

Benefits impact analysis for 2 x 11-18 schools; 3 x 11-16 schools, 1 with a co-located sixth form and 3 x 11-18 schools Appendix 5

	2 x 11-18	3 x 11-16 + Separate 6th Form	3 x 11-18
Breadth of 11-16 provision through 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);	11-16 curriculum in larger ten form entry 11-18 schools ensures that more students are able to access their first choice of GCSE options and will ensure equity of provision across both sites. Students will have the same offer regardless of site.	This model is effectively 2 x 11-16 and 1 x 11 -18. The 11-16 offer in the 11-16 phase will reduce due to the smaller number of students spread across three sites. There will be a particular impact on vocational/bespoke provision and niche subjects in arts/languages etc. which will result in students having to move for particular lessons or potentially staff travelling more. We know from the previous Federation experiment, when students studied option subjects across a range of sites, that this didn't work and led to poorer outcomes. To achieve equal provision, this is likely to result in 7 form entry on each site which makes timetabling more challenging due to uneven split of forms of entry. If forms of entry are adjusted e.g. one 8FE, two 6FE, one 6FE, then inequality will be built in by having intakes of differing sizes on each site. Curriculum offer will change depending on which site you attend which creates inequality for students.	The 11-16 offer in the 11-16 phase will reduce due to the smaller number of students spread across three sites. There will be a particular impact on vocational/bespoke provision and niche subjects in arts/languages etc. which will result in students having to move for particular lessons or potentially staff travelling more. We know from the previous Federation experiment, when students studied option subjects across a range of sites, that this did not work and led to poorer outcomes. This provision is likely to result in 7 form entry on each site which makes timetabling more challenging due to uneven split of forms of entry. If forms of entry are adjusted e.g. one 8FE, one 7FE, one 6FE, then inequality will be built in by having intakes of differing sizes on each site. Curriculum offer will change depending on which site you attend which creates inequality for students.
A highly skilled workforce (wider pool attracted to 11-18/ reduction in the need for teachers to teach outside their specialisms or preferred subjects)	This model will attract teachers from the UK and international schools who want to teach the full age range. It also allows those staff who do not wish to teach to A Level or IB to remain 11-16 specialists. The larger student population will enable staff to be deployed within their subject specialisms	This model will only be attractive for those who wish to teach the full age range to come to work on the 11-16 school site with the 16-18 A Level/IB provision. On this particular site, staff will be required to teach across the full age range, as is currently the case at The Grammar School and Sixth Form Centre. This is because there is not enough A Level/IB teaching to employ teachers full time in a separate Sixth Form provision. The other two 11-16 schools are not likely to attract staff who wish to teach the full age range and recruitment to these schools will be harder, as is the case now. The smaller schools of 7FE are likely to increase the need for staff to teach outside their specialist areas, as is the case now.	This model will be attractive to those staff who wish to teach in 11-18 schools. However, the sixth forms will be across three schools and will not be able to offer all the subjects on each of the three sites. This is likely to lead to sites becoming specialist sites for subjects e.g. English post 16 specialism or a Science specialism. This will lead to some sites being 16-18 only for certain subjects and will negatively impact upon recruitment. The other option is that staff need to move between sites in order to deliver post-16 teaching. Staff are not likely 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 students have to move between sites in order to access certain courses/subjects. The 11-18 schools will have small KS3 and KS4 cohorts which will continue the current issues of staff having to teach outside their specialist areas. This is not attractive to recruitment.

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Delivering excellence through robust leadership and performance led culture	This model delivers far greater opportunities for consistency of school leadership as only two sites need to be managed. The approach of one school policies etc. will be easier to implement and embed due to the reduced numbers of leadership posts.	Although it will still be possible to operate the three 11-16 schools as one, 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 will make it hard to achieve excellence due to the reduction of opportunities for consistency.	Although it will still be possible to operate the three 11-18 schools as one, 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 will make it hard to achieve excellence due to the reduction of opportunities for consistency.
Larger subject teams to share planning and best practice and considered approaches to feedback, reporting and assessment	This model creates larger subject teams by bringing together greater numbers of students to each site. The leadership approaches (including at middle leader level) of each college will align with the one school vision and policies. Moderation across two sites will be more streamlined and easier to monitor standards and quality.	The three 11-16 schools will still be relatively small if students are distributed evenly across three sites and this will not lead to larger subject teams (please note further commentary below about the separate sixth form). There will be a requirement for greater numbers of leadership posts than the two school model which is likely to lead to greater inconsistency. Moderation across two sites will be less streamlined and it will be more difficult to monitor standards and quality. The separate post 16 provision will be easier to manage and oversee and the 11-16 school aspect of this model will benefit from having a larger team of staff who teach across the 11-18 range.	The three 11-18 schools will still be relatively small if students are distributed evenly across three sites and this will not lead to larger subject teams, especially as the sixth forms will be small. There will be a requirement for greater numbers of leadership posts than the two school model which is likely to lead to greater inconsistency. Moderation across three sites will be less streamlined and it will be more difficult to monitor standards and quality.
Community confidence that the colleges are 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	The planned facilities at each of the current two sites will provide modern and fit for purpose learning environments for all students. As explained earlier students in the 11-16 phase will have a breadth of curriculum provision on offer. They will benefit from small vertical tutor groups (11-18 age range) with 14 to 15 students in each. Each site will have an individual SEND base to provide flexible support all learners with additional needs. The scale of the two schools facilitates teachers remaining within their areas of specialism and the breadth of curriculum is a strong driver in achieving new performance measures.	In this model a third site will need to be re-developed. Until this is worked up, it is not possible to provide confidence to the community about the facilities. Two of the 11-16 schools will not have the broad range of subjects which will be offered at the 11-18 site due to the increased staffing levels on this site. It may be possible to offer smaller vertical tutor groups in the 11-18 site but not on the two 11-16 sites due to less favourable staffing ratios. It is not known if each site would have a specialist SEND base and if this is not the case, this will lead to an equality of provision across the three schools.	In this model a third site will need to be re-developed. Until this is worked up, it is not possible to provide confidence to the community about the facilities. The 11-16 parts of each school are unlikely to have the broad range of subjects due to the smaller student numbers and small sixth forms. It is not possible to offer smaller vertical tutor groups due to the restriction of staffing numbers (a result of the smaller schools). Teachers are likely to have to teach out of specialist areas in order to make sure that the timetable is taught and that staff are deployed efficiently. It is not known if each site would have a specialist SEND base and if this is not the case, this will lead to an equality of provision across the three schools.

	2 x 11-18	3 x 11-16 + Separate 6th Form	3 x 11-18
A calm and purposeful environment in which all students are able to learn	Sixth formers, as an integral part of each site, will bring a maturity and greater sense of aspiration. Strong, consistent leadership of behaviour and standards and excellent classroom practice, will lead to a calm and purposeful environment. Improved support for SEND students with a purpose built SEND base on each site will also help to create a calm environment.	None of the two 11-16 schools will have sixth formers, as an integral part of each site and will miss out on the maturity and greater sense of aspiration that sixth formers bring. Strong, consistent leadership of behaviour and standards and excellent classroom practice, will lead to a calm and purposeful environment (though consistency will be harder across three sites). Without knowing if each site will have an SEND base it is not possible to say that SEND students will experience the same level of calm and support as is proposed in the two school model. Although it is suggested that the sixth form would be a separate entity on one of the 11-16 sites, in order to make most efficient use of resources, sixth former would need to access lessons in the 11-16 part of the school, as they do now at The Grammar School and Sixth Form Centre. This school would therefore benefit from having sixth formers on site, which the other two schools would not.	Sixth formers, as an integral part of each site, will bring a maturity and greater sense of aspiration. However, sixth form numbers in this model will be smaller on each site, and are likely to have to travel between sites. This reduces the sense of whole-school community, and dilutes the benefits of vertical tutor groups. Strong, consistent leadership of behaviour and standards and excellent classroom practice, will lead to a calm and purposeful environment (though consistency will be harder across three sites). Without knowing if each site will have an SEND base it is not possible to say that SEND students will experience the same level of calm and support as is proposed in the two school model. Improved support for SEND students with a purpose built SEND base on each site will also help to create a calm environment.
Improved educational outcomes leading to greater work and study opportunities and choice in later life	The DFE validated performance tables from 2017-18 demonstrate that the top 200 11-18 schools (based on Attainment 8 Score) in England had an average size of 1374.79 pupils on roll. This number of students is very similar to the anticipated student numbers at each college as part of the two school model. This model is based on 11-18 schools which have high levels of proven academic outcomes.	The DFE validated performance tables from 2017-18 demonstrate that the top 200 11-16 schools (based on Attainment 8 Score) in England had an average size of 939.94 pupils on roll. With an equal 7FE entry across three schools this would create a maximum 11-16 student population of 840 students. It is unlikely that the schools would be full and therefore numbers lower than this. Any variations to forms of entry e.g. a 6FE would create a student population of 720 students. It is worth noting that the average size of the lowest performing 200 11-16 schools is 693.66 students. This number of students is very similar to the anticipated student numbers at each college as a 6FE school. There is no evidence to suggest that this size of school leads to exceptional outcomes for young people (apart from exceptionally poor ones).	The DFE validated performance tables from 2017-18 demonstrate that the top 200 11-18 schools (based on Attainment 8 Score) in England had an average size of 1374.79 pupils on roll. In a three school 11-18 model the maximum size of each school with a 7FE would be 990 students. Or 870 with a 6FE. It is worth noting that the average size of the lowest performing 200 11-18 schools is 878 students. This number of students is very similar to the anticipated student numbers at each college as a 6FE 11-18 school. There is no evidence to suggest that this size of school leads to exceptional outcomes for young people (apart from exceptionally poor ones).
		<i>NB - there will be other factors impacting on poor performance but it cannot be ignored that lowest performing schools in 11-18 and 11-16 sectors are similar to what is proposed in this model.</i>	<i>NB - there will be other factors impacting on poor performance but it cannot be ignored that lowest performing schools in 11-18 and 11-16 sectors are similar to what is proposed in this model.</i>

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The proposed enrichment/electives programme, which provides all students with access to a broad range of enrichment opportunities regardless of individual circumstances	Enrichment is a key element of the two school model. 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 numbers will help to make activities viable.	Whilst it may still be possible to offer enrichment it will be much more challenging to coordinate across three schools. Offering the same in each school would probably lead to a reduced offer as it would depend on staff interests/skills and therefore difficult to achieve across three sites. Or students would need to be transported. It will become much harder for sixth formers to be as involved as they will not know staff or students in two of the schools and the logistics of moving students around at the end of the school day would prove very challenging. The costs and logistics involved in transporting students around could prove prohibitive.	Whilst it may still be possible to offer enrichment it will be much more challenging to coordinate across three schools. Offering the same in each school would probably lead to a reduced offer as it would depend on staff interests/skills and therefore difficult to achieve across three sites. Or students would need to be transported. Sixth formers could still be involved in supporting the activities. The costs and logistics involved in transporting students around could prove prohibitive.
Better support for individual needs with significantly more space allocated to supporting students with additional needs and communication and autism bases at both colleges	This model provides specialist bases on each site. Bringing together support staff on to two sites will help to pool resources and ensure that staff are deployed more efficiently e.g. with four current sites, there could be the same four support activities taking place for four students. This would be halved and enable students to feel less isolated with their individual needs. Both schools will benefit from the expertise provided from the CAIS base.	Would it be realistic to provide three CAIS bases/SEND bases across three 11-16 schools? There would be significant resources required to staff three bases and reduced opportunities to make maximum use of resources. The likely outcome would be that only two of the schools would have a CAIS/SEND base which would create inequality into the system and mean that one school would not benefit from the expertise of specialist staff. This could also inadvertently create imbalances in the student population with two schools having a higher number of students with additional needs. Would it be realistic to provide facilities for health and other services across three 11-16 schools?	Would it be realistic to provide three CAIS bases/SEND bases across three 11-18 schools? There would be significant resources required to staff three bases and reduced opportunities to make maximum use of resources. The likely outcome would be that only two of the schools would have a CAIS/SEND base which would create inequality into the system and mean that one school would not benefit from the expertise of specialist staff. This could also inadvertently create imbalances in the student population with two schools having a higher number of students with additional needs.
	This model provides for co-located health and other services, allowing easy access for students and their families, and reducing the amount of educational time lost travelling off-site.	It is likely that the service would not be provided on all sites, or that the initiative would not be progressed.	Would it be realistic to provide facilities for health and other services across three 11-18 schools? It is likely that the service would not be provided on all sites, or that the initiative would not be progressed.
The opportunity for a greater number of students to continue into the sixth form on the same site, allowing for a smoother transition process	This continues to be possible within this model.	This would only be possible for students attending the 11-18 site. Whilst it is suggested that the sixth form would be separate, this is not the current reality and the students in the 11-16 phase of the 11-18 site would already know the staff teaching in the sixth form. This model would continue the status quo.	This would continue to be possible within this model. However as some students would need to travel or change sites entirely in order to study their subjects of choice, the reality is that the benefits of an onsite sixth form would be impeded. There would be lost time in travel and increased transport costs.

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Smaller tutor groups (14-15 students in each) than current average, creating opportunities to strengthen pastoral support;	This would be possible within this model.	It is not possible to deliver this in the two 11-16 schools but would be possible on the 11-18 site. There would be no improvement in pastoral support for the 11-16 sites but there would be improved opportunities for those attending the 11-18 site. This would create inequalities of provision.	It would not be possible to deliver in the three 11-18 schools as they would be too small and wouldn't have the flexibility of staffing created by pooling resources into two schools. Students needing to move sites for the post-16 studies and potentially staff would also add logistical challenges in delivering improved pastoral provision.
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	This would be possible within this model.	This would be possible within this model.	This would be possible within this model.
Improved professional development opportunities	There are greater opportunities for staff professional development through opportunities to teach across the 11-18 age range.	More limited opportunities for staff and a continuation of the status quo with 11-18 only on offer in one school.	There are greater opportunities for staff professional development through opportunities to teach across the 11-18 age range.
New leadership and progression opportunities	The two school model delivers an entirely new staffing structure at middle and senior leadership level, with greater curriculum opportunities for staff.	A three school model will make it harder to deliver transformation as the structures across two schools are not as readily applicable across three and will lead to increased management positions.	A three school model will make it harder to deliver transformation as the structures across two schools are not as readily applicable across three and will lead to increased management positions.
Grouping of students with similar attainment where it is beneficial	Setting for students of similar ability is easier to achieve across larger cohorts with more groups within which students can move.	Setting for students of similar ability is harder to achieve across smaller cohorts with fewer groups within which students can move. This can result in students not in the correct ability grouping.	Setting for students of similar ability is harder to achieve across smaller cohorts with fewer groups within which students can move. This can result in students not in the correct ability grouping.
A high-quality learning environment with modern, purpose-built facilities	Yes achieved in this model.	Two sites would require extensions and one would require a re-build/major repurposing. If budgets are available this is achievable.	Two sites would require extensions and one would require a re-build/major repurposing. If budgets are available this is achievable.

	2 x 11-18	3 x 11-16 + Separate 6th Form	3 x 11-18
Budget savings in secondary education annually while providing a better model of education for more students	Budget savings are delivered in this model, especially when combined with The Guernsey Institute.	Running three smaller schools, although more efficient than a four-school model, will not generate long term revenue savings on the scale of the two-sites model.	Running three smaller schools, although more efficient than a four-school model, will not generate long term revenue savings on the scale of the two-sites model
High specification facilities for physical education, including indoor swimming pools and brand new, extended multi-use games areas with 3G synthetic turf surfaces	These are included in the two school model	One site would require significant investment in order to provide equal standard facilities.	One site would require significant investment in order to provide equal standard facilities.
Capital receipts gained as a result of integration -	Les Varendes and part of LMDC site released.	Part of LMDC site released.	Part of LMDC site released.