

Alternative models for 11-16 Education and 11-18 Education

For the Policy & Resources Committee to support informed debate on the Requête, it considers that it would be helpful to have whatever assessment is possible within the timeframe we are afforded by the meeting dates of the States, of the potential to provide equality of access to education to those of mandatory school age (16) and deliver the improved educational outcomes through two other physical models for the education estate:

- *Three 11-16 schools and a Sixth Form College¹ on one of the sites;*
- *Three 11x18 schools*

Equality of opportunity

The impact on educational outcomes and the benefits of the two additional models compared to the “One School/ Two Colleges” model are summarised in the table in Appendix 5.

It is important to note that the way in which the Grammar School and Sixth Form Centre operates today, means that there is significant crossover between the staffing of the 11-16 (KS 3 & 4) and 16-18 (KS5) phases. Currently, only two members of the Sixth Form teaching staff do not teach KS3 and KS4 students. Whilst the suggestion of a ‘separate’ sixth form college might seem appealing, the reality is that it would have to be an integral part of the way the co-located 11-16 school is led and managed operationally. Sixth form students currently access lessons in the main high school building and this would continue to be a requirement in the future to make maximum use of space, particularly in respect of specialist teaching areas such as Art, Drama, Music, Science, Graphics, Technology, Computing etc. A model that would see three 11-16 schools and separate sixth form is, in essence, a model that would result in two 11-16 schools and one 11-18 school, with the inherent inequalities in evidence today when the provision at Les Varendes is compared with that on offer in the three other high schools.

The 11-16 curriculum in larger, ten-form entry 11-18 schools (i.e. the model agreed by the States in January 2018 and in respect of which funding was agreed in September 2019) ensures that more students are able to access their first choice of GCSE options (as there is greater scope to offer multiple combination choices). It ensures equity of provision across both sites. Students will have the same offer regardless of where in the island they live, and there will be access to a broad range of academic, vocational and bespoke provision for more vulnerable students.

This breadth of provision is reduced when spread across three sites due to the smaller number of students on each site. There will be a particular impact on vocational/bespoke provision and niche subjects in arts/languages etc. which cannot be run in small teaching groups and will

¹ P&R Officers have confirmed this refers to a Sixth Form Centre, similar to that which exists at Les Varendes at the present time.

result in students potentially having to move sites for particular lessons or more teachers travelling between sites. During a previous Federation experiment, students studied option subjects across a range of sites; however, this approach did not work and led to poorer outcomes. To achieve equal provision across three sites, there would need to be a seven-form entry on each site, which would make timetabling more challenging due to there being an uneven number of forms of entry. If forms of entry were adjusted (e.g. one 8-form entry and two six-form entry sites), then inequality would be built into the three school models by having intakes of differing sizes on each site with an eight-form entry greatly advantaged in terms of what subjects students could be offered. In a three school model, the curriculum offer would therefore change depending on which site students were to attend and this would create inequality for students.

Offering a sixth form across three sites will be attractive to teachers wishing to teach across the 11-18 range. However, spreading the sixth form across three sites will result in sixth forms that, because of their small size, would be unlikely to be able to offer all the subjects on each of the three sites. In turn, this is likely to lead to sites becoming specialist sites for subjects (e.g. an English post-16 specialism or a Science specialism). This will lead to some sites being 16-18 for only certain subjects and is likely to impact negatively upon recruitment at these sites when it comes to the subjects taught only to GCSE. The other option is that staff would need to move between sites in order to deliver post-16 teaching. Teachers are unlikely to be keen to move between sites in order to teach A Level or IB, so this model becomes less attractive. Equally, the benefits of 11-18 schools are lost if some students have to move between sites during the week in order to access certain courses/subjects. Three 11-18 schools would result in smaller KS3 and KS4 cohorts than those under the one school – two sites model. This will continue the current issues of some teachers having to teach outside their specialist subject or students being unable to study their preferred combination of subjects for GCSEs at KS4. Teachers having to teach outside their subject specialist is not an attractive recruitment proposition. In order to provide the full range of GCSE combinations there would be increased costs in either: (i) transporting students between sites; or (ii) opting to fund additional teachers so that it was viable to operate smaller classes in some subjects.

One of the drivers for introducing the 11-18 one school – two colleges model is to provide equality of opportunity for all students regardless of where they live. This model greatly increases the opportunity of ensuring consistency across each of the proposed two colleges through a tighter leadership structure, which extends to curriculum leadership across the school. Although it would be possible to operate the three 11-16 sites as one school, there will be a need for greater numbers of leadership posts across the three sites. Higher numbers of leadership posts, operating across three very different organisational cultures (which would likely be the outcome where one of the sites has a co-located sixth form) will likely result in the inconsistency across existing schools continuing. In short, true transformation will be much harder to achieve under an 11-16 three school model, and less likely to lead to the same level of improved outcomes as is possible under the one school – two sites model.

The size of the student population in the proposed two 11-18 colleges aligns closely with the size of the top 200 11-18 schools in England² which, on average, have 1,375 pupils. This number of students is very similar to the anticipated student numbers at each of the two colleges as part of the one school - two colleges model. Whilst the size of the student population is not the only contributory factor to its performance, it is noteworthy that the Department for Education's 2017-18 validated performance tables demonstrate that the top 200 11-16 schools (based on Attainment 8 Score) in England had an average of 940 pupils. For the proposed three 11-16 school model, it is likely that some sites would have a six-form entry, leading to a maximum student population of 720. It is noteworthy that the average student population size of the 200 lowest performing 11-16 schools in England is 694.

In the one school – two 11-18 college model, all students will benefit from small vertical tutor groups (11-18 age range) with 14 to 15 students in each. These smaller tutor groups will facilitate high quality individual care and attention. They will support the transition from primary to secondary school and will improve the partnership and communication between home and school due to tutors being responsible for a smaller number of students. In the three 11-16 schools and separate sixth form model it is unlikely to be possible to provide smaller tutor groups on the 11-16 sites without a co-located sixth form without increasing costs, due to less favourable staffing ratios in the 11-16 schools. This would lead to inequality in the level of pastoral care available of students based only on where in the island they lived.

In the one school – two 11-18 colleges model, it is intended that each site will have an individual SEND and CAIS base to provide flexible support for all learners with additional needs. This model provides specialist resources on each site, bringing together support staff on two sites to pool resources and ensure that staff are deployed more efficiently than is possible if the same resources are dispersed across a greater number of sites. This will enable students with individual needs to feel less isolated as there is an increased opportunity for them to benefit from spending time with students who have similar needs. Both colleges will also benefit from the expertise of staff provided from the on-site CAIS base. In a three school model, it is questionable as to whether funding would be available to staff three CAIS/SEND bases. The likely outcome would be that only one or two of the schools would have a CAIS/SEND base, which would create inequality. This could also inadvertently create imbalances in the student population across the three schools, with those schools with a dedicated CAIS/SEND base having a higher number of students with additional needs, who might have to attend a school outside their catchment area.

² Based on Attainment 8 Score, Department for Education validated performance tables from 2017-18

Maximising Educational Benefits

Recruitment of quality staff

Recruiting to fill teaching vacancies is challenging in Guernsey. An 11-18 model will be more likely to attract applications from teachers from the UK and international schools who want to teach the full age range. Equally, it allows those staff who do not wish to teach to A Level or IB to remain in post as 11-16 specialists. The larger student population will enable staff to be deployed within their subject specialisms and will allow them to benefit from working within the larger subject teams, which allow staff to more readily share planning, best practice and approaches to feedback, reporting and assessment.

Conversely, three 11-16 schools will be relatively small if students are distributed broadly evenly across the three sites, and this will not lead to larger subject teams in the same location.

Confining post-16 provision to one site will be easier to manage and oversee than across two or three sites and the 11-16 school on the same site as the sixth form will benefit from having a larger team of staff who teach across the 11-18 range. However, this model creates inequality across all three schools as those teaching on the 11-18 site automatically have access to the benefits of working in larger teams. In the three 11-18 school model, the student populations, although larger, will remain small by comparison to the best performing equivalents in England, and will not facilitate larger teams and the benefits of working within them. The three 11-16 school model will not be as attractive to those teachers wanting to teach the full age range and this is likely to reduce the pool of teachers willing to relocate to Guernsey.

An added benefit of the one school - two colleges model is that larger schools reduce the need for teachers to teach outside their specialism. The three school models, with either a six-form or seven-form entry, will continue the need for teachers to teach a range of subjects, outside the ones they are trained to teach in, and this too is a disincentive when recruiting teachers.

Transforming school leadership

The one school - two colleges model provides for a transformed approach to school leadership (including at middle leader level) for each college, with a strong emphasis on curriculum leadership. Moderation across two sites will be streamlined and it will be easier to monitor standards and quality overall. This model also delivers far greater opportunities for consistency of school leadership as only two sites need to be managed. The approach to one-school policies etc. will be easier to implement and embed consistently due to the reduced numbers of leadership posts.

Although it will still be possible to operate the three 11-16 sites or the three 11-18 sites as one school, there will be a need for greater numbers of leadership posts across the three sites in order to run the school operationally. Higher numbers of leadership posts, operating across three different organisational cultures (which would certainly be the case for the site with a co-located sixth form) will make it harder to achieve excellence due to the reduction of

opportunities for consistency and a continuation of the existing organisational cultures which are firmly embedded in each establishment.

Enrichment

Enrichment is a key element of the one school – two colleges model, which seeks to ensure that every child has access to a broad and balanced curriculum, regardless of their background or personal circumstances. There will be opportunities for sixth form students to lead activities and for all year groups to mix during enrichment activities. Coordinating such a programme across two colleges is an achievable task, especially as the number of students will help to make activities viable.

Whilst it may still be possible to offer enrichment activities, they will be much more challenging to coordinate across three sites. If the same provision was to be offered on each site, the overall choice would likely be reduced, as it becomes more difficult to find staff with the same interests/skills in a smaller setting. To mitigate this, the sites would have to offer different enrichment activities and students might well need to be transported to a different site to participate in their preferred activity. The costs and logistics involved in transporting students around, and the time lost in doing so, could also prove prohibitive.

Transformation

The one school - two colleges model of education is about more than restructuring and reorganising secondary education from four schools down to two. It represents a complete transformation and overhaul of secondary school provision in Guernsey to deliver equality of opportunity for all students and, in the longer-term, improved educational outcomes. The benefits in table 1 clearly outline the many different drivers for change which together contribute to transforming the system, including support for the island's most vulnerable learners. Whilst the three 11-16 school and separate sixth form and three 11-18 school models might at first appear more palatable due to their familiar size and scale, this is a simplistic view of how to deliver a radically improved education system. Indeed, it is precisely their smaller scale and size that would limit the delivery of benefits and contribute to continued inequality in Guernsey's education system.

High Quality Facilities

The one school - two colleges model has taken into account the existing education estate and considered how to make best use of the modern purpose-built facilities at St Sampson's High School and Les Beaucamps High School. Considerable independent study areas have been allocated for sixth form provision, which exceed the current space at the Grammar School and Sixth Form Centre, and careful zoning of subjects has been planned to keep subject areas together. High specification facilities for physical education, including indoor swimming pools

and brand new, extended multi-use games areas (MUGAs) with 3G synthetic turf surfaces have also been included.

In any three school model it would undoubtedly still be possible to make best use of St Sampson's High School and Les Beaucamps High School. Depending on the distribution across the three schools of the 20 forms of entry required to accommodate the student population, it might not be necessary to extend St Sampson's High School, which currently caters for 6 forms of entry. However, to achieve a broadly balanced student population across the three sites (say, 6, 6, and 8 forms of entry), an extension would be required at Les Beaucamps to increase its capacity from 5.5 forms of entry to 8. However, an entire rebuild would be required at the La Mare de Carteret site or a complete repurposing and extensions at Les Varendes site, where the scale of the disruption which would be caused to staff and students, who would need to move out of the building to enable works to happen, should not be underestimated. Decisions would need to be made about the extent to which the sports facilities should match across the three sites and could lead to a reduction in plans for 3G turf and swimming pools, on the basis of costs. The States of Deliberation would need to consider how much they are willing to fund in order to provide high quality facilities of equal status on three separate sites.

In the one school – two 11-18 colleges model, it is intended that health and other services for young people will be co-located on each of the sites. The services would be likely to include: school nurses, school dentists, physiotherapists, Children & Adolescent Mental Health Services, social workers, educational psychologists, and the like. This initiative, which supports the strategic aims of the Partnership of Purpose, would make it far easier for students and their families to access key services and advice, while at the same time minimising the time lost to education by travelling off-site for appointments.

In a three school model, the same economies of scale are not present, and it is questionable whether there would be sufficient funds to facilitate this initiative across three sites. The likely outcome would be either that only one or two of the schools would have co-located health and other services, or that the initiative would not be progressed. The former would lead to inequality of overall service provision across the three site, and the latter would mean that the proposed innovation in the delivery of health and other services would be lost.

Economic Efficiencies

Whilst not the main driver for change, the one school – two colleges model does deliver financial efficiencies and long-term revenue savings. These are achieved by reducing the education estate and operating fewer buildings as well as improving the deployment of resources. The three school models will not lead to the same efficiencies due to the continued operational costs of three sites and the need to maintain leadership teams across all three sites.

Delivery Considerations

In addition to the impact on educational outcomes, the proposed models would also face practical considerations in terms of the buildings required in relation to the existing estate.

The delivery of secondary education requires 20 forms of entry, regardless of the number of sites. It is generally accepted that an even number of forms of entry is preferable in order to best manage the complexities of whole school timetabling. Given this, over three schools the optimum configuration for forms of entry would be, for example, a 6-6-8 forms of entry distribution, rather than 7-7-6.

Combining a Sixth Form on the site of one of the schools will lead to additional pressure on classrooms, as 60% of the current Sixth Form Centre lessons use classrooms in the 11-16 School at Les Varendes.

Current capacity is:-

Existing site	Forms of entry
Les Varendes	5
St Sampson's	6
Les Beaucamps	5.5
La Mare de Carteret	4
Total	20.5

Option 1: Three 11-16 Schools with one co-located Sixth Form

- Assumes Sixth Form Centre would be on site of existing centre; however, 60% of Sixth Form lessons use facilities outside of the Sixth Form Centre, so additional capacity would be needed across the school. One form of entry has been added in table below to ensure sufficient capacity.
- This would make Les Varendes site the largest - with 1,271 students at the 2025/26 student population peak (including 511 Sixth Form students).
- Would require the acquisition of additional land from the Old Intermediaries (existing playing field) to build the extension, further reducing the amount of external space available on site. The Old Intermediaries have indicated that they would be willing to sell the land at market value, as long as a replacement field was also provided for the use of their association.
- Smaller extensions would be required at St Sampson's High & Les Beaucamps High (assuming La Mare de Carteret would not be rebuilt).

Option 2: Three 11-18 Schools

- Assumes La Mare de Carteret would not be rebuilt.
- Would require smaller extensions at each of three existing sites to deliver 6-7-7 forms of entry capacity over the three sites

Summary

Existing site	1 School/ 2 Sites		Option 1 (3 x 11-16, with one co-located 6th Form)		Option 2 (3 x 11-18 Schools)	
	Forms of Entry	Extension	Forms of Entry	Extension	Forms of Entry	Extension
Les Varendes	0		6+1	2	6	1
St Sampson's	10	4	8	2	7	1
Les Beaucamps	10	4.5	6	0.5	7	1.5
La Mare de Carteret	0		0		0	
Total	20	8.5	21	4.5	20	3.5

Impact on School Population

Existing site	1 School/ 2 Sites	Option 1	Option 2
Les Varendes	0	1,271	854
St Sampson's	1,395	868	968
Les Beaucamps	1,395	651	968
La Mare de Carteret	0	0	0
Total	2,790	2,790	2,790