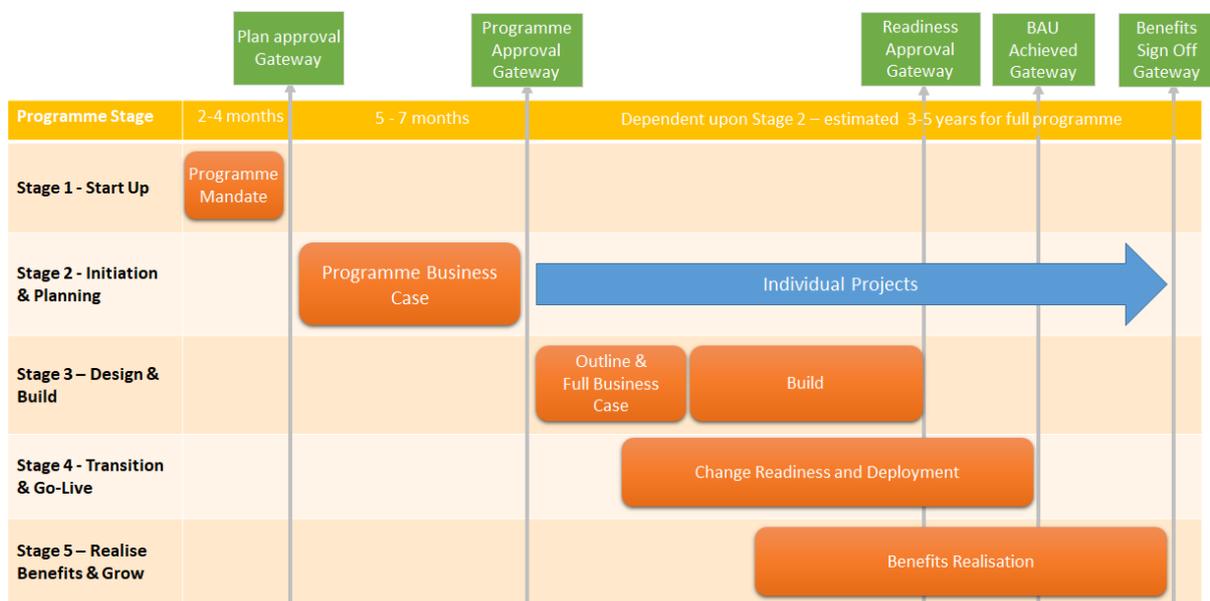
1. The requirement for the programme to develop a single target operating model (TOM) for all of education and a governance structure that clearly defined how the delivery of education worked as a single system.
2. The importance of developing a clear commercial and economic case that took into account the benefits and risks of delivering the entire programme. For example, focusing on the programme allowed the work streams to identify the requirement to delay construction on some sites to provide 'decant' space elsewhere in education; and recognition of the value of engaging Guernsey's construction partners in the challenges of managing the construction of three or four new school buildings concurrently.
3. To enable the States to take a view of the case for change across all areas of education, both in terms of value, investment and operating cost.

As the programme moves into Stage 3 ('Design and Build'), the benefits of aligning the programme to each of the component projects will become the priority for the following reasons:

1. The increasing need to engage project-level stakeholders in the change journey, both in relation to the dialogue, as well as specific project interventions
2. The delivery of activities specific to individual projects (for example, the development of new 11-18 school names, school uniforms and operational structures)

For these reasons, while the management and governance structures for the programme will continue to provide overall direction to the transformation programme, dedicated project managers and their teams will have a greater level of focus on the delivery of the component projects. This approach will enable each project and its sub-projects to adopt their own appropriate approaches.

Figure 42 - Transforming Education Transition Point from Programme Centric to Project Orientated

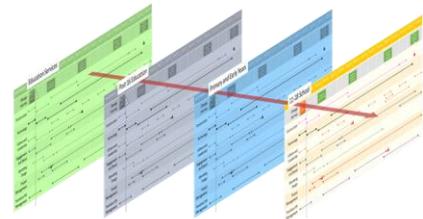


Approach

Figure 43 - Transforming Education – Stage 3 and Beyond – A More Flexible and Dynamic

After Initiation and Planning ...

1. The focus will be at project level (e.g. 11-18 School Project).
2. More detailed business cases will also be at project level and aligned to outcomes as described in the target model work.
3. The service area SRO will lead the change publicly and visibly.
4. Work Stream Managers will continue to ensure the programme is joined up and be accountable for the performance of suppliers.



7.2.2. Programme Governance

Programme-level governance was initially approved by the Committee *for* Education, Sport & Culture in July 2018 and the agreed governance structure can be found Section 5 of the Programme Mandate produced on 18 September 2018.

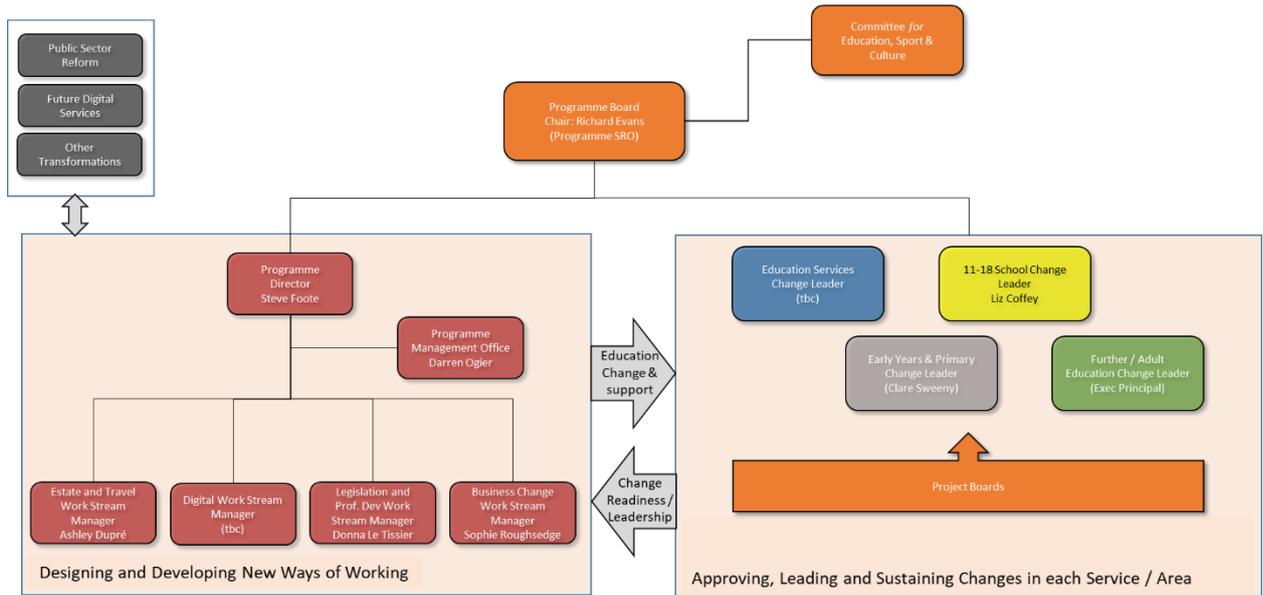
While the overall programme governance structure will remain in place, the project-level governance will evolve as each project moves through the various stages.

The current governance document contains:

1. Programme and Project Structure Overview, Relationships and Senior Roles
2. Governance Overview – Principal Roles and Reporting Lines through to the Programme Board and Committee
3. Programme Delivery Structure and agreed working and steering group alignment
4. Terms of Reference for all Boards and Steering Groups
5. Terms of Reference for Project Boards
6. Job Profiles for all roles identified within the Principal Governance Roles

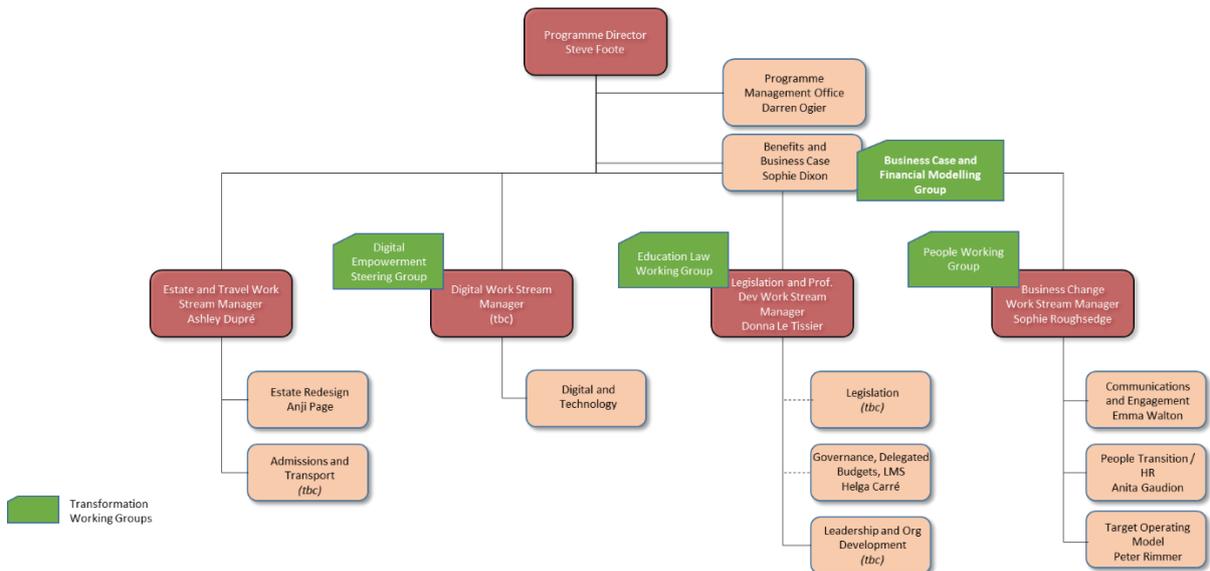
The current programme governance arrangements are shown in the diagrams below.

Figure 44 - Governance Overview – Level 1 Principal Roles and Reporting Lines



Programme

Figure 45 - Governance Overview – Work Stream Structure



7.2.3.Operational Programme Management

Informed and timely decision making

Any complex, multi-agency transformation programme faces the challenge of ensuring adequate oversight and commentary at Programme Board level that will ensure that the Committee is provided with reliable information and advice. The priorities for this programme have been the need for pace together with detailed committee involvement in specific aspects of programme work.

Transforming Education have developed a review 'runway' of documents that is designed to ensure appropriate review of key deliverables by the Programme Board. The process ensures that the committee are provided with papers that have had an appropriate level of officer scrutiny.

Work Stream and Project Reporting

At programme level, Work Stream and Project reporting includes:

1. Formal weekly meetings between the Programme Director and Work Stream/Project Managers to review progress, offer advice and ensure that dependencies and interdependencies are understood and managed
2. Weekly review of programme time billed to the programme by programme resources through the Harvest timesheet application
3. The maintenance and review of the programme's Risk, Assumption, Issue and Dependency (RAID) reports informally at the weekly review and formally monthly in preparation for Programme Board Status Report
4. Monthly financial/cost review of spend against Capital and Transformation Transition Funds and an assessment of existing/future spend against forecast
5. Monthly update of a programme level 'Plan on a Page' that shows progress against the Stage 2 plan baselined in November 2018
6. A monthly written report by each work stream and project of progress against plan, principal risks and issues associated with the work stream with actions to mitigate, planned tasks for the following period and work stream RAG assessment. Where the work stream or project status is amber or red, the work stream is required to complete and secure sign off of a 'return to green' plan
7. A monthly Programme Status Report that collates the work stream and project reports and summarises the position for the Programme Board
8. A monthly Committee update report that is based upon the issues that the Programme Board agree require discussion at Committee

7.2.4.Programme Resourcing

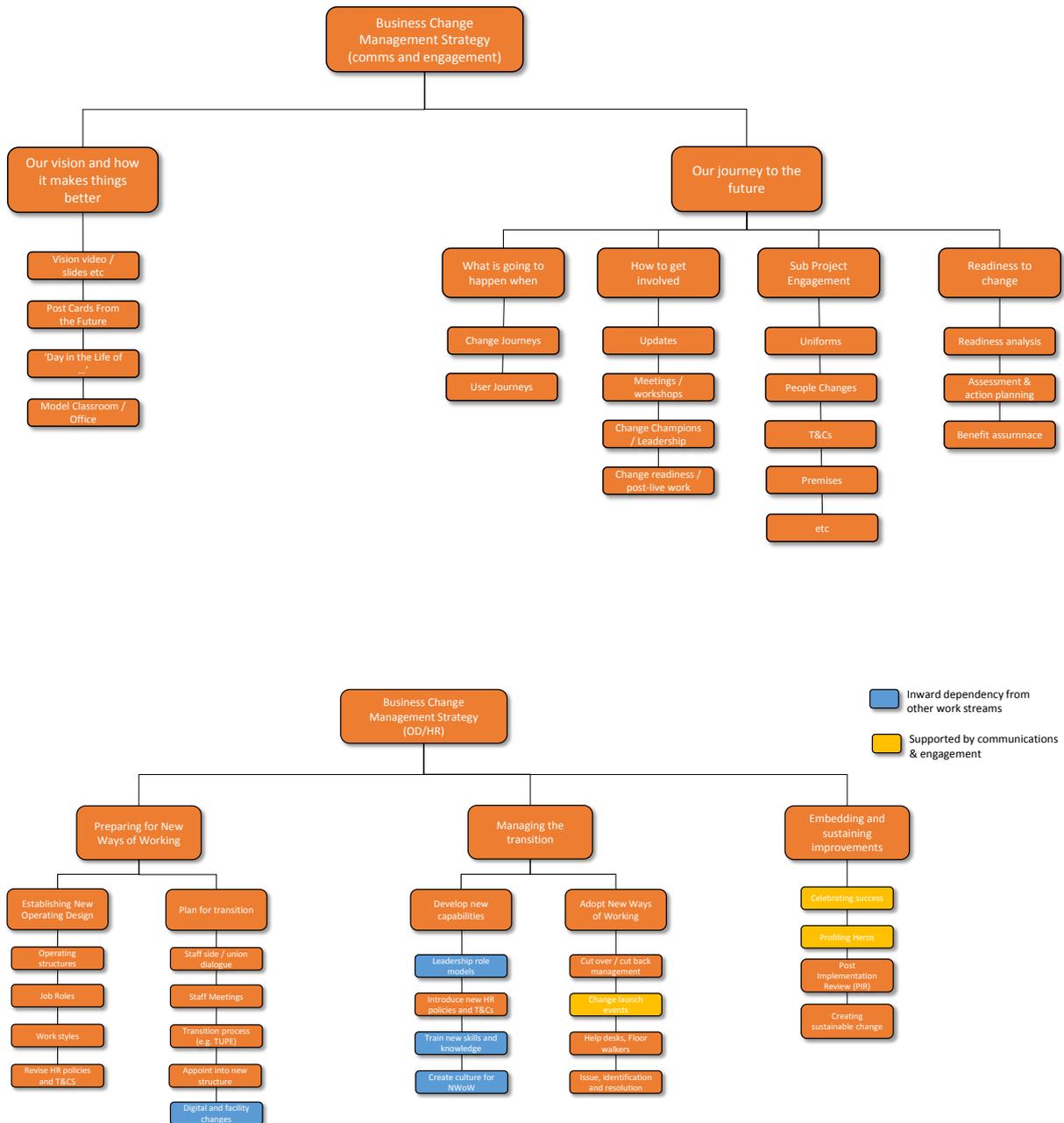
A detailed resourcing plan has been developed to support the transition costings and plan in section 6.3.2. This is based upon a number of identified roles required to deliver the programme in its entirety. Jobs have been levelled across the programme to optimise costs of delivery.

7.2.5. Business Change Management

Business change management is a cross programme support and assurance function within the programme. It is responsible for ensuring that there is a clear and integrated set of messages and activities for each project and, equally importantly, that these interventions are consistent both across the programme and the wider States Transformation Portfolio.

The programme has developed a business change strategy for the delivery of transformational change within education and this is set out below:

Figure 46 - Business Change Management Strategic Framework



Stakeholder Management

In the initiation and planning stage, an initial stakeholder analysis identified the key groups of stakeholders who will need to be engaged by the programme. This will be further developed at Stage 3 with greater emphasis being placed in understanding the concerns of specific stakeholder groups and developing plans to address them.

This will enable a more detailed, project-specific change plan that ensures the change management activities address the most important concerns of specific groups and individuals.

Key stakeholder groups identified to date include:-

Figure 47 - Transforming Education Stakeholders

| | | |
|--|---|--|
| Apprenticeship Providers | GIBA | School Committees |
| Autism Guernsey | Grant Aided Colleges | Secondary Age Learners/Students |
| Beau Séjour | GTA University Centre | Secondary Headteachers |
| Business/Industry Reps | Guernsey Music Service | Secondary School Parents |
| College of FE | Guernsey Pre-Schools | Secondary School PTAs |
| Committee for Economic Development | Guille-Allès School Library Service | Secondary School Support Staff |
| Committee for Environment & Infrastructure | Health Improvement Commission | Secondary School Teachers |
| Committee for Education, Sport & Culture | HR Team | Shadow Board of Governors – The Guernsey Institute |
| Committee for Health & Social Care | Institute of Health and Social Care | Skills Guernsey |
| Citizens Advice Bureau | Income Support | Special School Headteachers |
| Development and Planning Authority | Land Owners and Residents Near Guernsey Institute Sites | Special School Staff |
| Douzaines | Land Owners and Residents Near School Sites | Special School Support Staff |
| Dyslexia Day Centre | Law Officers | Special School Teachers |
| Education Services Staff | Other states professionals e.g. social workers, medical professionals | Sports Commission |
| FE/HE Principal | P&R Committee | Sports Organisations/external users |
| FE/HE Lecturers | Press and Media | St Anne's School Alderney |
| FE/HE Students | Primary Age Learners/Students | States Members |
| FE/HE Support Staff | Primary Headteachers | Third Sector Organisations e.g. GDA |
| Finance Team | Primary School Parents | Trade Unions |
| Fire Service | Primary School PTAs | Youth Commission |
| General Public | Primary School Support Staff | Youth Forum |

Change Readiness and Post Implementation Reviews

The Business Change Team with responsibility for change readiness and transition will work with educational leaders and others responsible for change adoption. Their role is to determine the extent to which teachers and other stakeholder groups are engaged by the programme team to prepare for them for the changes.

Stakeholder concerns and readiness to change will be monitored during each project to ensure concerns are understood and addressed, and that the effectiveness of the change plans are measured.

The differences between the change readiness approach and the programme delivery and assurance arrangements are described in section 7.4.

Figure 48 - The differences between Programme Management and Business Change Readiness

| Programme Review – project activity centred | Business Change Readiness Reviews – user environment centred |
|--|--|
| Progress against project schedule and costs | Progress measured against level of user support, capacity and capability |
| Resources available to the project | Resources available within future service areas |
| Quality Plan | Operational culture and climate |
| Management via Portfolio Board | Local leadership ownership of change readiness and action required |
| Accountable to Programme Board | Accountable via operational reporting lines |

Change Readiness will consider the following factors in all assessments:

Figure 49 - Readiness Factors

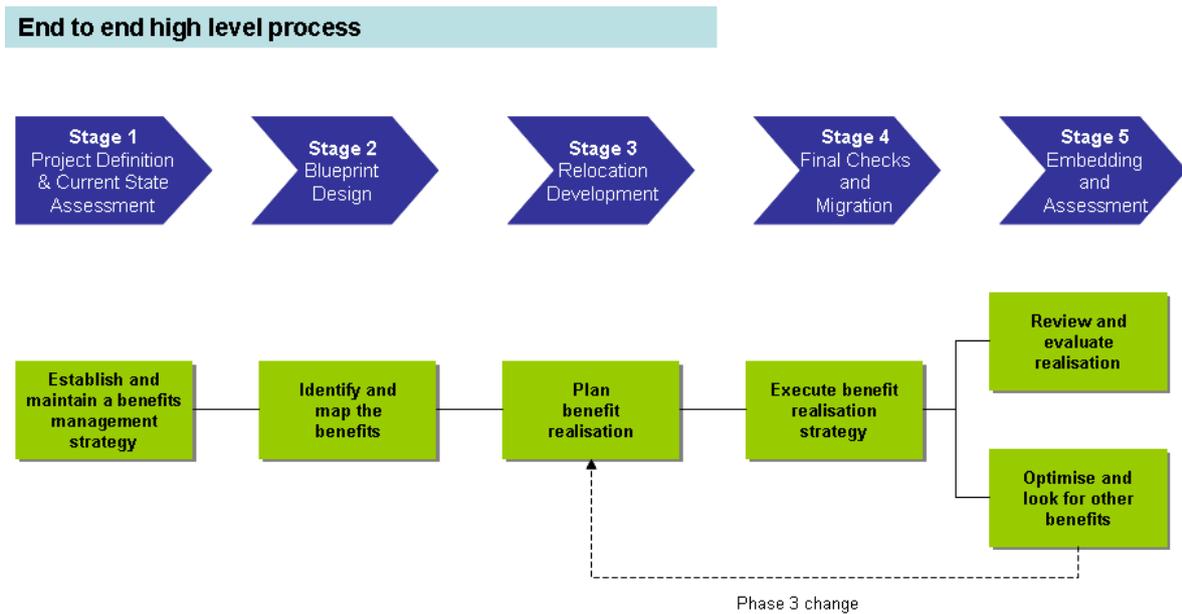
| Readiness Factor | Description |
|----------------------------|--|
| Behavioural factors | |
| Culture | The extent to which individual and collective beliefs, values and attitudes support the creation of change readiness |
| Climate | The extent to which individuals and teams believe they have a genuine stake in the achievement of change |

| | |
|--------------------------------|---|
| Leadership | The extent to which executive and local leaders are demonstrating behaviours and values supportive of change |
| Skills and Capabilities | The extent to which the skills and capabilities needed to create change readiness are understood and being acquired in a timely manner. |
| Operational factors | |
| Operational Management | The capacity of each of the affected stakeholders to take action operationally to develop the conditions for change to be adopted |
| Operational Capacity | The broader operational context into which the change is being launched and the impact upon the ability to prepare for or adopt change |
| Service Design | The extent to which affected stakeholders have the physical and human resources needed to deliver the changes in practice |

7.2.6. Benefits Management arrangements

The programme has established an end-to-end benefits management approach. The responsibility for its adoption rests with the Programme Office Manager who in turn will deliver accountability to nominated benefit owners within each part of the educational system. The process for benefits definition, ownership, revision and realisation is owned collectively by the Programme Board. The board, in turn, assigns direct ownership for realising benefits to nominated individuals through the use of 'benefit cards'. A high level overview of the benefits process is shown below and details can be found in Appendix 4.

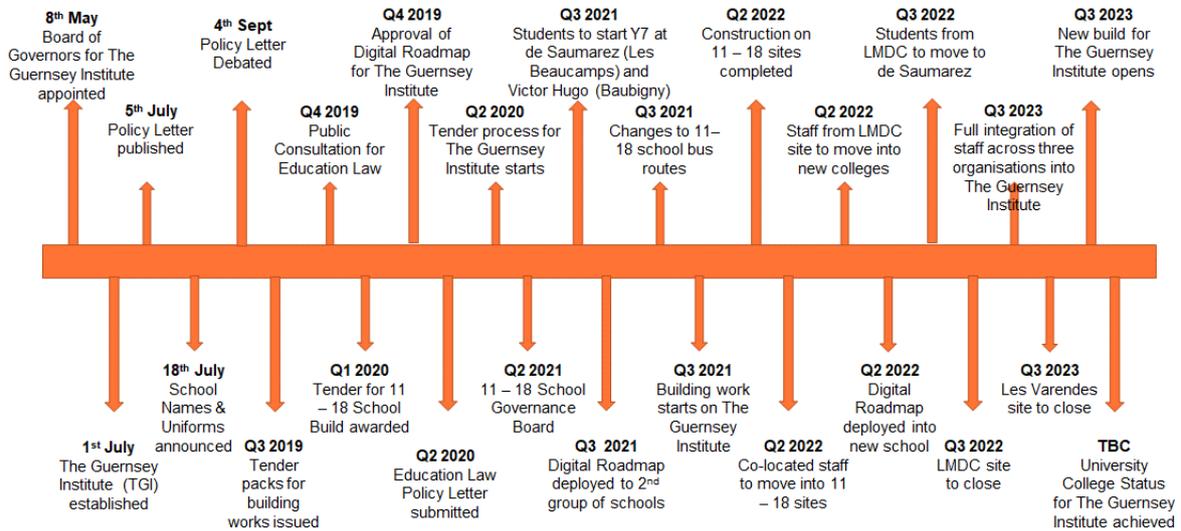
Figure 50 - End to End high level benefits process



7.3. Programme Milestones

The programme plan has defined its milestones for the remaining three stages by project. The change journey, although having some common deliverables has milestones that are specific to changes in different projects and parts of the education system.

Figure 51 - Transforming Education – Programme Milestones (all projects)



7.4. Programme Assurance Review (PAR) Arrangements

This Programme Business Case will be subject to a PAR0 review as part of its approval process.

Provision has been made for each project to undergo a PAR review between PAR2 and PAR5 prior to moving through to the next stage of the programme. There is a close correlation between the PAR gateways and programme structure.

In addition to the project specific PAR Reviews, the programme has established an annual Programme Health Check that will have many of the features of a PAR0 review, but is intended to ensure that the programme is maintaining good governance, that the programme as a whole has retained its capacity to achieve the benefits and that the economic case for the programme as a whole is assured.

The forecast timetable for PAR Reviews and Programme Health Checks is shown below:

Figure 52 - Transforming Education – Review and Assurance Plan (all projects)

| Date | Review Title | Project / Programme | PAR / Level |
|------|--|------------------------------|---------------|
| 19Q2 | Pre States Debate OBC | 11-18 School | PAR2 |
| 19Q2 | Pre-policy letter PBC | Programme | PAR0 |
| 20Q1 | Pre-FBC Review | 11-18 School | PAR3 |
| 20Q1 | Pre OBC Review | Further and Higher Education | PAR2 |
| 20Q3 | Annual Programme Health Check | Programme | Modified PAR0 |
| 20Q4 | Pre FBC Review for Capital investment | Further and Higher Education | PAR3 |
| 21Q1 | Culture and organisation Design | 11-18 School | PAR4 |
| 21Q1 | Pre-OBC Review | Primary | PAR2 |
| 21Q3 | Annual Programme Health Check | Programme | Modified PAR0 |
| 21Q4 | Culture and organisation Design | 11-18 School | PAR5 |
| 22Q1 | Pre-go live estate review | 11-18 School | PAR4 |
| 22Q1 | Pre-FBC Review | Primary | PAR3 |
| 22Q2 | Pre Adoption of new governance Model | Further and Higher Education | PAR4 |
| 22Q3 | Annual Programme Health Check | Programme | Modified PAR0 |
| 22Q4 | Post implementation estate review | 11-18 school | PAR5 |
| 23Q2 | Pre Migration to new buildings | Further and Higher Education | PAR4 |
| 23Q3 | Annual Programme Health Check | Programme | Modified PAR0 |
| 23Q4 | Review of benefits and lessons Learned | Further and Higher Education | PAR5 |
| 23Q4 | Pre-go live review | Primary | PAR4 |
| 24Q1 | Review of benefits and lessons Learned | Primary | PAR5 |

Signed:

Date:

Senior Responsible Owner

APPENDICES

Appendix 1 – Financial Assumptions 11-18 school (*Status Quo* (Baseline))

Appendix 2 – Financial Assumptions 11-18 school (Do Minimum)

Appendix 3 – Financial Assumptions 11-18 school (Preferred Option)

Appendix 4 – High Level Benefits Map

Appendix 5 – Benefits Management approach

Appendix 6 – Peter Marsh Consulting – Estates Strategies for 11-18 school/Institute (see separate documents)

Appendix 7 – Student population data (actuals and projected)

Appendix 8 – Capital Costs 11-18 School

Appendix 9 – The Five Stage Delivery Model

Appendix 10 – Comparison of Policy Letter and Financial Case

APPENDIX 1 – FINANCIAL ASSUMPTIONS (*STATUS QUO* (BASELINE))

Notes

Comparators & Base Data

Actuals for 2016, 2017, and 2018 have been included as comparators. The following cost areas have been adjusted so they do not include any costs relating to Le Murier.

| | |
|--|---|
| Established Staff (non-teaching support staff not on a teaching or LSA pay grade) | Cost Driver - Student Numbers |
| PSE Staff (Property Service Employees, such as caretakers. Does not include Premises Managers) | Cost Driver - Square Meterage of school buildings |
| Repairs to property (minor repairs and maintenance to property and equipment) | Cost Driver - Square Meterage of school buildings |
| Utilities | Cost Driver - Square Meterage of school buildings |

Budget 2019 has also been included as a comparator. Le Murier costs have also been deducted.

Prior year comparators have not been adjusted for inflation.

1 Option 1 is the *status quo*, 4 non-selective schools with 2018 base costs.

2 Population data for years 2015/16 to 2018/19 are based on actual secondary school populations - Source: Education Office

Population data for year 7 in 2019/20 uses current admission information (provisional numbers) - Source: Education Office

Population data for year 7 in years 2020/21 to 2024/25 uses current (2018/19) year 1-5 school populations to project year 7. (Assumes in year 7 that 3.04% will go to a special school and 27.8% will go to a private school - see below for rationale) - Source: Education Office

2025/26 onwards school populations for year 7 are based on the population data provided by Strategy & Policy and Data & Analysis assuming 1.6 fertility rate and 100 migration (excluding Alderney)

The method of population projection has been validated by Strategy and Policy.

3 It is assumed that there is no change to the number of SEN children taught at the mainstream schools. Therefore to calculate the population for mainstream schools, the following average percentages have been assumed for Le Murier and Les Voies:

| | | Average |
|--|----|---------|
| % students educated at Les Voies and Le Murier (Average of 2014/15 to 2018/19) | 7 | 3.04% |
| | 8 | 2.90% |
| | 9 | 3.31% |
| | 10 | 3.88% |
| | 11 | 4.45% |

There is a separate percentage for each year group as the percentage rises through the years.

This is based on the following actual percentages:

| | | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | Average |
|--|----|---------|---------|---------|---------|---------|---------|
| % students educated at Les Voies and Le Murier | 7 | 2.66% | 2.07% | 4.30% | 2.56% | 3.58% | 3.04% |
| | 8 | 2.13% | 2.99% | 2.24% | 4.26% | 2.88% | 2.90% |
| | 9 | 4.10% | 2.32% | 2.69% | 2.43% | 4.99% | 3.31% |
| | 10 | 4.98% | 4.93% | 2.86% | 3.55% | 3.09% | 3.88% |
| | 11 | 4.57% | 5.28% | 4.95% | 3.21% | 4.24% | 4.45% |

4 From 2019/20 it is assumed that there will be **27.8%** of students educated privately for years 7-11. This is based on the provisional year 7 percentages in 2019/20

5 Students are divided over sites based on the following percentages (2019/20 provisional admissions).

| | |
|---------|-----|
| Grammar | 16% |
| LMDCH | 23% |
| LBHS | 25% |
| SSHS | 36% |

6 The number of students moving into year 12 (Sixth Form Centre) represents, on average, 59.41% of the previous year 11 students (Guernsey States mainstream schools 2 year average). The population consists of students from Alderney and the private colleges too, however for modelling purposes this is the measure used. PMc Report (Appendix 6) estimated the population would

increase by 15%, however following the announcement that Blanchelande are to open a sixth form, it is assumed half of the Blanchelande students will complete A-Levels at that site. Therefore from 2023/24 the percentage of students entering year 12 is assumed to be 68.32% (59.41% uplifted by 15%) less 30 students (this number stays static as it is the current student numbers in a year group).

7 The last 2 years average percentages show 85.17% of students going onto year 13 from year 12, it is assumed this will not change. This includes any students resitting year 13.

8 To reflect the reduced ability to achieve higher average class sizes across the breadth of curriculum in 4 smaller schools, for modelling purposes the maximum class sizes were reduced by 1 in KS3 and KS4 when compared to a 2 school model. When the population has been modelled, this creates average class sizes of 22.08 across KS3 and 4 when reviewed over a ten year period. This therefore uses the following maximum class sizes for baseline calculations:

| | |
|-----|-------|
| KS3 | 25 |
| KS4 | 24 |
| KS5 | 11.7* |

*current average class sizes at sixth form

9 The current number of teaching FTEs per form of entry have been used to establish the number of teachers in the baseline model. These have been calculated to be as follows:

| | |
|-----------|------|
| Yrs 7-11 | 1.53 |
| Yrs 12-13 | 1.01 |

10 Learning Support Assistant (LSA) costs have been calculated based on a cost per pupil for 11-18 pupils of £160. It should be noted that this includes not just LSAs, but all staff on an LSA salary grade. (Source - 2018 actual LSA costs and pupil numbers)

11 Under option 1 the Senior Leadership Team (SLT) does not change, it remains as it currently is.

| | SLT | | | |
|--------------------|-----|-------|------|------|
| | LV | LMDCH | LBHS | SSHS |
| Executive Head | 0 | 0 | 0 | 0 |
| Head | 1 | 1 | 1 | 1 |
| Head of Sixth Form | 1 | 0 | 0 | 0 |
| Deputy Head | 1 | 1 | 1 | 1 |

| | | | | |
|----------------|---|---|---|---|
| Assistant Head | 3 | 3 | 3 | 3 |
|----------------|---|---|---|---|

All salaries for the SLT are based on the average salary costs for these roles across the 4 sites for 2018. Source - 2018 actual SLT costs and FTEs

12 Average teaching salaries are assumed to be £60,807. This includes all on costs and management allowances. Source - 2018 actual teacher costs and FTEs

13 Established staff have been based on a cost per pupil (11-18) of £641 - Source - 2018 actual established staff costs and pupil numbers

14 PSE staff costs have been calculated based on £18.65 per square metre - Source - 2018 actual PSE costs and total site sizes for the 4 secondary schools

15 Supply costs include cover supervisors and are on average £1,776 per FTE based on teaching FTEs excluding SLT - Source - 2018 actual costs for supply and cover supervisors and teaching FTEs

16 Training costs are on average £215 per FTE based on all teaching FTEs. Other staff training costs (e.g. for LSAs, established staff etc.) are not included, but averages use teaching FTE as the driver, so are therefore uplifted to include other staff training costs. Source - 2018 actual training costs and all teaching FTEs including SLT

17 Other staff costs are on average £18 per FTE based on all teaching FTEs. These includes costs such as eye tests and professional fees. Other staff costs (e.g. for LSAs, established staff etc.) are not included but averages use teaching FTEs as the driver so are uplifted to include other staff costs. Source - 2018 actual other staff costs and all teaching FTEs including SLT.

18 Other pay groups are on average £13 per pupil (ages 11-18) and are mainly made up of invigilation costs. Source - 2018 actual other pay group costs and pupil numbers

19 Lunchtime Supervision is on average £118 per pupil (11-16). Source - 2018 actual lunchtime supervision costs and pupil numbers in years 7-11

20 Property sizes (square metres) for the schools are as follows:

| | Sq M |
|-------|--------|
| LV | 11,133 |
| LMDCH | 5,687 |

| | |
|------|--------|
| SSHS | 10,440 |
| LBHS | 10,391 |

21 Contracted out work is assumed to be £0.44 per Sq M. Source - 2018 actual costs and aggregated site sizes for the 4 schools.

22 Risk Management is assumed to be -£0.01 per Sq M. Source - 2018 actual costs and aggregated site sizes for the 4 schools.

23 Equipment & Fixtures are assumed to be £1.41 per Sq M. Source - 2018 actual costs and aggregated site sizes for the 4 schools.

24 Rent and Leases are assumed to be £0.62 per Sq M. Source - 2018 actual costs and aggregated site sizes for the 4 schools.

25 Repairs & maintenance are assumed to be £16.30 per Sq M. Source - 2018 actual costs and aggregated site sizes for the 4 schools.

The average property maintenance cost per square metre has been used based on the secondary school premises actual costs for 2018. This is not an ideal or recommended benchmark and excludes any routine or other capital expenditure that is either progressing, planned/approved or anticipated in the future or the age and condition of any site. It also excludes any property budgets held centrally.

26 Utilities are assumed to be £16.27 per Sq M. Source - Source - 2018 actual costs and aggregated site sizes for the 4 schools.

27 Supplies are on average £253 per pupil. Source - 2018 actual supplies costs and pupil numbers

These include costs such as subject materials (e.g. art and design materials), postage, communication and IT, books and stationery

28 It is assumed year 11 students sit on average 11 qualifications due to current exams policy around re-sits. The average cost per pupil based on 2018 actuals is **£587.04**

2018 actual costs suggest average costs for year 13 is **£412.30** per student (the fact that this is so close to the number calculated below for options 2 & 3 and there is no policy change to year 13 exams suggests this is an appropriate cost per pupil). £6,990 is added to year 13 costs annual for IB registration

FOR INFORMATION ONLY - Examination fees are based on the following for options 2 and 3 from 2019/20:

10% of sixth form students will choose 4 A Level subjects to study at an average qualification cost of £508.96 per student

75% of sixth form students will choose 3 A Level subjects to study at an average qualification cost of £381.72 per student

15% of sixth form students will choose the International Baccalaureate qualification with an average cost of £521. This is also an additional annual cost of £6,990 for the one site offering IB.

On average the cost of qualifications at year 13 is £415.34 per student plus £6,990 as a one off annual cost

29 Transport within the secondary school costs are on average £17.21 per student, it has been assumed that this does not change. Source - 2018 actual transport costs and students

These transport costs include off site visits and transport to facilities which students do not have access to at the school. They exclude the buses at the start and end of the day.

30 It is assumed operating income remains at 2018 levels.

APPENDIX 2 – FINANCIAL ASSUMPTIONS (DO MINIMUM)

These are the assumptions from which the financial model has been developed. The nature of curriculum and timetable management are such that these assumptions allow sufficient room for flexibility which is required in a school to manage the annual fluctuations in subject choices during key stage 4 and 5. It is not prescriptive and is subject to further development following consultation with stakeholders.

1 Option 2 is the do minimum secondary school model. It is assumed that the new schools model will be fully in effect from September 2023/24.

2 2023/24 and 2024/25 school populations for years 7-11 are based on the current school populations (years 1 & 2). Source - Education Office. From 2025/26 onwards school population data is replaced by the population data issued from Strategy & Policy and Data & Analysis assuming 1.6 fertility rate and 100 migration (excluding Alderney).

The method of population projection has been validated by Strategy and Policy.

3 It is assumed that there is no change to the number of SEN children taught at the mainstream schools. Therefore to calculate the population for mainstream schools, the following average percentages have been assumed for Le Murier and Les Voies:

| | | Average |
|--|----|---------|
| % students educated at Les Voies and Le Murier (Average of 2014/15 to 2018/19) | 7 | 3.04% |
| | 8 | 2.90% |
| | 9 | 3.31% |
| | 10 | 3.88% |
| | 11 | 4.45% |

There is a separate percentage for each year group as the percentage rises through the years.

This is based on the following actual percentages:

| | | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | Average |
|--|----|---------|---------|---------|---------|---------|---------|
| % students educated at Les Voies and Le Murier | 7 | 2.66% | 2.07% | 4.30% | 2.56% | 3.58% | 3.04% |
| | 8 | 2.13% | 2.99% | 2.24% | 4.26% | 2.88% | 2.90% |
| | 9 | 4.10% | 2.32% | 2.69% | 2.43% | 4.99% | 3.31% |
| | 10 | 4.98% | 4.93% | 2.86% | 3.55% | 3.09% | 3.88% |
| | 11 | 4.57% | 5.28% | 4.95% | 3.21% | 4.24% | 4.45% |

4 From 2019/20 it is assumed that there will be **27.8%** of students educated privately for years 7-11. This is based on the provisional year 7 percentages for 2019/20.

5 For modelling purposes, it is assumed year 7 students are split equally across the 2 sites.

6 The number of students moving into year 12 (Sixth Form Centre) represents, on average, 59.41% of the previous year 11 students (Guernsey States mainstream schools 2 year average). The population consists of students from Alderney and the private colleges too, however for modelling purposes this is the measure used. PMc Report (Appendix 6) estimated the population would increase by 15%, however following the announcement that Blanchelande are to open a sixth form, it is assumed half of the Blanchelande students will complete A-Levels at that site. Therefore from 2023/24 the percentage of students entering year 12 is assumed to be 68.32% (59.41% uplifted by 15%) less 30 students (this number stays static as it is the current student numbers in a year group).

7 The last 2 years average percentages show 85.17% of students going onto year 13 from year 12, it is assumed this will not change. This includes any students resitting year 13.

8 For modelling purposes average class sizes are assumed not to exceed the numbers shown below, in line with existing class size policy. The class sizes in KS4 have been reduced by one compared to KS3, to allow for flexibility with options. When the population data has been modelled, this creates average class sizes of 24.04 across KS3 and 4 when reviewed over a ten year period.

| | |
|-----|-------|
| KS3 | 26 |
| KS4 | 25 |
| KS5 | 11.7* |

*Teaching allocation for an 38 additional periods per week has been added to allow for additional sixth form classes across the two sites. This will reduce this average class size below the current level which is shown above. Precise staffing models will vary year or year depending on option choices made each year. There is flexibility in the staffing model which could accommodate changes to the profile of sixth form option choices.

9 Periods per week (excluding enrichment) have been modelled as follows:

| | |
|-----|-----|
| KS3 | 25 |
| KS4 | 25 |
| KS5 | 17* |

*Weighted Average of Sixth form options (see note 10)

10 For modelling purposes, it is assumed 6th form options are as follows:

| *6th Form Options | % | Lessons |
|-------------------|--------|---------|
| IB | 15.00% | 24 |
| 3 A Levels | 75.00% | 15 |
| 4 A Levels | 10.00% | 20 |

This matches the examination profile.

11 The forms of entry and teaching periods by key stage have been modelled based on the following timetable assumptions:

| Basic Metrics | | | | | Additional Groups | | | | | | | | |
|---------------|--------------|--------------|-------|------------------|-------------------|-----|-------|-------|------|---------------|---------------|--------------------|-------|
| Key stage | Students Min | Students Max | Forms | Periods per week | PE | Art | Music | Drama | Tech | Extra English | Extra Options | Periods above Base | Total |
| 3 | | 208 | 8 | 200 | 0 | 2 | 2 | 2 | 2 | 4 | | 12 | 212 |
| | 209 | 234 | 9 | 225 | 2 | 2 | 2 | 2 | 2 | 4 | | 14 | 239 |
| | 235 | 260 | 10 | 250 | 4 | 2 | 2 | 2 | 2 | 4 | | 16 | 266 |
| | 261 | 286 | 11 | 275 | 2 | 2 | 2 | 2 | 2 | 2 | | 12 | 287 |
| 4 | | 192 | 8 | 200 | 0 | | | | | | 24 | 24 | 224 |
| | 193 | 216 | 9 | 225 | 1 | | | | | | 27 | 28 | 253 |
| | 217 | 240 | 10 | 250 | 2 | | | | | | 30 | 32 | 282 |
| | 241 | 264 | 11 | 275 | 1 | | | | | | 30 | 31 | 306 |
| 5 | | 94 | 8 | 136 | | | | | | | | 0 | 136 |
| | 95 | 106 | 9 | 153 | | | | | | | | 0 | 153 |
| | 107 | 117 | 10 | 170 | | | | | | | | 0 | 170 |
| | 118 | 129 | 11 | 187 | | | | | | | | 0 | 187 |
| | 130 | 141 | 12 | 204 | | | | | | | | 0 | 204 |
| | 142 | 153 | 13 | 221 | | | | | | | | 0 | 221 |
| | 154 | 164 | 14 | 238 | | | | | | | | 0 | 238 |
| | 154 | 176 | 15 | 255 | | | | | | | | 0 | 255 |

12 It is assumed each teacher (FTE) will teach 19, 1 hour periods per week (excluding lunch & tutor).

13 It is assumed there is no change to the academic year.

14 It is assumed there is no enrichment.

15 Learning Support Assistants (LSAs) are now included under Learning Mentors. Language Assistants and Family Liaison Officers are also assumed to be graded under the LSA grading scale:

| Role | Number of Staff |
|-------------------------|-----------------|
| Language Assistants | |
| Learning Mentors | |
| Family Liaison Officers | |

The only other LSAs within the schools will be those which work on a 1:1 basis with students and it is assumed these are not part of the school budgets, but come from the central budget.

16 Remission from teaching duties is allocated to allow staff to fulfil additional responsibilities. It has been allocated to leadership posts as follows:

| Post | Periods Deducted | Periods Taught |
|-------------------------------|------------------|----------------|
| Executive Principal | | |
| Principal | | |
| Vice Principal (across sites) | | |
| Vice Principal (1 sites) | | |
| Assistant Principal | | |
| Curriculum Director | | |
| Curriculum Leader | | |
| House Leader | | |

An additional 150 hours remission per week, across both sites, has also been allocated for additional duties/responsibilities.

17 The length of the school week is assumed to be 27.92 hrs opening 8.30 - 15.05 (one hour for lunch).

18 Leadership roles are as follows:

| Role | | Number of Staff | |
|-------------------------------|--|-----------------|-------------------------|
| Executive Principal | | 1 | Leadership Scale |
| Principal | | 2 | Leadership Scale |
| Vice Principal (across sites) | | | Leadership Scale |
| Vice Principal (1 sites) | | | Leadership Scale |
| Assistant Principal | | | Leadership Scale |
| Curriculum Director | | | Leadership Scale |
| Curriculum Leader | | | Average Teaching Salary |
| House Leader | | | Average Teaching Salary |

19 Average teaching salaries are assumed to be £60,807. This includes all on costs and management allowances. Source - 2018 actual teacher costs and FTEs

20 Established staff have been based on a cost per pupil (11-18) of £641 - Source - 2018 actual established staff costs and pupil numbers

21 PSE Staff have been calculated based on £18.91 per square metre - Source 2018 actual costs for SSHS and LBHS (average) and total site sizes for the 2 secondary schools

22 Supply costs include cover supervisors and are on average £1,776 per FTE based on teaching FTEs excluding SLT - Source - 2018 actual costs for supply and cover supervisors and teaching FTEs

It is assumed the way in which the timetable has been organised, supply costs would be reduced, therefore it is assumed these will be 70% of current levels which is £1,243.

23 Training costs are on average £215 per FTE based on all teaching FTEs. Other staff training costs (e.g. for LSAs, established staff etc.) are not included, but averages use teaching FTE as the driver, so are therefore uplifted to include other staff training costs. Source - 2018 actual training costs and all teaching FTEs including SLT

24 Other staff costs are on average £18 per FTE based on all teaching FTEs. These include costs such as eye tests and professional fees. Other staff costs (e.g. for LSAs, established staff etc.) are not included but averages use teaching FTEs as the driver so are uplifted to include other staff costs. Source - 2018 actual other staff costs and all teaching FTEs including SLT.

25 Other pay groups are on average £13 per pupil (ages 11-18) and are mainly made up of invigilation costs. Source - 2018 actual other pay group costs and pupil numbers

26 Lunchtime Supervision is assumed to be £0 as lunchtime supervision is built into the curriculum model.

27 Site Sizes from 2023/24 will be as follows:

| | Sq M |
|-------|--------|
| LV | 0 |
| LMDCH | 0 |
| SSHS | 13,857 |
| LBHS | 13,498 |

This is a reduction of 10,296 square metres.

28 Contracted out work is assumed to be £0 per Sq M. Source - 2018 actual costs and square meterage for SSHS and LBHS (average)

29 Risk Management is assumed to be £0 per Sq M. Source - 2018 actual costs and square meterage for SSHS and LBHS (average)

30 Equipment & Fixtures are assumed to be £1.38 per Sq M. Source - 2018 actual costs and square meterage for SSHS and LBHS (average)

31 Rent and Leases are assumed to be £0.51 per Sq M. Source - 2018 actual costs and square meterage for SSHS and LBHS (average)

32 Repairs & maintenance are assumed to be £12.61 per Sq M. Source - 2018 actual costs and square meterage for SSHS and LBHS (average)

The average property maintenance cost per square metre has been used based on the LBHS and SSHS premises actual costs for 2018. This is not an ideal or recommended benchmark and excludes any routine or other capital expenditure that is either progressing, planned/approved or anticipated in the future or the age and condition of any site.

It also excludes any property budgets held centrally.

33 Utilities are assumed to be £17.04 per Sq M. Source - 2018 actual costs and square meterage for SSHS and LBHS (average)

34 It is assumed that the schools will not open any longer than they currently open, therefore there will be no increase in property costs.

Pupil supplies are based on the following cost per pupil:

35

| | £ |
|-----------|--------|
| Yrs 7-11 | 250.26 |
| Yrs 12-13 | 323.86 |

These costs are as per the 2019 budget, which allocates the supplies budget based on a formula.

An additional £20,000 has also been allocated to the pupil supplies budget to support the e-learning environment required for the Sixth Form and Alderney students.

36 Examination fees are based on the following:

15% of Yr 11 qualifications will be BTECs at an average cost of £75 per qualification

85% of Yr 11 qualifications will be GCSEs at an average cost of £36 per qualification

Each Yr 11 student will sit on average 9.14 qualifications with students sitting between 7 and 12 qualifications.

On average exam fees for each year 11 student is £385.31 per student.

10% of sixth form students will choose 4 A Level subjects to study at an average qualification cost of £508.96 per student

75% of sixth form students will choose 3 A Level subjects to study at an average qualification cost of £381.72 per student

15% of sixth form students will choose the International Baccalaureate qualification with an average cost of £521. This is also an additional annual cost of £6,990 for the one site offering IB.

On average the cost of qualifications at year 13 is £415.34 per student plus £6,990 as a one off annual cost

37 Transport within the secondary school costs are on average £17.21 per student, it has been assumed that this does not change. Source - 2018 actual transport costs and students

These transport costs include off site visits and transport to facilities which students do not have access to at the school. They exclude the buses at the start and end of the day.

There will be a requirement for students to be transferred from LBHS to a green site for PE. It has been assumed this will be for 30 weeks a year at a cost of £100 per return run (10 runs per week). This £30,000 is a maximum value as it is assumed that the fleet of school mini buses will also be able to support this at a nil cost.

38 It is assumed operating income remains at 2018 levels.

APPENDIX 3 – FINANCIAL ASSUMPTIONS (PREFERRED OPTION)

Note
s

These are the assumptions from which the financial model has been developed. The nature of curriculum and timetable management are such that these assumptions allow sufficient room for flexibility which is required in a school to manage the annual fluctuations in subject choices during key stage 4 and 5. It is not prescriptive and is subject to further development following consultation with stakeholders.

1 Option 3 is the preferred way forward secondary school model. It is assumed that the new schools model will be fully in effect from September 2023/24.

2 2023/24 and 2024/25 school populations for years 7-11 are based on the current school populations (years 1 & 2). Source - Education Office. From 2025/26 onwards school population data is replaced by the population data issued from Strategy & Policy and Data & Analysis assuming 1.6 fertility rate and 100 migration (excluding Alderney).

The method of population projection has been validated by Strategy and Policy.

3 It is assumed that there is no change to the number of SEN children taught at the mainstream schools. Therefore to calculate the population for mainstream schools, the following average percentages have been assumed for Le Murier and Les Voies:

| | | Average |
|--|----|---------|
| % students educated at Les Voies and Le Murier (Average of 2014/15 to 2018/19) | 7 | 3.04% |
| | 8 | 2.90% |
| | 9 | 3.31% |
| | 10 | 3.88% |
| | 11 | 4.45% |

There is a separate percentage for each year group as the percentage rises through the years.

This is based on the following actual percentages:

| | | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | Average |
|--|----|---------|---------|---------|---------|---------|---------|
| % students educated at Les Voies and Le Murier | 7 | 2.66% | 2.07% | 4.30% | 2.56% | 3.58% | 3.04% |
| | 8 | 2.13% | 2.99% | 2.24% | 4.26% | 2.88% | 2.90% |
| | 9 | 4.10% | 2.32% | 2.69% | 2.43% | 4.99% | 3.31% |
| | 10 | 4.98% | 4.93% | 2.86% | 3.55% | 3.09% | 3.88% |
| | 11 | 4.57% | 5.28% | 4.95% | 3.21% | 4.24% | 4.45% |

4 From 2019/20 it is assumed that there will be **27.8%** of students educated privately for years 7-11. This is based on the provisional year 7 percentages in 2019/20

5 For modelling purposes, it is assumed year 7 students are split equally across the 2 sites.

6 The number of students moving into year 12 (Sixth Form Centre) represents, on average, 59.41% of the previous year 11 students (Guernsey States mainstream schools 2 year average). The population consists of students from Alderney and the private colleges too, however for modelling purposes this is the measure used. PMc Report (Appendix 6) estimated the population would increase by 15%, however following the announcement that Blanchelande are to open a sixth form, it is assumed half of the Blanchelande students will complete A-Levels at that site. Therefore from 2023/24 the percentage of students entering year 12 is assumed to be 68.32% (59.41% uplifted by 15%) less 30 students (this number stays static as it is the current student numbers in a year group).

7 The last 2 years average percentages show 85.17% of students going onto year 13 from year 12, it is assumed this will not change. This includes any students resitting year 13.

8 For modelling purposes average class sizes are assumed not to exceed the numbers shown below, in line with existing class size policy. The class sizes in KS4 have been reduced by one compared to KS3, to allow for flexibility with options. When the population data has been modelled, this creates average class sizes of 24.04 across KS3 and 4 when reviewed over a ten year period.

| | |
|-----|-------|
| KS3 | 26 |
| KS4 | 25 |
| KS5 | 11.7* |

* Teaching allocation for an additional 38 periods per week has been added to allow for additional sixth form classes across the two sites. This will reduce this average class size below the current level which is shown above. Precise staffing models will vary year or year depending on option choices made each year. There is flexibility in the staffing model which could accommodate changes to the profile of sixth form option choices.

9 Periods per week (excluding enrichment) have been modelled as follows:

| | |
|-----|-----|
| KS3 | 25 |
| KS4 | 25 |
| KS5 | 17* |

*Weighted Average of Sixth form options (see note 10)

10 For modelling purposes, it is assumed 6th form options are as follows:

| *6th Form Options | % | Lessons |
|-------------------|--------|---------|
| IB | 15.00% | 24 |
| 3 A Levels | 75.00% | 15 |
| 4 A Levels | 10.00% | 20 |

This matches the examination profile

11 The forms of entry and teaching periods by key stage have been modelled based on the following timetable assumptions:

| Basic Metrics | | | | | Additional Groups | | | | | | | | |
|---------------|--------------|--------------|-------|------------------|-------------------|-----|-------|-------|------|---------------|---------------|--------------------|-------|
| Key stage | Students Min | Students Max | Forms | Periods per week | PE | Art | Music | Drama | Tech | Extra English | Extra Options | Periods above Base | Total |
| 3 | | 208 | 8 | 200 | 0 | 2 | 2 | 2 | 2 | 4 | | 12 | 212 |
| | 209 | 234 | 9 | 225 | 2 | 2 | 2 | 2 | 2 | 4 | | 14 | 239 |
| | 235 | 260 | 10 | 250 | 4 | 2 | 2 | 2 | 2 | 4 | | 16 | 266 |
| | 261 | 286 | 11 | 275 | 2 | 2 | 2 | 2 | 2 | 2 | | 12 | 287 |
| 4 | | 192 | 8 | 200 | 0 | | | | | | 24 | 24 | 224 |
| | 193 | 216 | 9 | 225 | 1 | | | | | | 27 | 28 | 253 |
| | 217 | 240 | 10 | 250 | 2 | | | | | | 30 | 32 | 282 |
| | 241 | 264 | 11 | 275 | 1 | | | | | | 30 | 31 | 306 |
| 5 | | 94 | 8 | 136 | | | | | | | | 0 | 136 |
| | 95 | 106 | 9 | 153 | | | | | | | | 0 | 153 |
| | 107 | 117 | 10 | 170 | | | | | | | | 0 | 170 |
| | 118 | 129 | 11 | 187 | | | | | | | | 0 | 187 |
| | 130 | 141 | 12 | 204 | | | | | | | | 0 | 204 |
| | 142 | 153 | 13 | 221 | | | | | | | | 0 | 221 |
| | 154 | 164 | 14 | 238 | | | | | | | | 0 | 238 |
| | 154 | 176 | 15 | 255 | | | | | | | | 0 | 255 |

12 It is assumed each teacher (FTE) will teach 19, 1 hour periods per week (excluding lunch & tutor).

13 It is assumed there is no change to the academic year.

14 Each year group will complete on average 3.2 periods of enrichment per week. Class sizes for enrichment are assumed to be 20 across all year groups.

It is assumed 70% of the enrichment is taught in house, external enrichment is therefore 30% and has been costed at £0 per hour as it is assumed it can be delivered under current budget allocation.

15 Learning Support Assistants (LSAs) are now included under Learning Mentors. Language Assistants and Family Liaison Officers are also assumed to be graded under the LSA grading scale: *(sensitive staffing information redacted)*

| Role | | Number of Staff |
|-------------------------|--|-----------------|
| Language Assistants | | |
| Learning Mentors | | |
| Family Liaison Officers | | |

The only other LSAs within the schools will be those which work on a 1:1 basis with students and it is assumed these are not part of the school budgets, but come from the central budget.

16 Remission from teaching duties is allocated to allow staff to fulfil additional responsibilities. It has been allocated to leadership posts as follows: *(sensitive staffing information redacted)*

| Post | Periods Deducted | Periods Taught |
|-------------------------------|------------------|----------------|
| Executive Principal | 19 | 0 |
| Principal | 19 | 0 |
| Vice Principal (across sites) | | |
| Vice Principal (1 sites) | | |
| Assistant Principal | | |
| Curriculum Director | | |
| Curriculum Leader | | |
| House Leader | | |

An additional 150 hours remission per week, across both sites, has also been allocated for additional duties/responsibilities.

17 The length of the school week is assumed to be 31.12 hrs opening 8.30 - 16.05 3.2 days a week and 8.30 - 15.05 1.8 days a week (NB 0.2 of an hour is due to 20% of students in the school for one hour). It is assumed there is no increase in teacher salaries, as the additional hour between 15.05 and 16.05 is optional, it is also assumed that there will be no increase in support staff salaries. Property costs will increase (see point 34)

18 Leadership roles are as follows: *(sensitive staffing information redacted)*

| Role | | Number of Staff | |
|-------------------------------|--|-----------------|-------------------------|
| Executive Principal | | 1 | Leadership Scale |
| Principal | | 2 | Leadership Scale |
| Vice Principal (across sites) | | | Leadership Scale |
| Vice Principal (1 sites) | | | Leadership Scale |
| Assistant Principal | | | Leadership Scale |
| Curriculum Director | | | Leadership Scale |
| Curriculum Leader | | | Average Teaching Salary |
| House Leader | | | Average Teaching Salary |

19 Average teaching salaries are assumed to be £60,807. This includes all on costs and management allowances. Source - 2018 actual teacher costs and FTEs

20 Established staff have been based on a cost per pupil (11-18) of £641 - Source - 2018 actual established staff costs and pupil numbers

21 PSE Staff have been calculated based on £18.91 per square metre - Source 2018 actual costs for SSHS and LBHS (average) and total site sizes for the 2 secondary schools

22 Supply costs include cover supervisors and are on average £1,776 per FTE based on teaching FTEs excluding SLT - Source - 2018 actual costs for supply and cover supervisors and teaching FTEs

It is assumed the way in which the timetable has been organised, supply costs would be reduced, therefore it is assumed these will be 70% of current levels which is £1,243.

23 Training costs are on average £215 per FTE based on all teaching FTEs. Other staff training costs (e.g. for LSAs, established staff etc.) are not included, but averages use teaching FTE as the driver, so are therefore uplifted to include other staff training costs. Source - 2018 actual training costs and all teaching FTEs including SLT

24 Other staff costs are on average £18 per FTE based on all teaching FTEs. These include costs such as eye tests and professional fees. Other staff costs (e.g. for LSAs, established staff etc.) are not included but averages use teaching FTEs as the driver so are uplifted to include other staff costs. Source - 2018 actual other staff costs and all teaching FTEs including SLT.

25 Other pay groups are on average £13 per pupil (ages 11-18) and are mainly made up of invigilation costs. Source - 2018 actual other pay group costs and pupil numbers

26 Lunchtime Supervision is assumed to be £0 as lunchtime supervision is built into the curriculum model.

27 Site Sizes from 2023/24 will be as follows:

| | Sq M |
|-------|--------|
| LV | 0 |
| LMDCH | 0 |
| SSHS | 13,857 |
| LBHS | 13,498 |

This is a reduction of 10,296 square metres.

28 Contracted out work is assumed to be £0 per Sq M. Source - 2018 actual costs and square meterage for SSHS and LBHS (average)

29 Risk Management is assumed to be £0 per Sq M. Source - 2018 actual costs and square meterage for SSHS and LBHS (average)

30 Equipment & Fixtures are assumed to be £1.38 per Sq M. Source - 2018 actual costs and square meterage for SSHS and LBHS (average)

31 Rent and Leases are assumed to be £0.51 per Sq M. Source - 2018 actual costs and square meterage for SSHS and LBHS (average)

32 Repairs & maintenance are assumed to be £12.61 per Sq M. Source - 2018 actual costs and square meterage for SSHS and LBHS (average)

The average property maintenance cost per square metre has been used based on the LBHS and SSHS premises actual costs for 2018. This is not an ideal or recommended benchmark and excludes any routine or other capital expenditure that is either progressing, planned/approved or anticipated in the future or the age and condition of any site.

It also excludes any property budgets held centrally.

33 Utilities are assumed to be £17.04 per Sq M. Source - 2018 actual costs and square meterage for SSHS and LBHS (average)

34 For every extra hour the school is open per week (due to an extension of the school day) it is assumed property related costs (excluding PSE costs) will increase by 2%. This is based on ESC property services estimate of property related costs increasing by 5% if the schools were open for an extra half hour a day therefore 2.5 hours a week (5% / 2.5 hours to give 2% hourly uplift). Total uplift is therefore 6.4% (2%*3.2 hours)

35 Pupil supplies are based on the following cost per pupil:

| | £ |
|-----------|--------|
| Yrs 7-11 | 250.26 |
| Yrs 12-13 | 323.86 |

These costs are as per the 2019 budget, which allocates the supplies budget based on a formula.

An additional £20,000 has also been allocated to the pupil supplies budget to support the e-learning environment required for the Sixth Form and Alderney students.

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15% of sixth form students will choose the International Baccalaureate qualification with an average cost of £521. This is also an additional annual cost of £6,990 for the one site offering IB.

On average the cost of qualifications at year 13 is £415.34 per student plus £6,990 as a one off annual cost

37 Transport within the secondary school costs are on average £17.21 per student, it has been assumed that this does not change. Source - 2018 actual transport costs and students

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There will be a requirement for students to be transferred from LBHS to a green site for PE. It has been assumed this will be for 30 weeks a year at a cost of £100 per return run (10 runs per week). This £30,000 is a maximum value as it is assumed that the fleet of school mini buses will also be able to support this at a nil cost.

38 It is assumed operating income remains at 2018 levels.

APPENDIX 4 – HIGH LEVEL BENEFITS MAP

Transformation Outcome: Learner Centred Education

The Benefit

Excellence: Level start for year 7 pupils

Excellence: Better results across all abilities, all key stages and all subjects. Better average results across the board

Opportunity: Equal access to great facilities, and fit for purpose learning environments aimed to inspire excellence

Excellence and Opportunity : A greater proportion of learners will display key competencies and softer skills that allow the to enter the workforce/ FE and HE with confidence

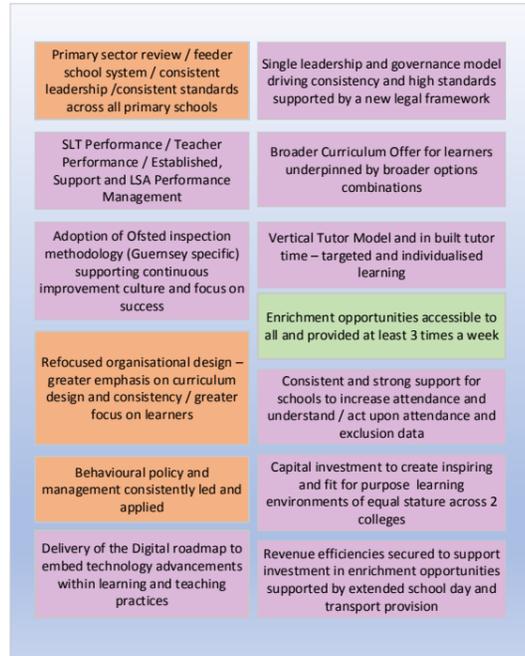
Excellence and Opportunity: A greater proportion of pupils have the necessary digital skills to do well in a global economy

Excellence and Opportunity - Improved emotional, mental health and wellbeing outcomes for children and young people

Opportunity – a greater proportion of pupils successfully follow their chosen / advised learning / career pathway

Opportunity – a greater proportion of pupils fare able to secure their first choice options combinations

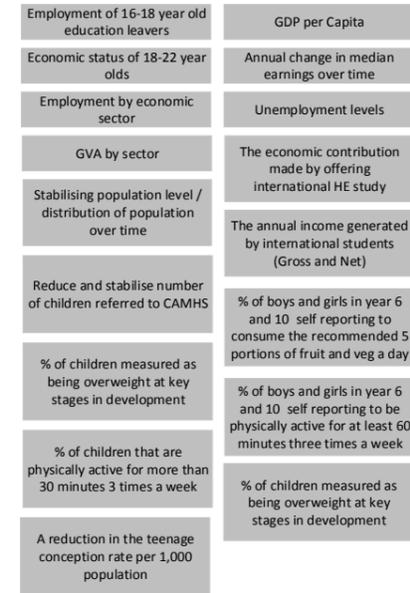
What we will do to achieve the benefit



What / How we will measure success in CfESC



How we will measure success States wide



| | |
|--|---|
| | Benefits relating to Opportunity |
| | Benefits relating to Excellence |
| | Benefits that cut across Opportunity and Excellence |

APPENDIX 5 - BENEFITS MANAGEMENT APPROACH

Introduction to benefits management

Alignment to Project and Programme Management

The role of the Business Change Manager is primarily benefits focused and is responsible, on behalf of the business operations for:

- Defining the benefits
- Assessing progress towards realisation
- Achieving measured improvements
- Monitoring performance

Benefits management is ultimately the responsibility of the Senior Responsible Owner of the programme. However, as the wider programme is currently in its infancy and given the size and nature of the change management agenda within this project, benefits realisation has been established at project level at this point.

It is anticipated that this situation will be reviewed as the wider programme agenda and structures develop.

Ownership and accountability

The Project and Programme Management Operating Manual sets clear standards for benefits definition and management that ensure that there is clear business ownership and accountability for realising the benefits of change within operations.

The role of the business change manager within this project is to establish the systems and processes for defining the benefits and testing the reliability of forecast achievement of benefits. However, it is essential that, through the project board and corporate delivery board, operations are given responsibility for delivering the operational changes that create value.

Benefit components and tools

Each project will define and track benefits using the following components.

Benefit profile sheet

Each project will establish a Benefits Profile Sheet during Stage 1 of the project that will provide a common definition of the benefits derived from the project. As the project progresses, the benefit profile sheet will be updated to reflect the increasing understanding of available benefits that will fall from the detailed definition and management of the change.

It is the responsibility of the business change manager to monitor and assess changes to the benefit profile sheets and, where such changes will result in project tolerances being exceeded recommend to the project manager that an exception report is created and the issue escalated to the project Board for review.

An example of a Benefit Profile Sheet can be found at the end of this document

Benefit cards

Benefit Cards provide a further level of benefit definition than is captured within the benefits profile sheet. The purpose of the benefit card is to establish benefits specific to each service area. The benefits cards are designed to:

- Have local operational 'owners' who are responsible for benefit realisation
- Identify the barriers, issues and risks associated with their realisation
- Describe the assumptions upon which benefits have been forecast (e.g. baseline information and dependencies)
- Define the forecast benefit realisation date commitment made by the operational owner

Benefit principles and measures of success

Principles

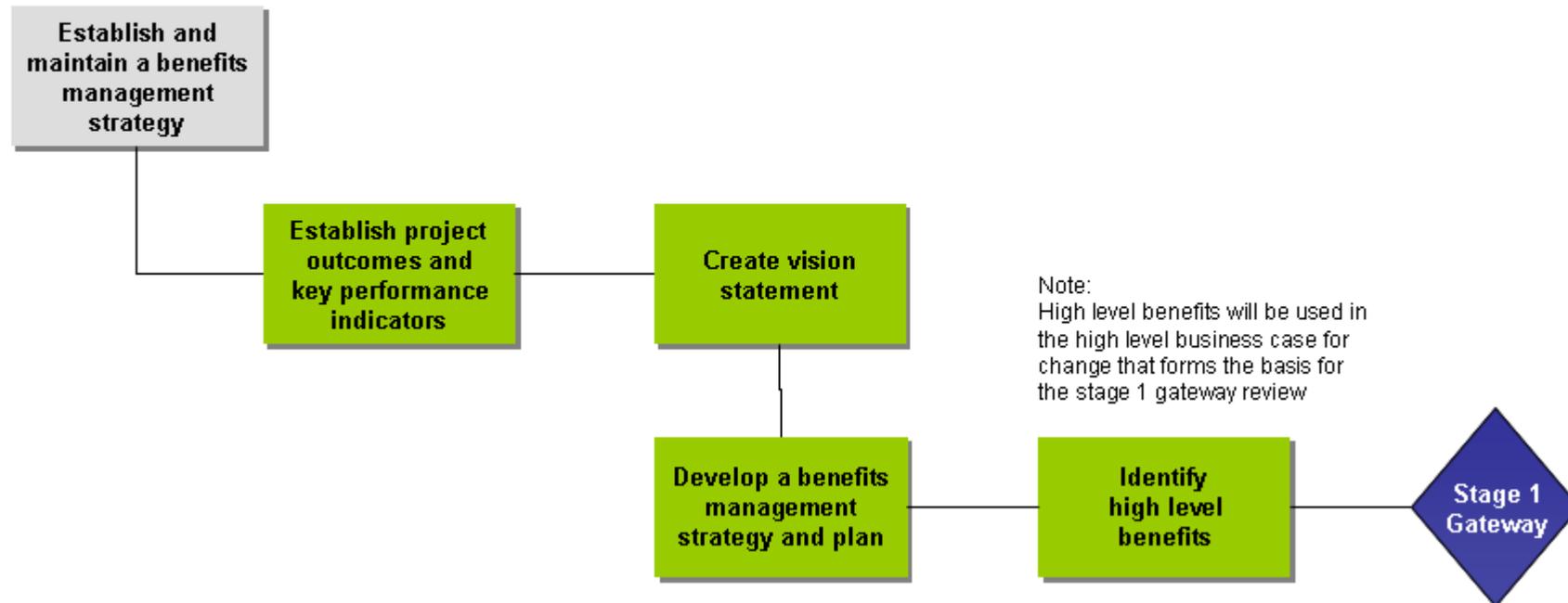
- Benefit dependencies are identified and levels of risk managed
- Benefits and dis-benefits are reviewed at each stage gateway by the project board and approval to proceed takes into account this information
- Benefits tools are set in place that enable operational stakeholders to own, review and deliver defined benefits
- Benefit review and evaluation is made against valid and reliable performance criteria using appropriate assessment methods
- Benefit definition identifies associated dis-benefits and includes these in the definition of analysis of cost – benefit or development of Business Case
- There are identified and named operational owners for all defined benefits

Measures of success

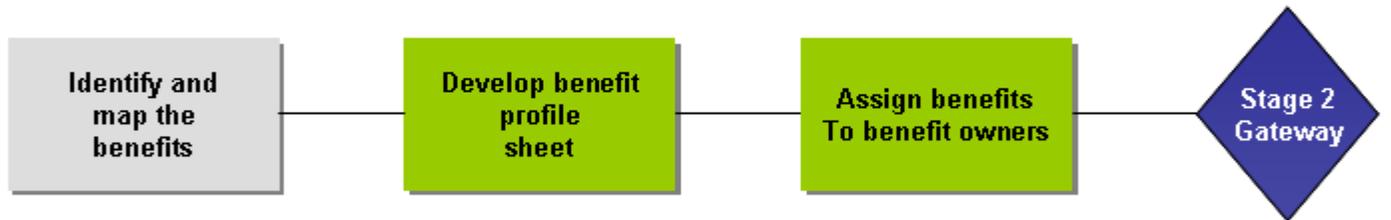
- Benefits are identified, defined and tracked consistently throughout the project through to realisation
- Accountability for realisation of benefits is owned by appropriate operational stakeholders
- The project achieves its forecast benefits
- Any changes to benefits that might affect the Business Case for the project are referred to the project board for review

Stage Products Benefits Management

Stage 1 Project Definition and Current State Assessment



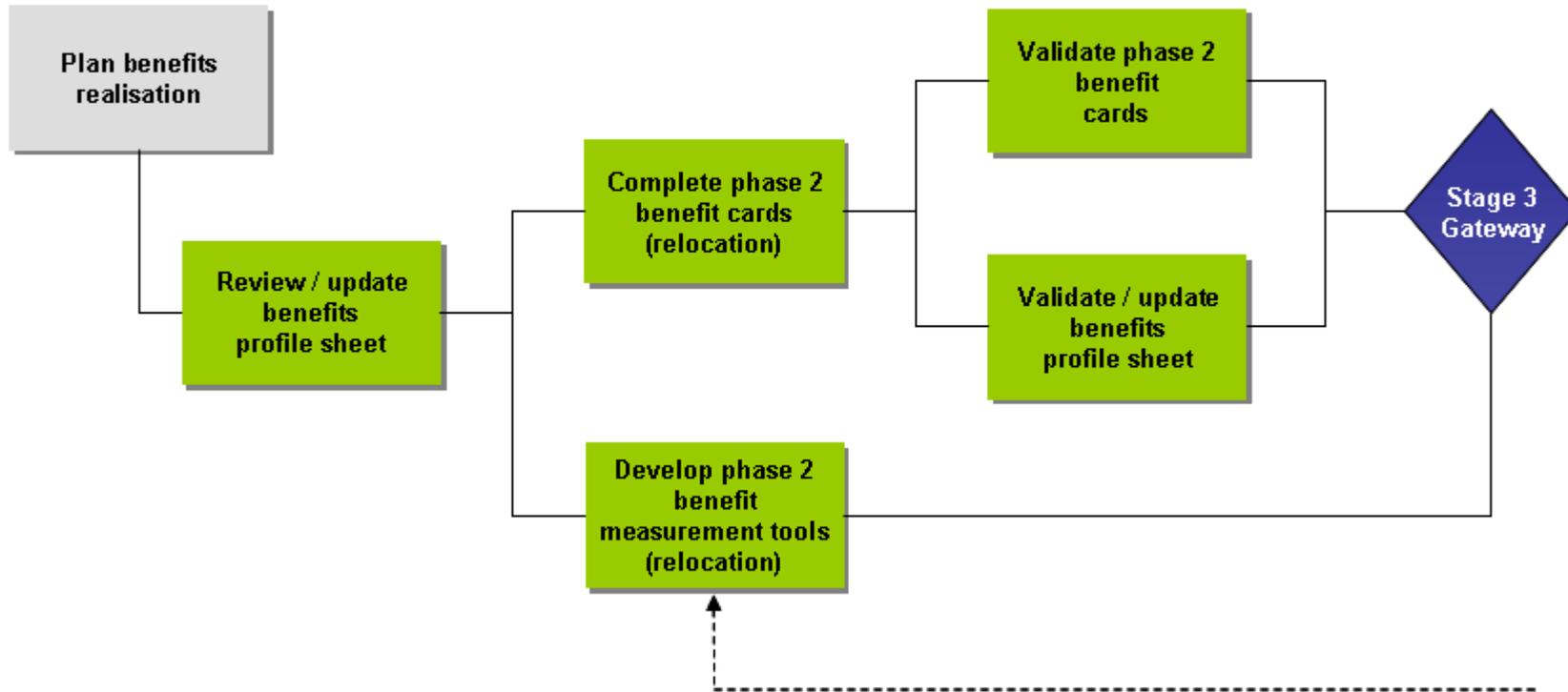
Stage 2 Blueprint Design



Note:
The benefits profile sheet documents benefits and identifies ranges and dependencies

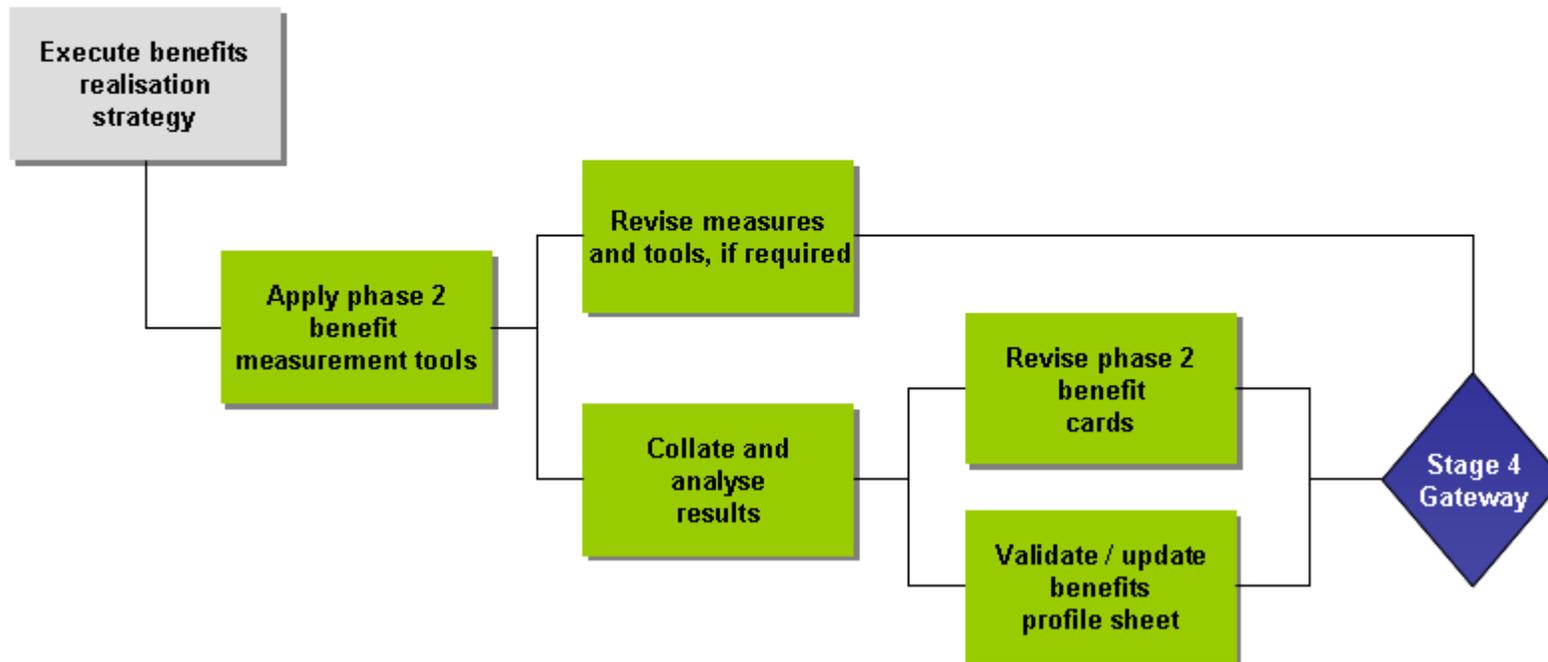
Business Case Approval

Stage 3 Relocation Development

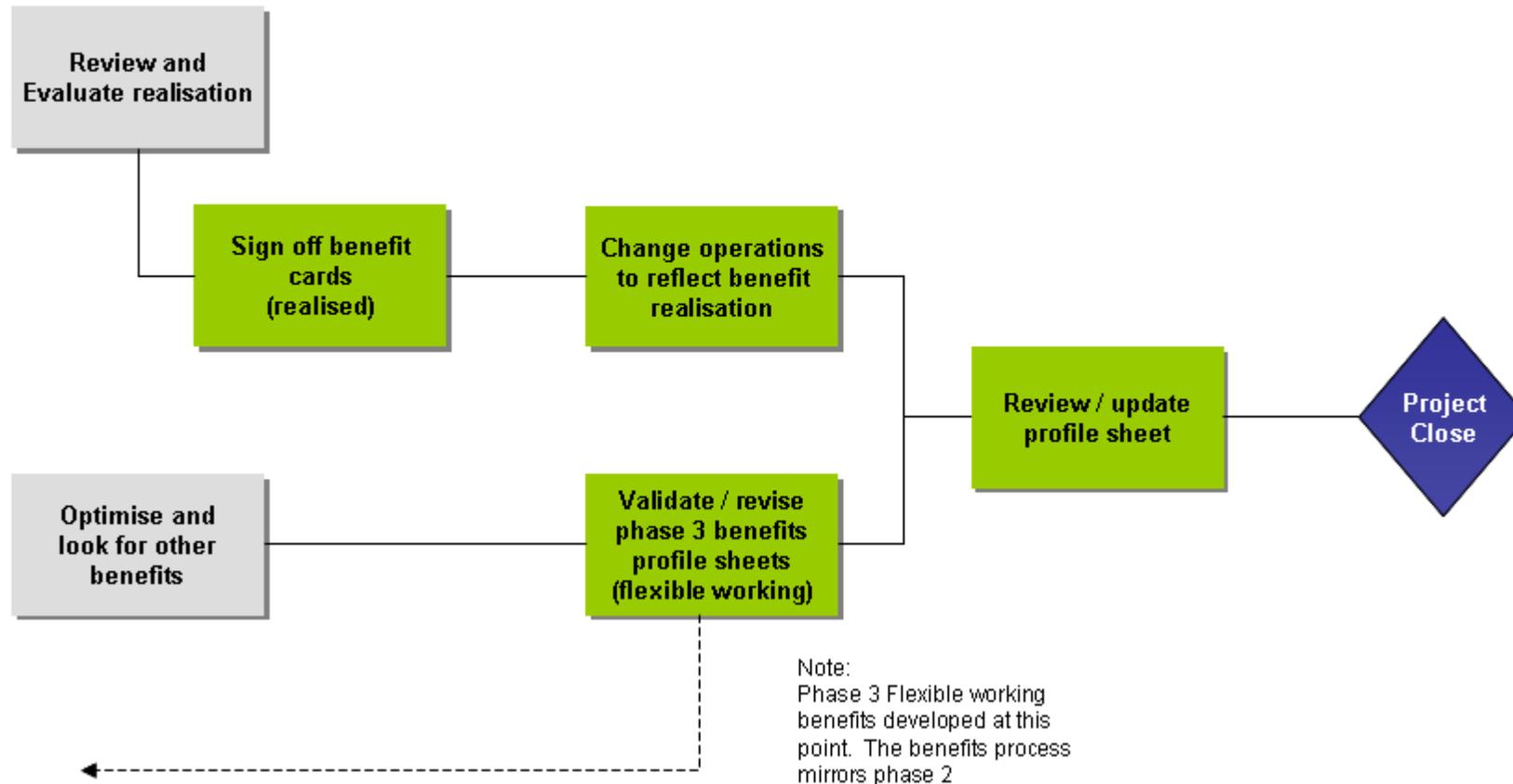


Note:
Phase 3 change (flexible working) adopts the identical process from stage 5

Stage 4 Final Checks and Migration



Stage 5 Embedding and Assessment



Example Benefits Profile Sheet

| | | | | | | | | | | |
|---|---------------|----------------------------|---------------------------------|--|---|--|--|---|--|---|
| 2 | | | | | | | | | | |
| 3 | Ref No | Benefit description | Org Objectives supported | Current baseline performance levels | Other benefits contributes towards | Projects related to realisation of benefits | Business changes required for realisation | Earlier benefits on which this depends | Related risks and issues to realisation | Any dependencies on other programmes |
| 4 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 6 | | | | | | | | | | |
| 7 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 9 | | | | | | | | | | |

| Who owns the benefit | Who will receive the benefit | Description of measurement | How the measure is tracked | As is' measure | Target performance | When improvements begin | Non-project costs associated with realisation |
|-----------------------------|-------------------------------------|-----------------------------------|-----------------------------------|-----------------------|---------------------------|--------------------------------|--|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

APPENDIX 6 – PETER MARSH REPORTS: CHOICES OF SITE FOR 11-18 SCHOOL/INSTITUTE

(see separate documents)

APPENDIX 7 – STUDENT POPULATION DATA (ACTUALS AND PROJECTIONS)

Population Data for 11-18 Secondary School Modelling

| School Year | School Sector | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 | 2026/27 | 2027/28 | 2028/29 | 2029/30 | 2030/31 | 2031/32 | 2032/33 | 2033/34 | 2034/35 | 2035/36 | 2036/37 | 2037/38 | 2038/39 | 2039/40 | 2040/41 | 2041/42 | 2042/43 | 2043/44 | 2044/45 | 2045/46 | 2046/47 | 2047/48 | 2048/49 | 2049/50 | |
|----------------|----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----|
| 7 | Mainstream | 415 | 469 | 446 | 455 | 481 | 435 | 460 | 463 | 440 | 421 | 428 | 380 | 423 | 422 | 422 | 421 | 420 | 418 | 417 | 414 | 412 | 409 | 406 | 403 | 400 | 396 | 393 | 390 | 388 | 385 | 383 | 381 | |
| | SEN School | 23 | 14 | 19 | 20 | 21 | 19 | 20 | 20 | 19 | 18 | 19 | 16 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | |
| | Private School | 204 | 181 | 172 | 175 | 185 | 167 | 177 | 178 | 170 | 162 | 165 | 146 | 163 | 163 | 162 | 162 | 162 | 161 | 160 | 160 | 159 | 158 | 156 | 155 | 154 | 153 | 151 | 150 | 149 | 148 | 147 | 147 | |
| | TOTAL | 642 | 664 | 637 | 650 | 687 | 621 | 657 | 662 | 629 | 601 | 612 | 542 | 604 | 603 | 603 | 601 | 600 | 598 | 595 | 592 | 589 | 585 | 580 | 576 | 571 | 566 | 562 | 558 | 554 | 550 | 547 | 544 | |
| 8 | Mainstream | 407 | 416 | 470 | 447 | 456 | 482 | 436 | 461 | 464 | 441 | 422 | 429 | 380 | 423 | 423 | 423 | 422 | 421 | 419 | 417 | 415 | 413 | 410 | 407 | 404 | 400 | 397 | 394 | 391 | 389 | 386 | 384 | |
| | SEN School | 18 | 22 | 13 | 18 | 19 | 20 | 18 | 19 | 19 | 18 | 17 | 18 | 16 | 18 | 18 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 16 | 16 | 16 | 16 | 16 | 16 | |
| | Private School | 199 | 204 | 181 | 172 | 175 | 185 | 167 | 177 | 179 | 170 | 162 | 165 | 146 | 163 | 163 | 163 | 162 | 162 | 161 | 161 | 160 | 159 | 158 | 157 | 155 | 154 | 153 | 152 | 151 | 150 | 149 | 148 | |
| | TOTAL | 624 | 642 | 664 | 637 | 650 | 687 | 621 | 657 | 662 | 630 | 602 | 612 | 543 | 604 | 604 | 603 | 602 | 600 | 598 | 595 | 592 | 589 | 585 | 580 | 576 | 571 | 566 | 562 | 558 | 554 | 551 | 547 | |
| 9 | Mainstream | 390 | 405 | 413 | 467 | 444 | 453 | 479 | 433 | 458 | 463 | 440 | 420 | 428 | 379 | 422 | 422 | 421 | 420 | 419 | 418 | 416 | 414 | 411 | 409 | 406 | 402 | 399 | 396 | 393 | 390 | 387 | 385 | |
| | SEN School | 30 | 20 | 25 | 16 | 21 | 21 | 23 | 20 | 22 | 22 | 21 | 20 | 20 | 18 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 18 | 18 | 18 | |
| | Private School | 181 | 199 | 204 | 181 | 172 | 175 | 185 | 167 | 177 | 178 | 169 | 162 | 165 | 146 | 162 | 162 | 162 | 162 | 161 | 161 | 160 | 159 | 158 | 157 | 156 | 155 | 154 | 152 | 151 | 150 | 149 | 148 | |
| | TOTAL | 601 | 624 | 642 | 664 | 637 | 650 | 687 | 621 | 657 | 662 | 630 | 602 | 612 | 543 | 604 | 604 | 603 | 602 | 600 | 598 | 595 | 592 | 589 | 585 | 580 | 576 | 571 | 566 | 562 | 558 | 554 | 551 | |
| 10 | Mainstream | 387 | 387 | 401 | 410 | 464 | 441 | 450 | 476 | 430 | 455 | 463 | 440 | 421 | 428 | 380 | 423 | 422 | 422 | 421 | 420 | 419 | 418 | 416 | 414 | 411 | 409 | 407 | 403 | 400 | 397 | 394 | 391 | 388 |
| | SEN School | 18 | 33 | 24 | 28 | 19 | 24 | 25 | 26 | 24 | 25 | 26 | 25 | 24 | 24 | 21 | 24 | 24 | 24 | 24 | 24 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 22 | 22 | 22 | 22 | 22 | |
| | Private School | 178 | 181 | 199 | 204 | 181 | 172 | 175 | 185 | 167 | 177 | 178 | 170 | 162 | 165 | 146 | 163 | 163 | 162 | 162 | 162 | 161 | 160 | 160 | 159 | 158 | 157 | 155 | 154 | 153 | 152 | 150 | 149 | |
| | TOTAL | 583 | 601 | 624 | 642 | 664 | 637 | 650 | 687 | 621 | 657 | 667 | 635 | 607 | 617 | 548 | 609 | 609 | 608 | 607 | 605 | 603 | 600 | 597 | 594 | 590 | 586 | 581 | 576 | 572 | 567 | 563 | 559 | |
| 11 | Mainstream | 401 | 384 | 384 | 398 | 407 | 460 | 437 | 446 | 472 | 426 | 451 | 463 | 441 | 422 | 429 | 381 | 423 | 423 | 423 | 422 | 421 | 419 | 417 | 415 | 413 | 410 | 407 | 404 | 401 | 398 | 394 | 392 | |
| | SEN School | 25 | 21 | 36 | 27 | 31 | 23 | 28 | 28 | 30 | 27 | 29 | 30 | 28 | 27 | 28 | 25 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 26 | 26 | 26 | 26 | 25 | 25 | | |
| | Private School | 163 | 178 | 181 | 199 | 204 | 181 | 172 | 175 | 185 | 167 | 177 | 178 | 170 | 162 | 165 | 147 | 163 | 163 | 163 | 162 | 162 | 161 | 161 | 160 | 159 | 158 | 157 | 156 | 154 | 153 | 152 | 151 | |
| | TOTAL | 589 | 583 | 601 | 624 | 642 | 664 | 637 | 650 | 687 | 621 | 657 | 672 | 639 | 611 | 622 | 552 | 614 | 613 | 613 | 612 | 610 | 608 | 605 | 602 | 599 | 595 | 591 | 586 | 581 | 576 | 572 | 568 | |
| Tot Mainstream | 2000 | 2061 | 2115 | 2178 | 2252 | 2271 | 2262 | 2279 | 2265 | 2206 | 2204 | 2133 | 2093 | 2075 | 2076 | 2069 | 2109 | 2105 | 2099 | 2091 | 2082 | 2072 | 2060 | 2046 | 2031 | 2016 | 2000 | 1984 | 1969 | 1955 | 1941 | 1929 | | |
| Models | 2000 | 2061 | 2115 | 2178 | 2252 | 2271 | 2262 | 2279 | 2265 | 2206 | 2204 | 2133 | 2093 | 2075 | 2076 | 2069 | 2109 | 2105 | 2099 | 2091 | 2082 | 2072 | 2060 | 2046 | 2031 | 2016 | 2000 | 1984 | 1969 | 1955 | 1941 | 1929 | | |
| Check | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Key to Population Data:

| | |
|---|---|
| | 2018/9 Actual School Populations - Source: Education Population Data |
| | 2019/20 Estimates based on enrolments - Source: ESC Committee Briefing Paper 18/04/2019 |
| | 2018/19 school populations projected forward - Source: Education Population Data |
| | Population data - Source: Population Management Data 1.6 Fertility 100 migration |

% Yr 7 private School buy out 33.0% 27.8%

SEN Data

Total in SEN 114 110 116 108 111 107 113 114 114 111 111 109 106 105 105 104 107 106 106 106 105 105 104 104 103 102 101 100 100 99 98 98
 Total % in SEN 3.75% 3.55% 3.67% 3.36% 3.37% 3.29% 3.48% 3.48% 3.49% 3.49% 3.52% 3.55% 3.54% 3.52% 3.51% 3.50% 3.52% 3.52% 3.52% 3.52% 3.52% 3.52% 3.52% 3.52% 3.52% 3.52% 3.53% 3.52% 3.52% 3.52% 3.52% 3.52%

5 yr Average total % in SEN 3.54%

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Yr 7 SEN % | 3.58% | 2.11% | 3.04% | 3.04% | 3.04% | 3.04% | 3.04% | 3.04% | 3.04% | 3.04% | 3.04% | 3.04% | 3.04% | 3.04% | 3.04% | 3.04% | 3.04% | 3.04% | 3.04% | 3.04% | 3.04% | 3.04% | 3.04% | 3.04% | 3.04% | 3.04% | 3.04% | 3.04% | 3.04% | 3.04% | 3.04% |
| Yr 8 SEN % | 2.88% | 3.43% | 1.94% | 2.87% | 2.87% | 2.87% | 2.87% | 2.87% | 2.90% | 2.90% | 2.90% | 2.90% | 2.90% | 2.90% | 2.90% | 2.90% | 2.90% | 2.90% | 2.90% | 2.90% | 2.90% | 2.90% | 2.90% | 2.90% | 2.90% | 2.90% | 2.90% | 2.90% | 2.90% | 2.90% | 2.90% |
| Yr 9 SEN % | 4.99% | 3.28% | 3.82% | 2.37% | 3.30% | 3.29% | 3.30% | 3.30% | 3.30% | 3.31% | 3.31% | 3.31% | 3.31% | 3.31% | 3.31% | 3.31% | 3.31% | 3.31% | 3.31% | 3.31% | 3.31% | 3.31% | 3.31% | 3.31% | 3.31% | 3.31% | 3.31% | 3.31% | 3.31% | 3.31% | 3.31% |
| Yr 10 SEN % | 3.09% | 5.48% | 3.77% | 4.31% | 2.90% | 3.83% | 3.82% | 3.83% | 3.83% | 3.88% | 3.88% | 3.88% | 3.88% | 3.88% | 3.88% | 3.88% | 3.88% | 3.88% | 3.88% | 3.88% | 3.88% | 3.88% | 3.88% | 3.88% | 3.88% | 3.88% | 3.88% | 3.88% | 3.88% | 3.88% | 3.88% |
| Yr 11 SEN % | 4.24% | 3.60% | 5.99% | 4.28% | 4.81% | 3.45% | 4.37% | 4.37% | 4.37% | 4.37% | 4.45% | 4.45% | 4.45% | 4.45% | 4.45% | 4.45% | 4.45% | 4.45% | 4.45% | 4.45% | 4.45% | 4.45% | 4.45% | 4.45% | 4.45% | 4.45% | 4.45% | 4.45% | 4.45% | 4.45% | 4.45% |

Key to SEN Data:

| | |
|---|---|
| | Based on actuals |
| | Should broadly match below percentages - Includes some current data |
| | Should exactly match below percentages |

| | |
|----|-------|
| 7 | 3.04% |
| 8 | 2.90% |
| 9 | 3.31% |
| 10 | 3.88% |
| 11 | 4.45% |

APPENDIX 8 - 11-18 SCHOOL – CAPITAL COSTS

Introduction

Since ESC and P&R alignment on baseline costs, a number of changes have increased the overall total capital costs for the construction of the new 11-18 school from £39m to £64m. These figures exclude transport, digital and capital transition costs.

In January 2019 the Peter Marsh Consulting (PMc) Estates Strategy (see Appendix 6) confirmed the space requirements for the new 11-18 school of 7,034 m² (3,617m² for LBHS and 3,417 m² for SSHS). This was reviewed and agreed with ESC and P&R committees. By applying the average cost per m² from the RIBA Stage 1 estimates (G&T report dated 26 November 2018), this established a cost baseline of £39m (see Table 1 below).

Since then, further work has been done on the designs, leading to the G&T Stage 2 Cost Plan which has increased the total cost estimate to £60.9m. Changes in the design during Stage 3 to date have added a further £7.4m, partially offset by £1.7m savings, leading to a revised total of £65.9m.

Each of the cost elements were categorised as either:-

- Core – an integral part of meeting the space requirements for the new school
- Essential – additional expenditure identified during the Design phase which could not have been quantified by the space requirements (eg. Need to move the MUGA).
- Desirable – additional expenditure which has been identified, but which the school could function without
- Maintenance – expenditure which would need to take place anyway, but could be carried out more cost effectively if commissioned at the same time as the Core build programme.

As a result of this review, a number of the changes were rejected, leading to a saving of £1.9m – which established the upper range of the capital costs of the new 11-18 school at £64m.

Adding in the transport, digital and capital transition costs resulted in a total capital requirement of £68m for the new 11-18 school.

Further details of each of these changes is provided below, with a summary in Table 2.

Capital Cost Movements

In February 2019, a joint meeting between the Committees *for* Policy & Resources and Education, Sports & Culture agreed a report by PMc (see Appendix 6) which set out the space requirement for the extensions to Les Beaucamps and St Sampson's required to deliver the curriculum to the forecast school population.

The PMc report made no attempt to estimate the costs of the developments, nor did it consider the constraints of the existing sites, the costs of any land purchase, nor the extent of repurposing of the existing school buildings necessary to deliver the teaching space requirements.

Further work was then undertaken in conjunction with Design Engine to consider how the theoretical space requirements could be accommodated within the physical constraints of the existing school buildings, the planned extensions and the existing sites.

All of these requirements were then examined by G&T in order to arrive at an estimate of the total costs of development work required on the two sites.

In moving from a theoretical space requirement to physical design has led to a number of factors being identified which will affect the overall costs:

- **Repurposing** – the reconfiguration of the existing buildings to accommodate space required for the agreed curriculum and school population.
- **Land acquisition** – in particular Les Beaucamps site, which is smaller than Baubigny
- **Existing School Buildings** – St Sampson's opened in 2008 and Les Beaucamps in 2012, with the sports building being delivered in 2014. They were built to different specifications, and St Sampson's has not aged as well as Les Beaucamps.
- **School population** – since PMc report (Appendix 6), a revised estimate of school population (one of the main variables in his model) has shown the numbers in the new school will be approx. 12% higher than at the time of his report.
- **Safety & Security Considerations** – Since St Sampson's was built many of these standards have since changed.
- **Sports Facilities** – ensuring the new schools will have sufficient capacity for the larger school population.
- **Access and Car Parking** – provision of safe walking routes and access points to the school sites, and the provision of car parking space for staff, visitors and parents for school events.
- **Maintenance** – there are a number of aspects of the existing schools which would have needed addressing anyway, and would be more cost-effective to address as part of a major construction project.
- **Transport** – ensuring the larger schools do not lead to significant traffic congestion. This has been considered in a separate briefing paper.

Below the major cost movements are set out under these headings:-

1. Repurposing

In order to meet recommendations of the PMc report (see Appendix 6, section 6 'Opportunities for Space Optimisation') whilst also keeping classrooms grouped by curriculum area (science, art, etc), it is proposed that general purpose classrooms are repurposed in the existing buildings to classrooms with greater space requirements (eg. Science laboratories or IT rooms) – and building smaller general purpose classrooms in the extensions.

The extent of re-purposing is dictated by the type, adjacencies and size of existing rooms in both schools and has been carefully considered and planned with the design team and school staff.

| | | | |
|------|---------------------------|------|-------------|
| SSHS | Repurposing St Sampson's | Core | £ 4,188,970 |
| LBHS | Repurposing Les Beaucamps | Core | £ 3,925,635 |

2. Land acquisition – Delisles Church Land £1m.

ESC have worked with Property Services to identify and procure the site of the Delisles Methodist Church, Church Hall and Car Park. The Church Hall and Car Park are on land adjacent to the Les Beaucamps site, and the Church is on the opposite side of the road.

This acquisition will provide space for additional car parking, as well as additional space for future potential additional services (eg. ESC and HSC are currently considering the benefits of co-locating healthcare services with the school).

| | | | |
|------|-------------------------|------|-------------|
| LBHS | Purchase of Church Land | Core | £ 1,000,000 |
|------|-------------------------|------|-------------|

3. Existing School Buildings

Extending existing schools will lead to a school with a mixture of completely new areas, existing areas of the school which have been extensively remodelled/ repurposed and other areas of the existing school which remain untouched. It has been shown that such mixed environments can lead to behavioural issues in schools – and therefore it is proposed to decorate the existing classrooms and corridors to the same specifications as the new/repurposed areas. This is more extensive at St Sampson's due to the age and lower specification of the existing building.

Drama studio – the best approach to creating a drama studio within the existing St Sampson’s building is to convert a currently open plan area.

| | | | |
|------|---|-----------|-------------|
| SSHS | Works to existing corridors (walls, floor, ceiling and lighting) | Desirable | £ 760,000 |
| SSHS | Works to existing classrooms (walls, floor, ceiling and lighting) | Desirable | £ 1,505,000 |
| SSHS | FFE – new furniture to existing building | Desirable | £ 1,210,000 |
| SSHS | Infill to create Drama studio 229m ² | Core | £ 750,000 |

4. School Population

Since the PMc report established the baseline areas for the new school, the projected school population has increased by 12.5% at Les Beaucamps and 10.9% at St Sampson’s.

CfESC decided to increase the space requirement rather than use the contingency in the PMc report as it was considered preferable to use best available numbers for the base model rather than use up a significant proportion of the contingency before the start of the programme.

| | | | |
|------|---|------|-------------|
| LBHS | Les Beaucamps - Additional 350m ² (budget) | Core | £ 2,000,000 |
| SSHS | St Sampson’s – Additional 241m ² (budget) | Core | £ 1,400,000 |

5. Safety & Security Considerations

Sprinkler System

Les Beaucamps was built with a sprinkler system fitted as do the proposed extensions, based on the advice of the Fire Officer and insurers. However, the existing water tank at Les Beaucamps does not have sufficient capacity to support a larger site, and the existing St Sampson’s site has no sprinkler system at all.

These have been added to the costs to comply with current fire and insurance requirements.

| | | | |
|------|---|-----------|-----------|
| LBHS | Les Beaucamps – add MIST tank as cannot use existing | Desirable | £ 150,000 |
| SSHS | St Sampson’s – Allowance for MIST system to existing school | Desirable | £ 850,000 |

6. Sports Facilities

In order to accommodate the increased school population and increased range of sports on offer, the existing sports facilities on site will need to be upgraded. At Les Beaucamps in particular, a new 3G MUGA will be required because the new school extension will be built on the site of the current area. At St Sampson's the existing MUGA is too small, and will need resurfacing and extending in order to accommodate the larger school population and support a wider range of sports.

Tennis courts at both site will be relaid. This is particularly critical at St Sampson's where the existing tennis court cannot be used for health & safety reasons.

| | | | |
|------|---|-------------|------------|
| LBHS | New MUGA including retaining walls 5,600m ² | Essential | £2,600,000 |
| LBHS | Overlaying existing tennis court and lighting (965m ²) | Essential | £ 200,000 |
| SSHS | Overlay existing MUGA 5,190m ² | Essential | £ 535,000 |
| SSHS | Extend MUGA, new fencing, lighting, works to sub base / drainage | Essential | £ 690,000 |
| SSHS | Overlaying existing tennis court and lighting (2,658m ²) | Maintenance | £ 555,000 |

7. Access

In order to create an environment for students to travel to and from school which avoids exacerbating traffic congestion around the new buildings, a range of improvements are proposed to provide ease of access to the site for motorists, cyclists and pedestrians.

| | | | |
|------|----------------------------------|-----------|------------|
| LBHS | Footpath along Les Beaucamps Rd | Essential | £ 250,000 |
| LBHS | Allowance for junction works | Essential | £ 171,000 |
| LBHS | Upgrade Church Car Park | Essential | £ 735,000 |
| SSHS | External walkways | Essential | £ 661,000 |
| SSHS | Allowance for additional parking | Essential | £1,005,000 |

8. Maintenance

The following items are current issues that have been raised within the existing schools, and would need addressing whether the schools were being extended or not. However, making these changes at the same time will ensure that they are carried out in a more cost-effective way, and will avoid the school being further disrupted by these works once the new schools are open.

| | | | |
|------|---|-------------|-----------|
| SSHS | Entrance area remodel including revolving doors | Maintenance | £ 215,000 |
| SSHS | Allowance for resolving ventilation issues (block A) | Maintenance | £ 155,000 |
| SSHS | Allowance for plant replacement to existing | Maintenance | £ 330,000 |
| SSHS | Further heavy refurbishment area (116m ²) | Maintenance | £ 180,000 |

9. Other

The 11-18 Project consultant design fees were based on the previously tendered rates for the LMDC Schools Project. These rates were then used for the 11-18 Project and fees were based on the (early) estimated construction figure of £32m. At the end of Stage 2 design the construction figure (contract sum) is estimated at £44.686m (cost plan dated 03/04/2019).

Design fees for RIBA Stages 1-3 has not increased despite the construction figure increase. In fact there has been some reduction in the overall design fees (Stages 1-3) as design stages 1 and 2 were combined and because of the compressed overall design programme to meet the programme dates.

| | | |
|---|------|------------|
| Reduction in design team fees – review with JLL. Reduced by 1% | Core | -£ 520,000 |
| Reduce design contingency based on current reviews by 1% | Core | -£ 450,000 |

| TABLE 1: 11-18 SCHOOL - CAPITAL COST BASELINE | | | | | | | | | | | |
|---|-------------|-------------|--------------|---------|-----------|--------------|---------|--------|--------------|---------|--|
| | | St Sampsons | | | Beaucamps | | | TOTAL | | | |
| | | Area | Cost | Rate/m2 | Area | Cost | Rate/m2 | Area | Cost | Rate/m2 | |
| Original (BB98) | New build | 8,092 | £ 45,001,000 | 5.561 | 8,486 | £ 45,813,000 | 5.399 | 16,578 | £ 90,814,000 | 5.478 | |
| RIBA Stage 1 (26.11.18) | New build | 3,000 | £ 16,185,057 | 5.395 | 3,000 | £ 17,001,893 | 5.667 | 6,000 | £ 33,186,950 | 5.531 | |
| | Repurposing | 1,000 | £ 3,225,943 | 3.226 | 1,000 | £ 3,425,107 | 3.425 | 2,000 | £ 6,651,050 | 3.326 | |
| | Total | 4,000 | £ 19,411,000 | | 4,000 | £ 20,427,000 | | 8,000 | £ 39,838,000 | | |
| Peter Marsh (Jan 19) | New build | 3,417 | £ 18,434,780 | 5.395 | 3,617 | £ 20,498,615 | 5.667 | 7,034 | £ 38,933,395 | 5.535 | |
| Design Engine | Repurposing | 1,309 | £ 4,222,759 | 3.226 | 1,156 | £ 3,959,424 | 3.425 | 2,465 | £ 8,182,183 | 3.319 | |
| (at RIBA Stage 1 rate/m2) | Total | 4,726 | £ 22,657,539 | | 4,773 | £ 24,458,039 | | 9,499 | £ 47,115,579 | | |

TABLE 2: 11-18 SCHOOL - CAPITAL CHANGES

| Item | Group | School | Category | Low | Total | Maintenance | |
|------|--------------------|--------|---|-------------|---------------------|---------------------|------------------|
| | | | ORIGINAL ESTIMATE | | £ 98,000,000 | | |
| | | | BB98 ESTIMATE (8092m² SSHS + 8486m² LBHS) | | £ 90,814,000 | | |
| | | | New Build (Peter Marsh areas, Feb 19) - G&T Costings | | | | |
| | | | New Build St Sampsons 3,311m ² | Core | £ 17,864,707 | £ 17,864,707 | £ - |
| | | | New Build Les Beaucamps 3,515m ² | Core | £ 19,928,542 | £ 19,928,542 | £ - |
| | | | TOTAL | | £37,793,248 | £ 37,793,248 | |
| | | | Add 102m ² to each site for CASS | Core | £ 1,140,147 | £ 1,140,147 | £ - |
| | | | Repurposing of existing schools (Design Engine) - G&T Costings | | | | |
| | | SSHS | Repurposing St Sampson's 1309m ² | Core | £ 4,188,970 | £ 4,188,970 | £ - |
| | | LBHS | Repurposing Les Beaucamps 1156m ² | Core | £ 3,925,635 | £ 3,925,635 | £ - |
| | | | ESTIMATE FOR BOTH SCHOOLS (based on Peter Marsh report) | | £47,048,000 | £ 47,048,000 | |
| 1 | Property | LBHS | Purchase of Church Land | Core | £ 1,000,000 | £ 1,000,000 | £ - |
| 6 | Population | LBHS | Les Beaucamps - Additional 350m ² (budget) | Core | £ 2,000,000 | £ 2,000,000 | £ - |
| 7 | Population | SSHS | St Sampson's – Additional 241m ² (budget) | Core | £ 1,400,000 | £ 1,400,000 | £ - |
| 2 | Existing Buildings | SSHS | Works to existing corridors (walls, floor, ceiling and lighting) | Desirable | £ - | £ 760,000 | £ - |
| 3 | Existing Buildings | SSHS | Works to existing classrooms (walls, floor, ceiling and lighting) | Desirable | £ - | £ 1,505,000 | £ - |
| 4 | Existing Buildings | SSHS | FFE – new furniture to existing building | Desirable | £ - | £ 1,210,000 | £ - |
| 5 | Existing Buildings | SSHS | Infill to create Drama studio 229m ² | Core | £ 750,000 | £ 750,000 | £ - |
| 9 | Safety & Security | LBHS | Les Beaucamps – add MIST tank as cannot use existing | Desirable | £ - | £ 150,000 | £ - |
| 10 | Safety & Security | SSHS | St Sampson's – Allowance for MIST system to existing school | Desirable | £ - | £ 850,000 | £ - |
| 11 | Sports | LBHS | New MUGA including retaining walls 5,600m ² | Essential | £ 2,600,000 | £ 2,600,000 | £ - |
| 12 | Sports | LBHS | Overlaying existing tennis court and lighting (965m ²) | Essential | £ 200,000 | £ 200,000 | £ - |
| | Sports | LBHS | Canopies for games area | Essential | £ 100,000 | £ 100,000 | £ - |
| 13 | Sports | SSHS | Overlay existing MUGA 5,190m ² | Essential | £ 535,000 | £ 535,000 | £ - |
| 14 | Sports | SSHS | Extend MUGA, new fencing, lighting, works to sub base / drainage | Essential | £ 690,000 | £ 690,000 | £ - |
| 15 | Sports | SSHS | Overlaying existing tennis court and lighting (2,658m ²) | Essential | £ 555,000 | £ 555,000 | £ - |
| 16 | Access | LBHS | Footpath along Les Beaucamps Rd | Essential | £ 250,000 | £ 250,000 | £ - |
| 18 | Access | LBHS | Allowance for junction works | Essential | £ 171,000 | £ 171,000 | £ - |
| 19 | Access | LBHS | Upgrade Church Car Park | Essential | £ 735,000 | £ 735,000 | £ - |
| 20 | Access | SSHS | External walkways | Essential | £ 661,000 | £ 661,000 | £ - |
| 21 | Access | SSHS | Allowance for additional parking | Essential | £ 1,005,000 | £ 1,005,000 | £ - |
| 22 | Maintenance | SSHS | Entrance area remodel including revolving doors | Maintenance | £ - | £ - | £ 215,000 |
| 23 | Maintenance | SSHS | Allowance for resolving ventilation issues (block A) | Maintenance | £ - | £ - | £ 155,000 |
| 24 | Maintenance | SSHS | Allowance for plant replacement to existing | Maintenance | £ - | £ - | £ 330,000 |
| 25 | Maintenance | SSHS | Further heavy refurbishment area (116m ²) | Maintenance | £ - | £ - | £ 180,000 |
| 26 | Fees | Both | Reduction in design team fees – review with JLL. Reduced by 1% | Core | -£ 520,000 | -£ 520,000 | £ - |
| 27 | Fees | Both | Reduce design contingency based on current reviews by 1% | Core | -£ 450,000 | -£ 450,000 | £ - |
| | | | TOTAL | | £58,730,000 | £ 63,205,000 | £ 880,000 |
| | | | TOTAL FUNDING REQUIREMENT INCLUDING MAINTENANCE | | | £ 64,085,000 | |

APPENDIX 9 - FIVE STAGE DELIVERY MODEL

| |  |  |  |  |  |
|------------------|--|---|--|--|---|
| OBJECTIVES | The objective of this stage is to confirm the business rationale and authority for the programme and to create the conditions for the programme to proceed to a more robust assessment of what is required. | The objective of this stage is to develop a clear understanding of the implications for the change on the way the business operates and the costs and benefits of working in new ways. It sets out a broad timetable showing what will happen when. | The objective of this stage is to develop the detailed design and work plans for each component project. Within this frame, all work needed to enable the business to make the changes is continuously reviewed and completed. | The objective of this stage is to enable all those affected by the change to take on new ways of working seamlessly and with their active participation in the process. This will ensure disruption is minimised and value of change is maximised. | The objective of this stage is to ensure that new services and operations continue to evolve the way things work within operations. As well as ensuring forecast benefits are maximised, but the service is capable of responding to future opportunities. |
| KEY ACTIVITIES | <ul style="list-style-type: none"> Establish the range of internal and external stakeholders and start to build relationships / shared awareness Define governance structure including key suppliers and users Define scope of the programme Establish context for the programme – reporting and management protocols, parallel programmes and dependencies Establish time, resources and budget required to undertake Stage 2. | <ul style="list-style-type: none"> Establish and engage key stakeholders in the vision for change Develop and agree design principles Develop Target Operating Model and interim models, as required Create a change plan showing change journey for different stakeholders Develop a benefits plan for each project aggregated at programme level Establish the costs of change and the anticipated return on investment | <ul style="list-style-type: none"> Create detailed project and sub project plans and track and monitor progress Create more detailed business cases required Manage quality, time and cost against agreed criteria. Report exceptions, issues and risks Engage with stakeholders and potential users to ensure solution is supported and benefits are owned operationally Test & revise products & services with users Develop transition and go-live plans, local champions and transition resources. | <ul style="list-style-type: none"> Make operational changes required by the project Equip people with skills & knowledge needed to change and evaluate results Provide countdown communications Develop 'Post Live' local change specialists and help desks Establish protocols to deal with major issues post launch and capture good news stories Establish handover and early life support plans for BAU Complete 'Go/No Go' readiness assessment. | <ul style="list-style-type: none"> The effective collation and transfer of all programme materials to BAU to enable operation and continuous improvement The transfer of supplier contracts and relationships into BAU The establishment of continuous improvement and other forums / mechanisms that can evolve operations Performance measures for the business and people that are congruent with the vision The handover of an on going benefit plan and mechanisms to assure Return on Investment |
| DELIVERABLES | <ul style="list-style-type: none"> Programme Mandate Governance Structure Principal Programme Roles and Job Descriptions Terms of Reference for Programme Boards Understanding of in flight projects and dependencies High level issues and risks defined Time and cost requirements to deliver next stage | <ul style="list-style-type: none"> High level journey plan for programme and projects showing dependencies Outline Business Case for the programme The anticipated cost, time and resource requirements The source and availability of resources assessed Programme and Project Issues and Risk logs Business Change Strategy and Plan Programme and Project PIDs | <ul style="list-style-type: none"> New products and services, as defined within each project / sub-project Clear transition plans agreed with each stakeholder group and by Programme Board Communications both specific and integrated into wider business narrative Job roles, process maps, policies & strategies Training plans and training materials Change readiness assessment reviews and remedial action plans | <ul style="list-style-type: none"> Training and development events and operational support materials Go / No Go change readiness reports Local specialist / experts for transition and early life (floor walkers, Help Desks, HR) Project support and issue management pathways Employee alignment to new design (new roles, redeployment, etc.) Good news stories, recognising champions | <ul style="list-style-type: none"> Quality and Innovation culture with teams and processes that support continuous improvement Benefit tracking and sign off process |
| GATEWAY CRITERIA | <ul style="list-style-type: none"> Programme Mandate Signed Off Governance Structures and Boards established Budget for next stage approved and released Resources needed to deliver next stage identified and commissioned Sufficient understanding / access to related programmes and projects to develop plan that reflects operating environment Programme facilities available for Stage 2 | <ul style="list-style-type: none"> Approval of programme business case and benefits plan Release of sufficient funding for the programme to move into design and build stage to FBC (as required) All issues are assessed as manageable and risks have reliable mitigations Programme resources and infrastructure (premises / hardware) are in place | <ul style="list-style-type: none"> All projects and sub projects are formally reviewed and signed off against defined acceptance criteria Change readiness assessment is undertaken, validated and approved by the board with actions to mitigate risk defined The benefits case is reviewed, validated and benefit owners agreed by service leaders The change is approved within context of overall operational / deployment plan | <ul style="list-style-type: none"> Those affected by the change are adequately skilled and knowledgeable There is sufficient goodwill and leadership Physical, technical and logistical infrastructure is adequate Suppliers and providers of services are ready and commercially covered Benefits case has been tested & app Disaster, major issue recovery plans i adequate | <ul style="list-style-type: none"> Benefits signed off or reassigned Opportunities for improvement assigned to clear points of operational / project action |

APPENDIX 10: COMPARISON OF POLICY LETTER AND FINANCIAL CASE

| Breakdown per policy letter | | | | | | | |
|-----------------------------|-----------------|-----------------|-----------------|------------------------|------------------|------------------|--|
| Maximum Capital Request | 11-18 | FE-HE | Primary and EY | Healthcare Co-Location | Digital Road Map | TOTAL | |
| Buildings | £ 64,085 | £ 45,000 | £ 22,400 | £ - | £ - | £ 131,485 | |
| Transport | £ 1,000 | £ - | £ - | £ - | £ - | £ 1,000 | |
| Programme costs | £ 3,860 | £ 2,470 | £ - | £ - | £ - | £ 6,330 | |
| Health care | £ - | £ - | £ - | £ 4,000 | £ - | £ 4,000 | |
| Digital Roadmap | £ - | £ - | £ - | £ - | £ 5,840 | £ 5,840 | |
| TOTAL | £ 68,945 | £ 47,470 | £ 22,400 | £ 4,000 | £ 5,840 | £ 148,655 | |

| Breakdown per financial case | | | | | | | |
|------------------------------|-----------------|-----------------|-----------------|------------------------|-----------------|------------------|--|
| Maximum Capital Request | 11-18 | FE-HE | Primary and EY | Healthcare Co-Location | Programme Costs | TOTAL | |
| Buildings | £ 64,085 | £ 45,000 | £ 22,400 | £ - | £ - | £ 131,485 | |
| Transport | £ 1,000 | £ - | £ - | £ - | £ - | £ 1,000 | |
| Programme costs | £ 1,698 | £ 1,030 | £ 697 | £ - | £ 2,905 | £ 6,330 | |
| Health care | £ - | £ - | £ - | £ 4,000 | £ - | £ 4,000 | |
| Digital Roadmap | £ 2,400 | £ 427 | £ 2,453 | £ - | £ 560 | £ 5,840 | |
| TOTAL | £ 69,183 | £ 46,457 | £ 25,550 | £ 4,000 | £ 3,465 | £ 148,655 | |

Breakdown per Policy Letter programme

Within the Policy Letter the programme costs were apportioned between 11-18 and FE-HE with general costs apportioned on a 60% 11-18 and 40% FE-HE basis. Digital roadmap costs were shown separately.

Breakdown per financial case

For the financial case the programme costs and digital roadmap costs were split between 11-18, FE-HE and Primary. General programme costs were shown separately.