



EDUCATION

A STATES OF GUERNSEY GOVERNMENT DEPARTMENT

EDUCAT10N MAT1TERS

The Annual Report of the Education Department, its schools and services 2010-11

EDUCATION MATTERS

Introduction from the Minister

Welcome to 'Education Matters'

A lot has been said and written about the Education Department and its schools and services over the last year. Some of it good, some of it not so good. What is clear is that many people within the community do not feel that they are adequately informed about what the Department does or what goes on within our schools and other educational establishments.

The Department is committed to working within the six principles of Good Governance as adopted by the States of Guernsey. We want the whole community to have a better understanding of the day to day work of the Department whether they are users of the education service or not.

We believe that Education has a wide-ranging contribution to make to the well-being of the Bailiwick's community and we want to share and celebrate the many achievements and developments that have taken place over the last year or so and look forward to new initiatives and challenges ahead.

The Department has decided to begin publishing an annual report and statistical digest to help people monitor how the Bailiwick is performing against various indicators and learn more about the range of services we provide and the areas we are responsible for.

Welcome to the first edition of 'Education Matters – the Annual Report of the Education Department, its schools and services 2010-11'.



Deputy Carol Steere, Education Minister
May 2008 – January 2012

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“Enabling all pupils to develop and equip themselves with the skills, knowledge and personal qualities needed for life and work.”

The Department at a Glance

Our Strategic Focus – Excellent Services, Efficiently Delivered

The responsibility of the Education Department is:

“To consolidate and develop best value policies for education and lifelong learning which promote equality of educational opportunity and which are directed to ensure the best quality of education is obtained for the individual and for the community as a whole.”

Implicit in the political context of achieving best value is the Education Department’s aim to help build a **competitive economy** and **inclusive society** by:

- creating opportunities for everyone to develop their learning
- releasing potential in people to make the most of themselves
- achieving excellence in standards of education and skills

Education has a wide-ranging contribution to make to the well-being of the Island’s community.

The Department will work with others to support the provision of lifelong learning facilities which give people the ongoing opportunity to improve and update their education and skills. The Education Department will work co-operatively with other States Departments and agencies to ensure that all children and young people of Guernsey and Alderney have the best possible start in life and are: **Healthy and Nurtured, Safe, Achieving and Active, Respected and Responsible, Included.**

Objectives of the Education Department

In order to achieve its aim, the Education Department has identified three overarching **general objectives**. They are to:

1. give children an excellent start in education so that they have a better foundation for future learning

2. enable all pupils to develop and equip themselves with the skills, knowledge and personal qualities needed for life and work
3. encourage and enable young people and adults to learn, improve their skills and enrich their lives

There are five **specific strategic objectives** that underpin the work of the Education Department:

1. early intervention to support children and families to lay the foundations for later success – not just in education, but also in supporting the welfare and well-being of the whole child, through effective interagency working
2. a continuing drive to ensure that every child leaves primary school with the basics in reading, writing, maths and ICT, and an enjoyment of learning, built through a broad, balanced, engaging, creative and relevant curriculum
3. developing secondary and further education which widens choice, stretches and engages the individual and prepares young people for adulthood
4. a commitment to working towards wider participation in all aspects of learning and training
5. ensuring that the individual has the opportunity to commit to lifelong learning, which meets both the needs of the individual and the community

The Department at a Glance

The Education Board

The Education Board is responsible for setting the policies under which the Education Department and its schools and services operate.

The Board is made up of a Minister, Deputy Minister and three ordinary members, all of whom are sitting members of the States.

There have been two changes of membership over the last year with Deputy Jenny Tasker replacing Deputy Mike Collins and Deputy Robert Sillars replacing Deputy Matt Fallaize. The Department would like to place on record its thanks to Deputies Collins and Fallaize for their work and support of education over the past three years.

As at the end of December 2011 the Education Board membership was:

Deputy Carol Steere – Minister

Deputy Tony Spruce – Deputy Minister

Deputy David de Lisle

Deputy Jenny Tasker

Deputy Robert Sillars

All Board Members were represented on a number of education sub-committees:

Deputy Steere – Apprenticeship and Youth Employment Committee, College of Further Education Development Committee, Guernsey Training Agency, Joint Advisory Committee, Les Beaucamps High School Project Board, Les Ozouets Campus Project Board, Pre-School Education Working Party and the following School Committees: Castel Primary School, The Grammar School & Sixth Form Centre, St Andrew's Primary School, Les Beaucamps High School, Notre Dame du Rosaire Primary School, Private Schools Committee, St. Martin's Primary School, St. Mary & St. Michael Primary School, Blanchelande College Board of Governors.

Deputy Spruce – Apprenticeship and Youth Employment Committee, Higher Education Working Party, Lifelong Learning Sub-Committee and the following School Committees: St. Sampson's High School.

Deputy de Lisle – College of Further Education Development Committee, Higher Education Working Party, SACRE (Standing Advisory Council for Religious Education) and the following School Committees: Forest Primary School, La Houquette Primary School, La Mare de Carteret Primary School, La Mare de Carteret High School, St. Anne's School.

Deputy Tasker – Guille-Alles Library, Joint Advisory Committee, Pre-School Working Party, SACRE and the following School Committees: Amherst Primary and Vauvert Primary Schools, Notre Dame du Rosaire Primary School, Private Schools Committee, St. Mary & St. Michael Primary School.

Deputy Sillars – eLearning Steering Group, Higher Education Working Party, Les Beaucamps High School Project Board and the following School Committees: The Grammar School & Sixth Form Centre, St. Andrew's Primary School, Vale Infant and Junior and St. Sampson's Infant Schools, Blanchelande College Board of Governors.

The Department at a Glance

Who we are – The Department Structure

Organisation

The Department is headed by the Director of Education and is organised in two main divisions:

1. Education
2. Resources

The Education Division is headed by the Deputy Director (Education) and is split into three sections:

1. Schools and Education Services headed by an Assistant Director
2. Staffing Services headed by an Assistant Director
3. Communications headed by the Communications Manager.

The Resources Division is headed by the Deputy Director (Resources) and is split into four sections:

1. Asset Management headed by an Assistant Director
2. Planning and Projects headed by an Assistant Director
3. Finance headed by the Finance Manager
4. Higher Education and Legal headed by the Higher Education and Legal Manager

The Director of Education, two Deputy Directors, four Assistant Directors, Communications Manager and Finance Manager form the Senior Management team of the Department whose role is to define, coordinate and monitor the work streams identified to achieve the policy objectives of the Department.

A full organisation chart that shows the breakdown of the Department into its constituent divisions and sections is available on page 112.

Schools

The Education Department provides a range of statutory and non-statutory education, training and support services:

- statutory education provision is from age 5 to 16

The Department is responsible for:

- approximately 9,000 pupils in two infant, one junior, 11 primary schools; an all age school in Alderney, three high schools, the Grammar School & Sixth Form Centre and the College of Further Education, two special needs schools, a Centre for pupils with Social, Emotional and Behavioural difficulties and provides grant aid for three Colleges
- the provision of assistance for students for courses not directly provided by the Department
- a range of support services for children and young people (including Youth Service, Special Needs Support Services, Nurture Groups, Careers Service, Music Service, Schools Library Service etc)



“Encouraging and enabling all young people and adults to learn, improve their skills and enrich their lives.”

Beeuvcampus
High School

How we spend public money

Overview of the budgets

How we spend public money

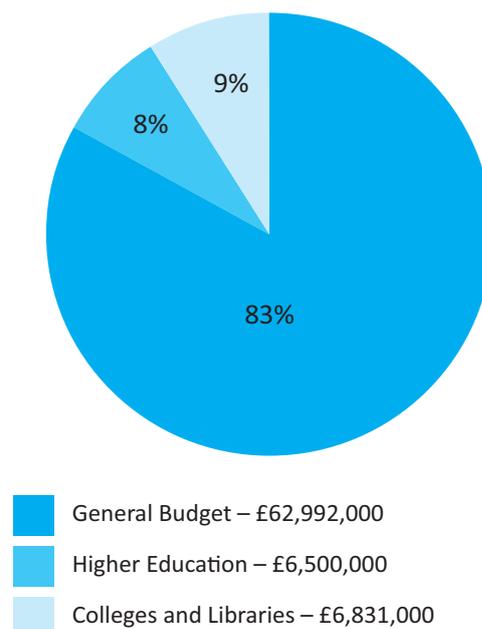
The Education Department is committed to ensuring the Islands receive value for money from the investment in education through careful financial management.

- The Education Department's spending has been within budget for the last 20 years
- The proportion of the total States' expenditure on education has decreased slowly over time from around 28% in the 1970s to approximately 20% today
- The Education Board aims to achieve sustainable and stable use of public money to meet the Department's needs and what the public expects of an education service. It will endeavour to reduce costs while maintaining the quality of service delivery

The Education Budget comprises three main cash elements: the General Budget, Colleges and Libraries and the Higher and Advanced Education Budget. Funds cannot be moved between these budgets.

The Grants to Colleges and Libraries Budget is governed by States Resolution.

Education Department Authorised Budget 2011 – £76,323,000



How we spend public money

Overview of the budgets

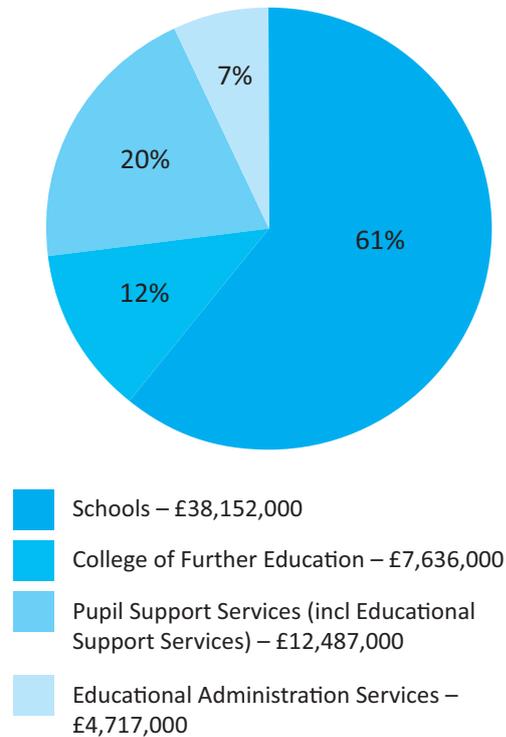
General Budget

The General Budget is the largest of the three cash limits. The Authorised Budget for 2011 was £62,992,000. At the time of publication the Department has remained well within this Authorised Budget with the final outturn due to be reported to the States within the annual accounts mid way through the year as is usual.

More than 90% of the expenditure from the General Budget is spent on the schools, both directly and indirectly through pupil support services, and the College of Further Education. The remainder of the General Budget is allocated to Educational Administration Services which includes recruitment, relocation and accommodation costs for teachers, the Department offices, central staff salaries, cleaning, maintenance, telephony etc.

Around 80% of the General Budget relates to staff costs, with teachers' pay being the most significant constituent. In schools, nearly 90% of the budget is dedicated to staff costs.

Education Department General Budget 2011 – Estimated Expenditure by Service Area (Total Budget £62,992,00)



How we spend public money

Overview of the budgets

Financial Transformation Programme

The Department is supportive of the Financial Transformation Programme and its efforts to realise very real savings across the States.

During 2010-11 the Department's staff have been involved in a small number of specific education-related opportunities and numerous cross-departmental workstreams – Finance, Value for Money, Property and Asset Management, IT, Procurement and Human Resources.

Arising from the States Financial Transformation Programme, a report was submitted by the Policy Council, supported by the Education and Treasury and Resources Departments, on the future level of grant aid to the three Colleges (Elizabeth College, The Ladies' College and Blanchelande College) to consider the level of grant to be paid to each college upon expiry of the existing agreement which was due to cease in September 2012.

The report recommended that upon expiry of the current agreement a new seven-year agreement was to be put in place whereby the colleges would continue to receive grant aid but the size of the grant aid would be reduced incrementally over the next seven years to result in a net saving to the States Budget (at 2011 values) of £1.11million. With the support of all the bodies concerned, including the Colleges, the report was approved by the States.



“Giving children an excellent start in education so that they have a better foundation for future learning.”

Schools & Education Services Division

Schools Section

Schools and Education Services Division

The Schools and Education Services Division is under the overall management of the Deputy Director (Education).

The Division comprises:

- Assistant Director (Schools & Education Services – appointed October 2011)
- Schools' Manager (Job revised, Schools' Improvement Manager appointed November 2011)
- Lifelong Learning Manager
- SEN & Children's Services Manager
- Education Officer (Post-16)
- Education Officer (Secondary)
- 2 x Education Officers (Primary & Early Years)
- Education Officer SEN (Learning Support)
- 1 x part-time Administrator

The objectives of the Schools and Services Division are to:

- give children an excellent start in education so that they have a better foundation for future learning
- enable all pupils to develop and equip themselves with the skills, knowledge and personal qualities needed for life and work
- encourage and enable young people and adults to learn, improve their skills and enrich their lives

The Schools and Services Division is responsible for:

- advising the Education Board on all other matters relating to education provision and standards
- monitoring and supporting educational provision in all of the Bailiwick's States maintained schools, the College of Further Education and central Support Services

The Schools and Services Division is divided into three operational sections:

- Schools Section
- Lifelong Learning Section
- Special Educational Needs (SEN) and Children's Services

The work of the Lifelong Learning and SEN & Children's Services sections is covered under separate chapters later in this document.

Schools & Education Services Division

Schools Section

Who we are

A team of Education Officers with expertise in the areas of Primary, Secondary, Post 16 and Special Needs who have experience in these sectors and in Local Education Authority and School/ College improvement work. The main purpose of the Schools Section is to raise standards and help ensure the effective delivery of education to pupils in mainstream schools. The Officers work in partnership with all Bailiwick maintained schools to monitor each school's progress, support and provide advice, guidance and challenge.

The team is led by the Schools' Manager. Following restructuring throughout the latter half of 2010–2011, a Schools' Improvement Manager was appointed in November 2011 and the team has become more focussed on targeting intervention at schools needing greater support.

Education Officers visit schools regularly and know schools and settings well in order to have the knowledge and understanding to provide the appropriate support, monitoring, challenge and intervention to achieve the best educational outcomes for pupils.

What we do

- Advise the Education Department on all matters relating to Early Years, Primary, Secondary, Special Needs and Post 16 Education
- Support, advise and monitor the work of schools and the College of Further Education on all matters relating to curriculum organisation and management including island wide educational directives for example: the introduction of the Early Years Foundation Stage, quality assurance procedures, use of data, assessment and moderated teacher assessment, leadership of external consultants,

pre-school development

- Hold formal meetings twice a year to ensure appropriate school improvement plans are completed and the outcomes of action plans and the Validated School Self Evaluation Process are implemented
- Use the annual Reports on Evaluation and Planning and the Validation reports to monitor, support and challenge schools
- Implement and manage the Moderated Teacher Assessment and related continuing professional development programmes
- Support collaboration, networking and shared good practice and provision across schools
- Recruit teaching staff ensuring transparency, consistency and equity across schools
- Ensure that interviews are carried out following best employment practice and that deployment meets the strategic aims of the Department
- Participate in head and deputy head teacher induction
- Monitor the quality of development programmes for newly qualified teachers to ensure the Department for Education requirements are met across the Island
- Monitor school level support and intervention activities
- Act as Support Officer at the head teacher performance management review
- Act as Support Officer to a school throughout the VSSE process
- Respond to complaints

How we do it

- Research new initiatives and developments and advise the Education Board accordingly
- Report annually to the Education Board on school attainment and progress
- Deploy staff to ensure efficiency and value for

Schools Section

- money across the Service by avoiding duplication
 - Review policies, procedures and the curriculum to ensure the best outcomes for and safety of young people
 - Observe lessons to ensure standardisation and consistency of quality across the Island
 - Ensure job descriptions and designation of responsibilities through management allowances are equitable across schools
 - Brief all new teachers
 - Visit schools to monitor progress against their action plans. The introduction of the REP together with VSSE phase 3 has strengthened this focus
 - Work with other areas of the Service such as the Professional Development Manager, ICT, Finance, Transport, Building and Recruitment teams to ensure that these areas support high quality teaching and learning and meet curriculum needs
- officer having a section on their own area of specialism – primary, secondary, post-16, special educational needs, ICT. The greater emphasis on monitoring, support, challenge and intervention has been incorporated into the roles of the section and will continue to be developed in 2012
- Provided support and training to schools in the compilation of the new Report on Evaluation and Planning (REP). This has resulted in schools being more effectively able to plan and prioritise areas for improvement; focus on outcomes, including those for particular pupil groups and individual pupils
 - Promoted best practice in Early Years Education
 - Oversaw the induction of 22 newly qualified teachers
 - Interviewed staff across all phases of education

Actions and Activities 2010–2011

- Established the third phase of Validated School Self Evaluation (VSSE) and supported 19 schools through the process. The validations are undertaken by external Ofsted inspectors from Tribal who are one of the largest providers of Ofsted inspections in the UK. Schools are given one term's notice and are inspected every four years. This has resulted in more focussed accountability for improving performance among school managers and teaching staff
- Appointed a Schools' Improvement Manager
- Redefined the role of the Education Officer in working directly with schools to support, monitor and challenge. Education Officer job descriptions were reviewed and revised in 2010 with all officers having a general job description in common but also with each

Schools & Education Services Division

Schools Section

Sexual Health & Relationship Educators (SHARE)

While schools may involve a range of individuals and agencies in their health education programme, the Education Department employs a team of three registered nurses as Sexual Health and Relationship Educators known as SHARE.

What we do

Our role is to offer advice and support to education staff in planning and implementing the schools and colleges Sex and Relationship Education Programme. The service delivers sessions in the schools from Year 5 to Year 13 and to some students at the College of Further Education.

The Sexual Health and Relationship Education Service aims to ensure that every pupil/student within the education system in Guernsey receives a programme of Sex and Relationship Education. This will provide the individual with the necessary skills, attitudes and knowledge to make healthy, safe and informed decisions in relation to their personal and sexual health.

How we do it

Sessions for each year group are arranged with the school at the beginning of the academic year.

Often two or three educators will attend so that classes can be gender split. When working with students who have special needs, they are often grouped by ability and understanding and their needs at that time and may require extra sessions.

We are often in the office by 8am and check our emails and phone messages regularly. Enquiries may be from parents, teachers, or other professionals wanting to borrow resources from our well stocked resource centre, or perhaps a parent with a question

about their child's sex and relationship programme, or a related issue. We do often return to the office during the day to pick up our messages between teaching sessions in the schools.

Actions and Activities 2010-11

- During the last academic year SHARE moved from the Education Department to the hut at The Link Centre in Collings Road. The new hut has provided much needed space for displaying the many resources SHARE have available to loan to parents, teachers and other professionals. It has also enabled SHARE to have more access to the Link Centre students
- SHARE enjoyed a trip to Sark in June where they provided sessions on growing up and sexual health for students aged 9 -14. They also visited Alderney and delivered 33 teaching sessions in two days for pupils from age 9 upwards – an intense but very enjoyable trip
- As well as teaching in schools the SHARE nurses regularly attended youth clubs, parents evenings and events, and provided training for newly qualified teachers, student nurses and youth workers, on SRE and working with young people
- This year SHARE have introduced a new session into the secondary Key Stage 3 programme on relationships and teen parents. This session gives the opportunity to highlight some of the difficulties that teen parents face and good reasons for delaying a sexual relationship. Students will also learn about the local clinics and where to access help and advice
- In January 2012 SHARE are hosting 2 days training for school nurses teachers and youth workers. The training will be provide by a London Family Planning trainer and the topics will include alcohol and risk taking behaviour and the effects of pornography on young people

Schools Section

The Standing Advisory Council for Religious Education (SACRE)

SACRE supports the achievement of the aims and objectives of the Education Department which seek to:

- give children an excellent start in education so that they have a better foundation for future learning
- enable all pupils to develop and equip themselves with the skills, knowledge and personal qualities needed for life and work
- encourage and enable young people and adults to learn, improve their skills and enrich their lives

Who we are

In 2010- 2011, the membership consisted of:

Representing the Education Department:

Deputy David De Lisle (Chair)

Deputy Mike Collins

Shona Isbister, Assistant Director of Education (Schools and Education Services)

Victor Lane Advisory Teacher

Wendy Le Cras (Minuting Secretary)

Representing Churches Together in Guernsey: (formerly Council of Churches) – 6 Representatives – 2 to retire annually but can be re-elected

Mrs. M. Boden-Heaume

Mr. L. Garland

Mrs. R. Rouxel (now retired)

Mr. P. Davis

Rev. G. Beebee

Captain C. Hill, SA

Mr. R. Whitford

Non-Christian Religions – 2 Representatives

Mrs. Adele Malpas

Mr. R. Moorman

Teachers - 6 Representatives

Mr. P. Montague

Mrs. S. McNally

Mrs. D. Cassell

Mrs. J. Williams

Grant Aided Colleges - (Every 2 yrs.) 1

Representative as determined by the Colleges

Mrs. A. Tolcher (Blanchelande)

RE Advisor

Mr. D. Holloway

Mrs. V. Holloway

What we do

SACRE meets once a term and its function is to generally consider all aspects of religious education and refer any issues to the Education Board as required.

Actions and Activities 2010–2011

During the last academic year SACRE met three times and:

- spoke to headteachers about Interfaith Week
- were given a presentation about the teaching of religious education at St. Martin's Primary School
- were given a presentation about the teaching of religious education at La Mare de Carteret High School
- reviewed examination performance in Religious Studies GCSE, AS and A Level

Schools & Education Services Division

Schools Section

Outdoor Learning

Outdoor Learning has been included in the school curriculum and extra curricula in several guises over many years; in schools this may be part of the P.E. curriculum or in additional programmes. In recent years our Outdoor Learning programme has developed to meet the demand from our schools and following the Department for Education UK initiatives that have been so successful. In some areas we have been a leader in initiatives. The Education Department provision includes: outdoor education, adventure activities, field studies, Duke of Edinburgh's Award (D of E) expeditions and visits on and off (UK, Europe and beyond) island, both day and residential.

The Education Department provision has been managed by the Health and Safety Officer since 2003 alongside other duties. The appointment of an Outdoor Education Co-ordinator during the year provided an essential increase in resourcing to support the planning, provision and management of activities. Outdoor Learning is now well placed to develop into a comprehensive service for our Schools and Services.

What we do

Our core functions are:

- Manage policy and procedures on behalf of the Education Department to ensure the compliance with health, safety and welfare requirements of Guernsey and best practice guidance in U.K.
- Administer an approval procedure for all off-site visits and D of E expeditions
- Provide a comprehensive training programme for staff in our schools and services
- Promote Outdoor Learning with the provision of activity programmes and support of school initiatives

- Ensure that the standard and scope of our Outdoor Learning meets with UK best practice
- Provide advice and guidance to all schools and services on the full scope of Outdoor Learning

How we do it

Together we:

- Maintain and review a policy that is a comprehensive resource for all Outdoor Learning programmes. Inform on expected standards and requirements. Monitor practice
- Manage the initial and final approval system of consent on behalf of the Education Department for all off-island and residential visits
- Provide direct guidance for planning and preparation of all visits, adventure activities and expeditions via an Education Visit Co-ordinator in all schools and services
- Communicate all information to support this work and a bank of generic risk:benefit assessments via a website on the Virtual Learning Environment
- Are members of the Outdoor Education Advisers' Panel (OEAP) of England and Wales and contribute to UK national working parties on various Outdoor Learning initiatives and new programmes. Liaise with UK colleagues to ensure our best practice and current delivery
- Are available for direct communication via email or telephone and attend meetings with colleagues in schools and services as required

Actions and Activities 2010–2011

A comprehensive staff training programme

including the following courses:

Education Visits Co-ordinator
Group Leader training

Schools Section

Coastal and Countryside training
Orienteering training for Primary and Secondary Schools
Outdoor Learning Cards – initial training and Bouldering development
Indoor Climbing Wall and Outdoor Rock Climbing training and assessments
Paddle Sports – kayak and sea training, British Canoe Union assessments
E-Coasteering site-specific Supervisor training and assessment
Sea Swimming (Royal Life Saving Society Emergency Response Activity Supervisor) training and assessments
First Aid training for Outdoor Activity Supervisors

Off island and residential visits – to other Bailiwick islands, UK, Europe and beyond:
In total 176

Duke of Edinburgh Award expeditions – to other Bailiwick islands, UK, Europe and beyond:
In total 125

Adventure Activity programmes:

As well as training and development offered to staff, opportunities in adventurous activities were offered to the Island's schools. Secondary pupils enjoyed coasteering and kayaking during the summer activities week. Primary schools were given the option for Year 6 pupils to have a 'taster' at kayaking and sea swimming.

OEAP working groups

Consultation group leader of the Water Safety Management Programme of the Royal Life Saving Society.

Equipment store

Established a store of equipment for loan to the trained and qualified staff following our courses for use with their Outdoor Learning programmes in our schools.

Schools & Education Services Division

Validated School Self-Evaluation (VSSE)

Validated School Self-Evaluation (VSSE) A summary of the independent report by the Lead Validator, Barry King, on the development, implementation and outcomes of Phase 3 VSSE.

The full report is available to download from the Department's website www.education.gg/VSSSE

Development and implementation of VSSE Phase 3

From 1992 to 2007 schools in the Bailiwick experienced two validations carried out on a six-year cycle. The validators were external to the Island and, in the main, personnel who had served in England as Her Majesty's Inspectors of schools. Teams were large enough to validate individual subjects as well as the whole school. A central feature of the process, and one that distinguished the Bailiwick's inspection model from the one in England for most of these years, was that the visiting teams validated the school's own self-evaluation. This self-evaluation was conducted in the year leading up to the validation event.

In 2007, the Education Department conducted a survey of schools, supporting services and other stakeholders as a first step towards a third phase of validations. The returns to the survey expressed confidence in a system that used external validators and was perceived by schools to be rigorous and helpful to their improvement. While recognising the need for changes to the validation model, stakeholders were clear that they wanted to retain key features of Guernsey's distinctive system. Among these were an emphasis on school improvement, the validation of the school's self-evaluation, sensitivity to the Bailiwick's context and objectivity achieved by the use of external validators. It was also recognised that follow-up visits by validators to assess progress on areas of improvement had proved a good mechanism for keeping schools focused on improvement.

Accordingly, the Education Department commissioned Tribal Education to model possible changes in the way in which validations might be conducted, while retaining the key features noted above. Following discussions between the Bailiwick's VSSE steering group and Tribal personnel, the Education Department decided in December 2008 to proceed with the piloting of a new validation model. In essence, this is a more cost-effective model that utilises a smaller team and requires less time than in the first two cycles of VSSE. It nonetheless has a strong focus on how well learners achieve and develop their personal qualities, the quality of provision that underpins this and the effectiveness of leadership and management in driving improvement.

A central feature of the new process is the Report on Evaluation and Planning (REP), which combines self-evaluation and improvement planning, to be done by schools on an annual basis.

During the Spring of 2009 Tribal, in conversation with the Education Department, produced guidance and instruments to enable pilot validations to begin. They included an evaluation schedule with eight broad headings and agreed criteria with which to evaluate performance under each of them. Six schools volunteered to be part of the piloting process, which lasted from May 2009 to October 2010.

The feedback from these schools, and more general comments at headteachers' meetings, were important in assisting the development of the guidance. From the summer of 2010, all schools switched from previous documents used for self-evaluation and planning and used the REP instead, whether or not there was a validation pending.

All senior management teams received training to support them in this in December 2009. In addition, the Education Department commissioned Tribal to provide all schools with an individual consultancy to assist them in writing their REPs. In the light of schools' experience, substantial changes were made

Validated School Self-Evaluation (VSSE)

to the format of the REP in the latter part of 2010 to provide schools with more detailed guidance on how they could improve and how they should organise their responses under each of the eight headings of the evaluation schedule.

This improved structure and guidance was very well received and led to a marked improvement in the quality of schools' self-evaluation.

From January 2011, Phase 3 of VSSE rolled out. Three schools were validated in the period covered by this report. Incremental changes to the documentation were made until the summer of 2011, when it was agreed to provide schools with stability for a year by 'freezing' the documents until a review of the process in the summer of 2012.

Within the period of this report, three follow-up visits took place, using agreed procedures and criteria for evaluating the schools' progress.

In parallel with the developments in schools, the Guernsey College of Further Education has worked in partnership with Tribal Education to establish a process of validation for its further education provision. Two programme areas have piloted a similar REP, customised to the further education sector. It is planned to introduce this college-wide in 2012.

The evaluation schedule

Schools and validators use eight headings framed in the form of overarching questions to evaluate the outcomes for learners, the quality of education provision and the effectiveness of leadership and management. Each heading is evaluated against a list of evaluation criteria.

Schools and validators evaluate performance under each of the eight headings of the evaluation schedule and on each sub-criterion that informs their answers

Outcomes for learners

1. How much do learners enjoy their education and how successfully do they achieve?
2. How good are the personal development and well-being of learners?

The quality of provision

3. How effective are teaching and assessment in meeting the full range of learners' needs and promoting the outcomes in the Bailiwick's curriculum statement?
4. How well do the curriculum and other activities meet the range of learners' needs and interests and promote the outcomes in the Bailiwick's curriculum statement?
5. How well are learners cared for, guided and supported?

Leadership and management

6. How well do leaders and managers evaluate the school and have a clear and accurate view of its strengths and areas for improvement?
7. How effectively do leaders and managers at all levels set high expectations and provide clear direction to improve the achievement, personal growth and quality of education for all learners?
8. How well have leaders and managers, through the steps they have taken to improve the school since the last validation, demonstrated their capacity to improve it in the future?

In addition, schools and validators also identify:

Main areas for school improvement

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to these eight questions. Each judgement is made in the light of written guidance to guide and standardise evaluation. Judgements are made on a five point scale.

1. **Excellent**
2. **Well developed**
3. **Proficient**
4. **Less than proficient**
5. **Underdeveloped**

The involvement of schools in the validation process

Pilot validations

St Martin's Primary School	June 2009
Les Beaucamps High School	June 2009
St Anne's School, Alderney	March 2010
St Mary and St Michael Catholic Primary School	March 2010
Le Rondin School	June 2010
Grammar School and Sixth Form Centre	October 2010

Validations from the date of commencement of the Phase 3 validation cycle

St Andrew's Primary School	March 2011
St Sampson's Infant School	March 2011
Notre Dame du Rosaire Catholic Primary School	June 2011

Post-validation follow-up visits

St Anne's School, Alderney	November 2010
St Martin's Primary School	May 2011
Les Beaucamps High School	May 2011

School consultancies on the development of the REP

A Tribal consultant visited all schools validated in advance of the validation to advise on the

completion of the REP. The following schools also received a consultation visit for the same purpose.

Amherst Primary School	May 2011
Hautes Capelles Primary School	May 2011
La Mare de Carteret Primary School	May 2011
Vale Junior School	May 2011
Castel Primary School	June 2011
Forest Primary School	June 2011
La Houquette Primary School	June 2011
Vale Infant School	June 2011
Vauvert Primary School	June 2011
La Mare de Carteret High School	June 2011
St Sampson's High School	June 2011
Le Murier School	June 2011

The quality of education in the Bailiwick: the evidence from nine validations

The conclusions below are drawn from the nine schools validated in the pilot and actual VSSE Phase 3 process to June 2011. The schools validated comprise a good cross-section of the types of schools in the Bailiwick but they should not be taken as fully representative of the quality of Guernsey's educational provision.¹

The conclusions are also informed by the follow-up visits to three schools and the REP consultation visits to 12 schools that took place in May and June 2011. Schools and validators used the five-point grading scale to evaluate outcomes, provision and leadership and management.

This report does not interpret trends in education in the Bailiwick, for example in terms of test and examination results.²

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Enjoyment and achievement

Learners' enjoyment of school was proficient in two of those validated, well developed in five and excellent in two. Markers of this positive picture were the levels of attendance, promptness to lessons and learners' engagement with their work. The range of school-organised activities outside the classroom was significant in enhancing learners' feelings about school. In their day-to-day work, levels of enjoyment inevitably varied between lessons depending, crucially, on how interesting they found them. The common theme was that, where staff organised work so that learners could participate actively and purposefully, they demonstrated more enthusiasm. The development of the 'creative curriculum' in primary schools was providing an important boost to learners' enjoyment of their education. Where learners had to listen to the teacher for too long or spend a lot of time completing uninspiring worksheets, pupils were less engaged.

Learners' achievement was proficient in two of the nine schools validated and well developed in five of them. It was less than proficient in two schools. Children made a good start to their education in five of the seven of the schools with a Reception class, but this rate of progress was not maintained in two of them. Three primary schools were noted to provide learners with a strong start in reading through the systematic teaching of phonics, which ensured that learners read well throughout their time in the school. Writing was weaker in the primary phase for a variety of reasons, including the level of expectations and the quality of marking. Speaking and listening skills tended to be a relative strength in the primary phase but this was dependent on the use

of teaching styles that allowed learners to practise their oral skills. Numeracy developed best in schools where learners had more opportunities to use and apply their knowledge and skills in a variety of contexts; they were also more enthused by the work when this happened. In most schools there was a degree of inconsistency in outcomes between the subjects of the curriculum.

In over half of schools across the phases the level of challenge provided for the most able learners was a relative weakness, which caused some underachievement. In connection with this, the use of challenging targets, customised to the needs of the individual, was honoured more in the breach than the observance. Schools' views of the progress of different sub-groups of students, such as the most and least able, or girls and boys, were blunted because they tended not to make a systematic analysis of available data.

Schools varied considerably in their success in developing learners' skills to work independently. In secondary schools, the emphasis on examination results was instrumental in keeping a number of classes on a tight leash. In primary schools, much depended upon the extent to which learners were engaged in more thematic, enquiry-based work. Where this was organised within a clear, purposeful framework both independence and academic achievement accelerated. There were often good examples of this in Reception.

Personal development and well-being

This element of learners' education, covering their growth in self-confidence, their sense of responsibility and their contribution to the

¹ Six of the nine schools had the confidence to participate in the pilot validations as volunteers, and so may not necessarily be typical of Bailiwick schools generally.

² This is because the validations occurred over three academic years, so their context varied, and the validations were in any case only a partial and not necessarily a balanced sample of the Bailiwick's schools. Validations did not occur in this period in schools where academic results are lowest in comparison with their peers. In addition, the cohorts in certain schools were also too small for any reliable generalisations to be made from one year to another.

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community, was a relative strength in all schools validated. It was well developed in six of the schools and excellent in two of them. It was proficient in one. The aims of the Guernsey curriculum for personal development are generally well met across the range of schools validated.

In all schools validated, behaviour was at least good and learners developed respect and good relationships with each other. They lived and worked in environments where they felt safe. They were well aware of how to lead healthy lifestyles through taking exercise and eating sensibly, although the latter was not always evident in their lunchtime choices. Learners willingly took on responsibilities, such as membership of school councils or contributing enthusiastically to fund-raising events to support good causes. They were developing well a sound moral sense and an understanding that views on controversial issues can differ. They took pride in their local heritage and had a developing understanding of what it is like to live in modern, multicultural societies, although this last element was not so developed. The good development of their personal qualities was preparing them well for the next stages of lives. In some cases limited opportunities in classrooms to work independently, engage in discussion and solve problems on their own, restricted the growth of their self-reliance and interpersonal skills.

Teaching and assessment

The evaluation of teaching and assessment matched that for achievement in seven of the nine schools and was a major explanation of learners' standards and progress. In two schools the teaching and assessment were somewhat better than learners' past rates of progress because of improvements made to their quality that had not had time to percolate through to improved outcomes for the learners. In all, teaching and assessment were proficient in four schools and well developed in five.

Several instances of excellent teaching were observed, where the challenge and pace of lessons led to rapid learning. This was often associated with learning styles where learners were actively involved and highly interested in what they were doing. The teaching had some general strengths. Relationships and behaviour were good, with teachers handling any misdemeanours effectively. Teachers had expertise in, and often enthusiasm for, the subject matter. School-wide protocols such as sharing learning intentions were generally implemented. The main problem with teaching in most schools was its inconsistency, with good features in some classrooms not found in others. Teachers were aware of the importance of using assessment to support learning but data was often not used well to plan work that matched needs and marking varied greatly in quantity and quality. Well-defined learning targets were taking root in some areas of work but were not sufficiently used to raise learners' expectations. Teachers were often too dominant in lessons and reluctant to release the pent-up interest of learners to think things out for themselves and develop their oral skills by talking with each other. The setting of homework to consolidate work in school and develop skills of independent learning was uneven.

Curriculum

Schools were fully aware of, and committed to, the four aims of the Guernsey curriculum statement. Even though schools were at varying stages of implementing them, this was having a positive impact on learners' all-round personal development. The quality of curriculum intentions and planning were stronger than their delivery, in terms of teaching, in five schools. In six schools the curriculum was well developed and was excellent in two. In the remaining school the curriculum was proficient.

Schools were steadily introducing a more 'creative curriculum' in which learners develop their skills of enquiry. There were several good examples of this,

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with learners thoroughly engrossed by their work, although schools varied in the extent to which they used investigative topics and assignments. To capitalise more fully on the motivational aspects of such approaches, more careful planning was required for the development of basic skills such as writing. Courses in personal, social and health education were making a good contribution to learners' development and giving them a good understanding of how to act safely and lead a healthy lifestyle. The curriculum usually provided well for those with learning difficulties, although less so for the more able. As learners entered Key Stage 4, they had a good range of choices given their contexts, partly assisted by good collaboration with the College of Further Education that existed at the time of the validations. Schools provided programmes of enrichment activities, including links with the community and after-school clubs, although efficient records, which would enable them to see whether all learners participated, were not kept.

Care, guidance and support

The extent to which staff care for their learners and were attentive to their health and welfare showed up as marked strengths across the Bailiwick's schools. The quality of care, guidance and support was well developed in three schools and excellent in three of them. In the other three schools, where these aspects were proficient, the care for learners' welfare was strong but the overall judgement was lower because of weaknesses in the quality of academic monitoring, which is included under this heading.

Staff's strong commitment to the learners' well-being and the effective pastoral systems that schools had in place were major factors in ensuring that learners felt safe and environments were harmonious. Schools had good links with external agencies and, in most cases, provided effective support for learners with special educational needs. Schools had good arrangements for the induction of learners, although

this was hampered by the lack of a standardised profile for learners entering Reception. Schools provided good support and guidance for learners as they moved through the school and then made the transition to their next destination.

Self-evaluation

The introduction of VSSE Phase 3, involving the completion of the REP, had a marked impact on the quality of school's self-evaluation. It was at least proficient in all schools and well developed in six of them.

Important steps were being taken by senior leaders to consult with staff, students and others. Although in a fledgling state, in most schools programmes of classroom visits were beginning to be undertaken by senior leaders, and in some cases, by middle leaders. These were improving leaders' perceptions of the quality of teaching and learning in their schools. In addition through the analysis of test and examination results, schools were strengthening their monitoring and recording of individual students' progress using SIMS. This was more developed in some schools than others. The main weakness remaining in these data tracking systems was the setting of individualised academic targets in relation to expected rates of progress for the typical (average) learner. Without these endpoints, and benchmarks along the route towards them, schools were not in a good position to judge whether learners were progressing fast enough. This was a particular weakness in primary schools, as the secondary phase had access to commercial schemes through which they could establish targets for learners. Schools are not yet making the most of the data they have, for example by analysing outcomes for each major sub-group of learners.

Nonetheless, school leaders were remarkably accurate in their evaluation of their schools and clearly benefitted from the use of the REP as a tool for assessing their provision. Validators concurred

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with the great majority of the judgements that schools made about themselves under the eight main headings of the evaluation schedule. This revealed a frankness of approach to self-evaluation by schools, which is a precondition for the usefulness of the process. Where validators disagreed and pitched their judgements at a different level, they were still able to agree with much of the schools' underlying analysis. Schools had usually identified accurately the main areas where they needed to improve, so validators were able to endorse the school's priorities as a framework for their own recommendations.

Leadership and management

The quality of leadership and management was found to be at least proficient in all schools validated. In five it was well developed and in one it was excellent.

The most effective leadership was where the quality of teaching and learning was put at the heart of school improvement and expectations for learners were high. This was generally associated with the building of good teamwork and a clear sense of direction focused on learners' outcomes. In these schools, senior leadership teams, usually driven by the commitment and vision of the headteacher, were instrumental in improving and maintaining good outcomes for learners. The impact of subject leaders was more mixed, particularly as their skills and opportunities for monitoring their subject areas were uneven. Occasionally, school protocols or new initiatives were not implemented consistently. Schools were developing their data systems to support the monitoring of their performance but the quality and use of these was very variable.

Externally provided professional development was aligned well to the needs of schools. Morale in schools was usually good. All schools had good practice within their own buildings but not enough opportunities existed to share this, for example through peer observations of lessons.

Staff were successful in keeping schools free of discrimination and harassment and very keen that all learners should enjoy equality of opportunity. Their capacity to ensure this was often limited by their underdeveloped use of data to compare the performance of different sub-groups of learners (something that was not at the time required of them by the Education Department). Schools were successful in promoting cohesive school communities that related well to their localities, although horizons were not always broad enough to ensure a good understanding of life beyond the Bailiwick. Schools usually had good partnerships with the community, for example to provide work experience for secondary learners. Relationships with parents were more uneven, with parents sometimes indicating they would like communication with the school to be more frequent and more detailed.

Capacity to improve

Schools' capacity to improve strongly reflected the quality of their self-evaluation and the drive and direction of the leadership and management. It was at least proficient in all schools. It was well developed in five and excellent in one.

Leaders generally had worthwhile ambitions for their schools and some were relentless in their pursuit of them. Occasionally, new initiatives were not followed through or staff made sufficiently accountable for implementing them. Improvement plans were based squarely upon what were usually well-judged priorities for improvement and they provided a clear, general sense of direction. Overarching priorities were sensibly few in number and well grounded in a school's self-evaluation. As written, the plans often did not focus closely enough on stating the learners' outcomes that needed to be improved and then linking planned actions to them. Quantifiable targets were generally not used well enough to measure progress towards the school's goals.

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Schools' areas for improvement

In all schools, even where learners made the best progress, there was scope for accelerating the learning. In two schools, where achievement was less than proficient, this was acute. The most common areas where schools needed to improve learners' performance were:

- the attainment of the most able
- learners' basic skills in literacy, numeracy and ICT
- the consistency between subjects, so that weaker subjects, taken by the same learners, perform as well as stronger subjects
- skills of independent learning, including the capacity for sustained work without supervision and the use of the higher-order skills of critical thinking and problem solving

The key to these improvements lay in ensuring that expectations for all learners were high enough and that the pace and challenge of work were well matched to the capabilities of each individual. The points below were the most commonly recommended to schools. The first two (assessment and target setting) applied in some measure to all schools validated.

Improve assessment

'Assessment for learning' was apparent in all schools but overall there was room for considerable consolidation to make assessment a spur to learning. Some areas, such as the frequency and quality of marking, were very inconsistent within and between schools. Recommendations were to:

- clarify learning intentions so that learners know more clearly what they must learn by the end of a lesson
- share the criteria for assessing work with learners, together with exemplars, so that they know what they have to do to improve and are able to be more effective in peer and

self-assessment

- improve marking so that it more frequently indicates how learners can improve their work to reach their targets
- use assessment data to plan for work that ensures all learners are stretched

Improve the use of long-term targets and the way in which learners' progress is tracked

The use of academic targets to raise expectations and accelerate learners' progress was generally understood by schools to be a valuable mechanism for raising attainment but was not effectively established at the time of these validations. In the primary phase, schools were experiencing difficulty in developing a sense of how much progress should be expected and had not got to the point where learners had personalised targets to work towards. Staff were developing their skills in using the electronic data systems but schools were not effective enough in utilising data to judge whether learners' progress, individually or by sub-group, was fast enough. (Since the validations, the Education Department has launched a major initiative to improve target setting.) Recommendations to schools were to:

- agree and share personalised, and challenging but realistic, targets for learners (based on a more general Bailiwick agreement as to what should be expected for the typical learner)
- set milestones for learners to enable schools to know whether their progress towards their targets is fast enough
- track learners' progress towards their milestones and targets on a regular basis, to see when intervention and support is needed
- aggregate data to evaluate the progress of sub-groups of learners

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Plan coherently to improve learners' basic skills, especially in literacy and numeracy, and closely monitor their progress

Learners' basic skills in some schools were well developed but there were often pockets where improvement was needed. The quality of writing was the most frequent weakness, but in some cases there were shortfalls in reading and problem solving in mathematics. Recommendations to schools were to:

- ensure that basic skills in literacy and numeracy are built into the planning for topic work
- on the basis of evidence on why certain groups of learners are underperforming, apply suitable remedial strategies (which included systematic phonics in one school, more time for reading in another and more opportunities for mathematical problem solving in a number of schools)

Provide well-planned opportunities to improve learners' skills for independent learning

In some schools learners worked very effectively on their own or in groups, investigating topics or discussing relevant issues. These approaches included lessons that learners most enjoyed and, where they clearly understood what they must achieve, they made the fastest progress. It was also the case that, even where academic results were good, too much of the talking and thinking was done by teachers. The expectations for homework, as a vehicle for independent learning, varied greatly in terms of the amount of work required, the level of challenge it involved and the range of skills it demanded. Recommendations to schools were:

- give learners sufficient opportunities on a day-to-day basis to work independently on assignments that engage them and develop their higher-order thinking skills
- allow students time to think for themselves and talk with each other

- ensure homework is regular enough and well fitted to learners' needs

Plan more opportunities for learners to develop their understanding of the modern world and global issues

All schools were successful in building cohesive school communities and learners generally made a good contribution to other groups in Guernsey. In about half of schools validators recommended that learners have more opportunities to learn about the nature of living in a globalised and often multicultural world.

Improve the effectiveness of leadership and management

Leadership and management were found to be strong in two thirds of schools but there were nonetheless areas for improvement that ran across all of them. They chiefly concerned the ways in which senior and middle leaders monitored and evaluated their schools. The completion of the REP was having a good impact on the way in which schools reviewed their performance but key elements to this were in their infancy. The quality of subject leadership was found to be very variable. Recommendations to schools were to:

- establish effective data systems for tracking learners' progress towards their targets, ensuring all staff have the skills to use them
- make classroom visits by senior and other staff a frequent part of the school's work, so that teaching and learning are monitored and supported, and good practice is shared
- ensure all subject leaders have the skills they need to do the job effectively
- ensure agreed protocols, for example in the setting of homework and the marking of work, are implemented
- formulate improvement plans that make clear the improved outcomes for learners that

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- are intended
- in a minority of schools, develop better communications with parents
- evaluate new initiatives to see if they are working effectively

The impact of the VSSE process upon the quality of schools' self-evaluation and planning

The conduct of self-evaluation in advance of Phase 3 validations and to complete the REP had a marked, positive impact on the quality of school's self-evaluation. This was seen in the extent of staff participation, the developing systems for collecting and analysing data and the improved quality of self-evaluation from 2010 to 2011. Regular, annual self-evaluation as a basis of improvement planning entered the warp and weft of school development. The nature of the evaluation process focused schools more tightly on evaluating the outcomes for learners and monitoring their progress. The process of self-review illuminated the gaps in information, such as the sort of data that might indicate expected rates of progress. This has generated whole-island consultation.

The need to review provision was developing the capacity of middle leaders to take a more active role in managing their subject areas, although their skills in doing this needed development. In the first rounds of REP preparation staff at all levels tended to be engaged, with subject areas often using the same REP headings for evaluating their own areas. In the early stages, learners and parents/carers did not tend to be fully consulted but the need for improvement is recognised by the relevant schools.

Schools spent a great deal of time and effort analysing data to complete their REPs. There was an understandable fear that making the same level of input on an annual basis would be too time-consuming and distract from other duties. Schools,

however, were increasingly recognising that continuous monitoring of their performance is vital to effective management. In addition, there was the realisation that once a REP is completed well it does not require writing from scratch each year.

Role of the each school's Education Officer

Education Officers were closely involved in the validation process. They supported schools in the development of their REPs and were present for a good deal of the validation itself. They monitored the quality of the validation process and usually accompanied validators on some lesson observations. As part of the process, they held a formal, recorded meeting with a validator in which they provided their own explanation of the school's context and offered insights into the school arising from their previous visits. They were usually present at all team meetings. Education Officers were also present at the three follow-up visits, with an equally close eye on the process.

Education Officers have reviewed the nature of their role in supporting schools. They have utilised some of the validators' techniques, such as classroom visits and book surveys, to support schools in advance of validations and subsequently to ensure the effective implementation of their action plans.

They were beginning to engage with schools more fully, using some of the techniques of validators, for example by visiting lessons. In this way, they began taking a larger role in holding schools to account and supporting them as 'critical friends'.

One area for improvement, raised during the validation of one school, is to ensure that all schools are fully aware of the role of Education Officers during the validation process.

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The response of schools to Phase 3 of the VSSE process

Validators were struck by the positive approach of schools towards their validations. There was understandable anxiety about an external review that holds schools to account but leaders and their staff were unfailingly constructive in their approach. A key plank of Phase 3 validations was the building of good relationships between the validators and the staff of schools. To this end, the process was as open and transparent as possible. In pre-validation briefing notes, validators made clear the areas they particularly wanted to investigate, giving the schools time and opportunity to provide evidence relating to them. Senior leaders were invited to be present at all meetings. Lead validators were careful to consult with headteachers about the areas for improvement to ensure that they were accurate and constructively phrased so that they could be of most help to the schools. All staff were offered feedback on the lessons observed and this was very much welcomed, with the great majority seeking a professional discussion with the validators.

Quality assurance of validations

As part of its quality assurance procedures, Tribal personnel make telephone calls to schools after the validations to gain their views of the process. For example, the three schools subject to validation events in summer term 2011 were called in the ensuing term. The headteachers reported that the teams had established good relationships with schools and were rigorous and accurate in their judgements. The process was seen as constructive, with good feedback provided to all senior leadership teams. The written outcomes in the ensuing report were clear. Schools were particularly appreciative of the calibre and credibility of the validation teams and of how well they understood the Guernsey context.

In the two events that were follow-up visits, the schools were pleased with the flexibility of validators in pursuing investigations that were of interest to the schools and requested by them.

Tribal welcomes feedback as a way of ensuring that it provides the highest quality service and this bout of quality assurance noted one area for improvement. The level of take-up of feedback to teachers was much lower on the follow-up visits than on full validations, perhaps because lesson observations were for shorter periods. It will be necessary to ensure in future that staff know that they are entitled to feedback following all visits to their classrooms.

Findings from post-validation follow-up visits

There have been three post-validation follow-up visits during Phase 3 of VSSE. Across the three schools there were eight areas for improvement. For one issue (which comprised four components, all connected with assessment and target setting) progress was good. Progress was satisfactory on six issues and unsatisfactory on one. The extent of progress varied between schools. Where progress was less rapid, there were contextual factors that partially explained this. Schools did not stand still on other matters and had successfully introduced other initiatives that were having a beneficial impact on their performance. The unevenness of progress on the schools' areas for improvement nonetheless suggests two conclusions:

- the need for schools to be held accountable for improvement on a regular basis, underlining the value of the Education Officers' role in this regard
- the need to ensure that the time interval between the full validation and the follow-up visit is carefully judged, taking account of the capacity of a school to improve within its current context

SEN & Children's Services Section

Equality of educational opportunity and high achievement for all children and young people

Special Educational Needs (SEN)

All children have learning needs and for some children these individual learning needs become special educational needs.

At any one time approximately 20% of the pupil population will be deemed to have a special educational need.

The Education Department utilises the legal definition of special educational needs provided by The Education (Amendment) (Guernsey) Law 1987:

"A child has special educational needs if he has a learning difficulty which calls for special educational provision to be made for him. A child has a learning difficulty if:

- a) he has a significantly greater difficulty in learning than the majority of children his age; or
- b) he has a disability which either prevents or hinders him from making use of educational facilities of a kind generally provided in schools for children of his age; or
- c) he is under the age of five years and is, or would be if special educational provision were not made to him, likely to fall within paragraph a) or b) when over that age

Special educational provision means:

- a) for a child over two, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of his age in schools;
- b) in relation to any child under that age, educational provision of any kind."

The law goes on to explain that the child is not taken to have a learning difficulty solely because the language of the home is different from the language in which he or she is taught. Neither does the exceptionally able or gifted child fall into the remit of SEN, although they do indeed have their own needs which require to be addressed.

The Education Department, through the SEN Code of Practice (Guernsey) 2004, recognises that there is a continuum of special educational needs that should be reflected in a continuum of provision, and that good practice in addressing and meeting special educational needs is at the core of good teaching and learning.

SEN & Children's Services Section

The SEN and Children's Service section was established in 2003-04 and has responsibility for the organisation and delivery of all aspects of special educational needs and services as determined by the Education Board and for the organisation of statutory provision for pupils identified with special educational needs (aged 3 to 19 years) as set out in the Education (Guernsey) (Amendment) Law 1987.

The SEN and Children's Services section works closely with schools, the Guernsey College of Further Education and other agencies to provide a flexible continuum of special education provision as a co-ordinated and effective response to support learners with special educational needs.

The officers in the section undertake consultative visits and support schools with casework.

The section manages the procedures and multi-disciplinary panels through which pupils move from mainstream schools to specialist provision, such as special schools, the communication bases and The Link Centre.

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The overarching aims of the section are to:

- Raise standards and expectations for pupils with SEN in mainstream and special schools across the Bailiwick
- Improve the capacity of schools to support the learning of pupils with SEN and remove barriers to achievement through the provision of training and professional development for schools, teachers and teaching assistants
- Promote pupil welfare and deliver improvements in working partnerships between the Education Department, schools, pupils, their parents and other agencies
- Ensure that effective assessment and intervention systems are in place and used as early as possible and in conjunction with other agencies as appropriate
- Ensure that resources for pupils with SEN are allocated transparently and equitably, and are used efficiently and effectively
- Provide easily accessible information on SEN and SEN provision for a range of audiences. The period from 2003 to 2011 has required a significant investment in the SEN arena with a 43% increase in expenditure on the range of SEN provisions directly managed by the section

Improvements in provision:

- Two new special schools have been built to coincide with the reorganisation of special needs education into age specific schools
- Additional specialist resource bases have been established for pupils with communication difficulties and Autism at Amherst Primary and St. Sampson's High Schools, and for pupils with a significant hearing loss at Vale Junior School
- The Link Centre for pupils with social, emotional and behavioural difficulties moved from Granville House to the refurbished former Oakvale School in Collings Road
- The range of resources, including staffing,

available to SEN support services has been increased

- The allocation of support resources directly to schools has been improved with the establishment of Behaviour Co-ordinator (BECO) and SEN Teaching Assistant posts in the high schools
- The establishment of the SEN Access Course at the College of Further Education for post-16 students with moderate or severe learning difficulties previously educated in special schools

On 2010-11 the SEN and Children's Services Section comprised a Manager and one Education Officer to:

- Provide advice and support to schools and the College of Further Education on all matters relating to SEN
- Ensure the implementation of Education Department policy
- Oversee a range of services that advise, support and offer training for schools in order to support pupils with identified special educational needs. These are
 - o Educational Psychology Service (EPS)
 - o Education Welfare Service (EWS)
 - o SEN Advisory and Outreach Support Services for
 - > Communication and Autism (CSS)
 - > Literacy (LSS)
 - > Sensory – Hearing (HI)
 - > Sensory – Vision (VI)
 - > Social, Emotional and Behavioural Difficulties (SEBD)
 - o The Link Centre
 - o English as an Additional Language
- Monitor the quality of service provided by specialist provisions and services
- Ensure the efficient and effective deployment and monitoring of resources
- Promote partnership working with parents and other agencies and States Departments

SEN & Children's Services Section

In total there are 91 members of staff, some part-time, working within the section and associated support services. The majority of staff work with pupils in schools on a daily basis.

Further information about the work of each of the individual support services is included later in this report.

Actions and Activities 2010-11

Over the last academic year 2010-11 the SEN and Children's Services section:

- Revised the procedures for the SEBD Panel (with representation from Health and Social Services staff) to determine and review placement at The Link Centre
- Updated the guidance and procedures for managing exclusions
- Attended Scrutiny Panel hearings (20-09-10 and 27-09-10) and responded to further enquiries from the Scrutiny Committee in relation to the School Exclusions and Disruptive Behaviour Review conducted by the Scrutiny Committee (due for publication in March 2012)
- Successfully recruited and inducted 3 key section leaders – Education Officer SEN; Senior Education Welfare Officer; Teacher in Charge Sensory Support – Hearing
- Merged the SEBD Advisory & Outreach Service with The Link Centre to create a single SEBD Service and restructured management roles within that service
- Coordinated Team Teach trainers (de-escalation and behaviour management including physical intervention)
- Updated and consulted with schools on the Physical Intervention and Restraint Policy (draft January 2011)
- Established, in consultation with named schools and HSSD staff, the procedures for managing the special equipment budget and implemented the policy
- Established and implemented, in consultation with the Transport Manager, new procedures for Individual Transport Requests
- Provided a range of training to headteachers, deputy headteachers, teachers and teaching assistants e.g. SEN and Child Protection in Guernsey, Domestic Abuse Awareness, Children Law

Schools & Education Services Division

SEN & Children's Services Section

Educational Psychology Service

The Educational Psychology Service is led by the Principal Educational Psychologist (PEP). An educational psychologist (EP) is a qualified and experienced teacher, is a graduate in psychology and has further qualifications in Educational Psychology. The Educational Psychology Service comprises:

- Principal Educational Psychologist
- 2 full-time Educational Psychologists
- 1 part-time Educational Psychologist
- 1 part-time Personal Assistant (4 days a week)
- 1 part-time Administrative Assistant (1 day a week)

What we do

The Educational Psychology Service applies psychology to the education of all children in the following ways: training and development; research and evaluation; casework with individual children; joint agency development such as:

- involvement in Education Department projects such as research and evaluation and training related to schools and pupils and the development of procedures
- school-based development projects related to teaching, learning, behaviour and child development
- casework with individual children (aged 2-19 years) with additional needs that significantly impact on their learning – these additional needs could be related to a range of difficulties such as physical, sensory, social, emotional, behavioural, communication or thinking skills such as memory and logic
- joint agency planning and developments

How we do it

Education Department projects and joint agency developments are discussed and agreed with other Education and Health and Social Services Department (HSSD) professionals, based on the knowledge of children and young people, schools and departmental objectives for the Bailiwick.

Educational Psychologists are represented on a number of joint agency assessment teams e.g. Autistic Spectrum Disorder Assessment Team (ASDAT) and the Child Development Centre.

Each school in the Bailiwick has a named link Educational Psychologist (EP). The Link EP regularly meets with school staff (usually the Special Educational Needs Coordinator (SENCO) and headteacher to discuss where the EP will focus their work with that school – general advice, involvement in development projects and training, casework with individual pupils.

EP individual casework with children not in school (pre-schoolers, educated otherwise, off-Island) is carried out by the Link EP for the catchment area in which the child lives.

EP's casework with individual children and young people happens where:

- there is parental permission to do so
- the child or young person has an additional need that is significantly affecting their learning
- for school pupils, where the school has already put strategies in place to support the pupil and one of the SEN support services has been involved with the pupil

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Actions and Activities 2010-11

Over the last academic year the Educational Psychology Service has:

- developed greater cohesiveness as a team enabling greater EPS contribution and impact in joint agency work, characterised by EPS involvement in numerous development projects and advisory teams, e.g.
 - o Functional Learning Needs (FLN) Project. The Principal Education Psychologist and EPS generally have taken a lead role in the development and delivery of the project. FLN is a term coined by the group to describe children and young people with developmental difficulties that impact on their functioning in school. The project has developed to include full day multi-agency delivery of training for school staff; full day multi-agency training for all SEN & Children's Services staff (80+); module twilight training for individual schools; briefing for headteachers; multi-professional briefing at HSSD Clinical Lunch; ongoing multi-agency liaison; school SENCOs joining the group; EP lead Sensory and Motor Skills Project with a group of schools
 - o EP lead Looked After Children Project in liaison with HSSD
 - o PEP membership of Islands Child Protection Committee (ICPC) sub-committee on Monitoring and Evaluation and Case Review Group
 - o EP lead Anxiety and Attendance Group – a range of professionals have developed good practice protocols and supporting resources to aid parents and families in ensuring improved school attendance of pupils who are anxious
 - o EP doctorate study on the impact of synthetic phonics
- attended the South East Annual Educational Psychology Conference
- celebrated Dr Charlotte Friel completing her PhD in Educational Psychology and graduating from University College London
- enabled 2 EPs to attend Guernsey Restorative Justice training and qualify to facilitate restorative justice meetings
- PEP attended Team Teach Training, ensuring that this approach can be promoted within schools with a full understanding of what the training entails
- further developed the database to capture the range of work undertaken by the EPS, permitting analysis of individual casework and providing an overview of time spent on different types of activity

Schools & Education Services Division

SEN & Children's Services Section

Education Welfare Service

The Education Welfare Service in Guernsey has existed since the introduction of compulsory education in 1900. The service works closely with schools, children, families and other education, health and care agencies in seeking to achieve its overall aim:

To ensure that all children and young people of statutory school age take full advantage of the educational opportunities available to them through regular attendance at school.

The Education Welfare Service comprises:

- Senior Education Welfare Officer
- 2 full-time Education Welfare Officers (1 term-time only)
- 2 part-time term-time only Education Welfare Officers
- 1 part-time Administrative Assistant

What we do

The core functions of the Education Welfare Service are to:

- promote and, where necessary, enforce regular school attendance in accordance with the provisions of the Education (Guernsey) Law, 1970 and The Children (Guernsey & Alderney) Law, 2008
- provide advocacy for pupils who are excluded from school and provide advice to schools and families in relation to pupils at risk of exclusion from school
- promote the general welfare and safeguarding of pupils
- discharge the statutory duties of the Education Department relating to the employment of children
- administer the School Uniform Grants system

on behalf of the Education Department

- contribute to the Island's youth justice system

How we do it

The Education Welfare Service

- provides a named Education Welfare Officer to work with each school (including the grant-aided colleges) to monitor attendance and exchange information
- participates in the Convenor's Referral Meeting (CoRM) for children who may be committing offences within the community
- investigates the circumstances in relation to OCAS (out of catchment area school) requests and participates in meetings of the OCAS Panel
- works collaboratively with all other health/care agencies

Actions and Activities 2010-11

Over the last academic year the Education Welfare Service has:

- welcomed a new Senior Education Welfare Officer who took responsibility for the service
- restructured with an increase in staffing to reflect the anticipated increase in workload as a result of the raising of the school leaving age to 16 and the introduction of The Children Law (Guernsey & Alderney) 2008 coupled with the establishment of the Child, Youth and Community Tribunal (CYCT)
- continued to work with young people as a result of the raising of the school leaving age to 16 in 2009. This continues to have a significant impact on the workload of the team with young people in Years 10 and 11 making up 50% of the caseload
- been involved in the work of the Anxiety and

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- Attendance Group
- provided representation at Convenor Referral Meetings (CoRM) – 158 reports were prepared by EWS covering young people with a wide range of offending behaviours
 - formally referred 12 young people to the Children's Convenor on the grounds of failing to attend school regularly and prepared the associated Child's Plan in relation to these young people
 - continued administration of uniform grants – 632 grants awarded in 2010-11
 - represented the Education Department and schools at Multi-Agency Risk Assessment Conferences (MARAC) held fortnightly to safeguard victims of domestic abuse and their children
 - delivered Tier 1 Child Protection training for newly qualified teachers, teaching assistants and teachers new to Guernsey or returning to teaching

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SEN & Children's Services Section

Communication & Autism Support Service

The Communication & Autism Support Service was established to provide specialist advice, support and provision for children and young people with language and communication difficulties including autism.

The Communication & Autism Support Service comprises:

- Head of Service
- 2 advisory teachers
- 2FTE Communication Base teachers
- 13.5FTE teaching assistants

What we do

The service provides:

- advice and consultancy to teachers, support staff and parents for children from pre-school to age 19
- advice to schools on the adaptation of material, teaching methodologies and strategies
- school staff development and training in relation to social communication and language difficulties and autism
- advice to schools in identifying and assessing pupils' social communication and language needs
- assessment of pupils who may have social communication and language needs
- support for pupils with social communication and language needs in mainstream schools
- assistance in writing Individual Education Plans (IEPs)
- specific training pertinent to individual pupils e.g. Social Use of Language Programmes (SULP)
- management and support of the Communication Bases within mainstream schools (at Amherst Primary and St. Sampson's High Schools)

How we do it

- The service works collaboratively with schools and the College of Further Education to ensure that pupils with significant difficulties with social interaction and communication are referred to the service appropriately and in a timely manner
- Advisory teachers carry out observation and assessment of pupils where necessary and provide written reports and recommendations to parents, school and other professionals for the implementation of strategies, for example, within the pupil's Individual Education Plan. The service may allocate support for the pupil
- Additionally, the service liaises and works closely with other agencies, specifically:
 - o HSSD speech and language therapists, occupational therapists, physiotherapists, paediatricians, Child and Adolescent Mental Health Service (CAMHS)
 - o National Autistic Society
 - o Communicate Guernsey
 - o Pre-schools
- The Head of Service is represented on the joint HSSD/Education Autistic Spectrum Disorder Assessment Team (ASDAT) and the SEN & Children's Services Provision Panels for the Communication and Autism Bases

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Actions and Activities 2010-11

Over the last academic year the Communication & Autism Support Service has seen:

- Advisory Teacher Juliet O'Brien graduate from Birmingham University with a Master of Education (Distinction) in Autism
- Teaching Assistants Jo Horsepool and Rachel O'Brien selected for the Guernsey Graduate Teacher Programme commencing their training in September 2011
- Teaching Assistant Kerry Russell successfully completing her Foundation Degree with Brighton University. She is now continuing with the Honours Degree in 2011
- Teaching Assistant Michelle Tostevin start the Higher Level Teaching Assistant training in May 2011
- The Head of Service, Diane Allison, deliver training to service staff on two INSET days; two workshops as part of Functional Learning Needs Conference; NQT and teaching assistant training on autism, language and communication difficulties; and five afternoon sessions on autism, sensory issue, Powercards, challenging behaviour and social stories

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Literacy Support Service

The Literacy Support Service (formerly known as the Learning Support Service) works directly with and monitors the progress of pupils with literacy difficulties in maintained mainstream primary schools. The service also liaises closely with the Dyslexia Day Centre whose teachers provide additional specialist teaching to maintained mainstream primary schools funded by a grant from the Education Department.

The Literacy Support Service comprises:

- Head of Service
- 5FTE support teachers
- 1 part-time teaching assistant

What we do

The service provides:

- advice to headteachers, staff and parents on strategies and resources for mainstream primary school pupils with a range of difficulties that may limit progress in literacy
- assessment and intervention programmes for named pupils at School Action Plus
- advice to mainstream primary schools on resources for children with literacy difficulties
- specialist staff to work with pupils recognised as having a Specific Literacy Difficulty (Dyslexia)

Team members attend appropriate courses and meetings to extend and maintain their expertise. The team also takes part in individual school curriculum development, staff meetings and reviews when required.

How we do it

The Literacy Support Service offers:

- school-based training on strategies and interventions to improve the acquisition of literacy skills (reading and spelling) and on recognising and responding to dyslexia
- the assessment of literacy skills for maintained mainstream primary school pupils (Year 1 to 6) identified as having difficulties acquiring literacy skills
- small group targeted teaching programmes for pupils at School Action Plus
- support for pupils working within a structured phonics programme in school
- ongoing monitoring and reviewing of individual pupil progress in acquiring literacy skills on a casework basis
- specialist staff to work with primary school pupils recognised as having a Specific Literacy Difficulty

Pupils are supported on a withdrawal basis and may be grouped according to homogenous deficits. Each team member undertakes direct intervention; teaching and reviewing pupil progress, alongside assessment and advisory support for their named school.

Continuity of learning is ensured by close liaison with class teachers and the school SENCO, and by provision of advice on suitable strategies and programmes. Generally, the school liaises with parents, although there is opportunity for direct consultation and discussion with parents. Literacy Support Service teachers attend school parents' evenings and reviews wherever possible.

The Service works closely with teachers from the Dyslexia Day Centre (DDC) who also work within the maintained mainstream primary schools with named pupils, sharing information about pupils and sharing

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training opportunities as they arise. 81 pupils receive an intervention programme from DDC teachers. The Head of the Literacy Support Service chairs the Dyslexia Panel to allocate places based on evidence and information collated from schools and supplemented by assessment carried out by Service and DDC staff.

- jointly led workshop at the Functional Learning Needs Conference (with Educational Psychology Service)
- organised a visiting practitioner to provide INSET on dyslexia for teachers and parents
- attended advisory group meeting on the development of GILE (Guernsey Integrated Learning Environment)
- made three two-day assessment and advisory visits to St. Anne's School, Alderney

Actions and Activities 2010-11

Members of the Literacy Support Service Team:

- attended courses and updated their knowledge on Read Write Inc.; Dyslexia; Scotopic Sensitivity Syndrome; Developmental Co-ordination Disorder; Functional Learning Needs; Complex Needs; The Big Write; Information Technology; Children Law; Child Protection; Health and Safety; Special Needs London
- attended three GASEN meetings (Guernsey Association of Special Educational Needs)
- maintained and improved links with the Dyslexia Day Centre staff by taking part in discussion forums and training sessions
- contributed to raising general awareness of disabilities and conditions that can cause or appear as literacy difficulties (e.g. glue ear, auditory/visual processing, Scotopic sensitivity, foetal alcohol syndrome)

Additionally, the Head of Service:

- delivered training to schools on Spelling Development; Dyslexia; Working Memory
- provided training on dyslexia to NQTs and teaching assistants
- provided professional development on Working Memory for speech and language therapy colleagues (HSSD)
- participated in the Induction Programme for new headteachers and deputy headteachers

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Sensory Support Service – Hearing

The Sensory Support Service – Hearing is a specialist peripatetic service supporting children with hearing impairment from the age of detection to leaving full-time education. The service works with children and young people aged from birth to 19 in the home, pre-school and in mainstream and special school settings.

The Service comprises:

- Qualified Teacher of the Deaf (Teacher in Charge)
- 4 full-time teaching assistants
- 2 part-time teaching assistants

In January 2011 Neil Oaten commenced in post as Teacher in Charge following the retirement of Maggie Herquin.

What we do

The Sensory Support Service – Hearing provides:

- support and advice to parents, families, school staff and carers
- assessment, intervention programmes, classroom instruction, ongoing monitoring and reporting
- training for teachers and staff
- a link with many other outreach programmes, government agencies, care providers, as well as local and national societies (e.g. Guernsey Deaf Children's Society)
- specialist support for individual needs

How we do it

The Service works closely with parents, class teachers, speech and language therapists and the audiologist to support children and young people from birth to 19 who have a significant hearing loss which impacts on their learning and ability to acquire age-appropriate language skills. The Service has a qualified teacher of the deaf and

trained teaching assistants able to offer advice and support in the classroom or at home for pre-school children, where needed. Support varies according to need and the degree of hearing loss. The Service offers 'deaf awareness' training to all schools. It has built up a useful resource library available on loan to all parents and schools.

Actions and Activities 2010-11

The Hearing Support Base opened at Vale Junior School in September 2010 with one Year 4 pupil; another Year 4 pupil transferred from another primary school during the year. A further three hearing impaired pupils have accessed the Base on a regular basis.

During the academic year 2010-11:

- all staff attended the Functional Learning Needs Conference in January 2011 and a training day on Attachment Theory in April 2011
- Teaching Assistant, Karen Allaway, completed the TA Mandatory Training Programme; she also passed BSL (British Sign Language) 101 and BSL 102; she is currently undertaking BSL 103
- Teaching Assistant, Judy Gillson, completed a Foundation Degree in Professional Studies in Primary Education; she will continue with studies for a BA (Honours) in Professional Studies in Learning and Development in 2011
- Teaching Assistant, Caroline Maynard, completed Signalong Foundation course
- Teacher in Charge, Neil Oaten, attended the Induction Programme for new headteachers and deputy headteachers; Child Protection Tier 1; Team Teach

The Teacher in Charge has delivered training on Hearing Impairment to:

- NQTs and teaching assistants
- St. Sampson's Infant School and St. Mary & St. Michael Roman Catholic Primary School – parents of pupils with a hearing loss were also invited

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Sensory Support Service – Vision

The Sensory Support Service – Vision is a specialist peripatetic service supporting children and young people with visual impairment from the age of detection to leaving full-time education. The Service works with children and young people from birth to 19 in the home, pre-school and in mainstream and special school settings.

The Service comprises:

- Qualified Teacher of the Visually Impaired (Teacher in Charge)
- 2 full-time teaching assistants

What we do

The Service provides:

- support and advice to parents, families, school staff and carers
- assessment, intervention programmes, classroom instruction, ongoing monitoring and reporting
- training for teachers and staff
- a link with many other outreach programmes, government agencies, care providers, as well as local and national societies (e.g. Guernsey Blind Association)
- specialist support for individual needs

How we do it

The Service works closely with parents, class teachers, speech and language therapists, physiotherapists, occupational therapists, Orthoptic Service and the Guernsey Blind Association to support children and young people from birth to 19 who have a significant vision loss which impacts on their learning and ability to acquire age-appropriate skills.

The Service has a qualified teacher for visual impairments and trained teaching assistants able to offer advice and support in the classroom or at home for pre-school children, where needed. Support varies according to need and degree of vision loss.

Vision is part of a whole sensory and physical appearance and does not operate in isolation. Therefore, children and young people need materials and instruction adapted to their visual and physical needs. Life skills, Braille, orientation and mobility and ICT skills are taught alongside the Bailiwick of Guernsey Curriculum, where appropriate. This expanded curriculum is in place to ensure that visually impaired children and young people learn skills that sighted people learn incidentally and develop alternative skills, where needed.

The Service offers 'visual impairment awareness' training to all schools and outreach services and liaises with other agencies to provide instruction and resources to visually impaired individuals.

Actions and Activities 2010-11

Although the number of pupils supported by the Service did not change dramatically during the course of the year, the nature of support has changed significantly, with a decrease in direct one to one support. This has been made possible by very productive team work between the Service, schools and parents. The Service has provided specialist training regarding cane and wheelchair mobility, self help/daily living skills, academic skills and specialist VI equipment, enabling school staff to take over the primary support role, particularly in special schools.

The team has attended training off Island as well as attending the Functional Learning Needs Conference and training provided by HSSD and other local agencies:

- one teaching assistant attended one-day training in the UK for Functional Vision

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Assessments to enable her to assist the Teacher in Charge with the ongoing task of assessing how visually impaired pupils are using their vision to access information at school

- one teaching assistant attended two-day training in the UK to learn how to engage pupils with VIMD (visually impaired, multiply disabled) using Intensive Interaction. The skills she learned have been shared with our team as well as school staff working with pupils other than VIMD. The Service offers informal training in this technique via the Education Department Training Diary
- both teaching assistants attended Manual Handling training offered at Le Murier School
- the Teacher in Charge attended a summer term conference concerning Visual Impairment and Autism conducted by Optometrist, Ian Jordan.
- the Teacher in Charge attended training at the Education Department for beginning to use the Department's pupil data base
- the Sensory Support Service – Vision provides, on a regular annual basis, training for newly qualified teachers and teaching assistants who may work with visually impaired pupils
- the Teacher in Charge presented to GASEN and The L'Islet Salvation Army Fellowship Group regarding the role of the service
- the Teacher in Charge attended two conferences offered by the National Union of Teachers in the UK on Women's Development and Stress Management
- the team has attended IT training for Power Point and Clicker 5 computer programmes

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SEBD Advisory and Outreach Service

The SEBD Advisory and Outreach Service was established in 1995 and works with pupils of statutory school age who have social, emotional and behavioural difficulties (SEBD).

The service comprises:

- Head of Service
- 3 advisory teachers
- 1 part-time support teacher (0.5)
- 4.5 teaching assistants

The Head of Service, Jane Mosse, retired in February 2011. Subsequently, the service merged with The Link Centre to become one SEBD Service, under the management of Rob Gilroy. The SEBD Service was restructured with clear lines of management responsibility within three departments. In effect, the SEBD Advisory and Outreach Service will be known as the Schools Liaison Team from September 2011.

Two new advisory teachers were appointed: Chris Cook (from September 2010) and Jacky Howarth (from April 2011).

What we do

The service provides advice, support and intervention to mainstream schools and advice and support to staff in special schools for pupils with SEBD.

The Service works with children and young people where:

- despite interventions and strategies being implemented by the school, the pupil continues to have difficulties adjusting to mainstream school due to social, emotional and/or behavioural difficulties
- the pupil has been excluded or is at risk of exclusion

- the pupil has mental health difficulties which, despite the involvement of the Child and Adolescent Mental Health Service (CAMHS), are impacting on his/her ability to access full-time mainstream education
- the pupil is experiencing persistent attendance difficulties, despite the involvement of the Education Welfare Service
- the pupil is placed in secure accommodation, in the care of Health and Social Services Department

How we do it

The service provides:

- assessment, intervention programmes, ongoing monitoring and reporting
- advice on strategies which may be implemented by staff within schools
- consultation at any stage from School Action when an additional view is useful in planning for the needs of pupils with SEBD
- in-service training for school staff
- support for schools in the development of whole school or whole class policies on issues relating to behaviour management
- time-limited in-class support
- support for the reintegration of pupils from The Link Centre, as required, and for transition between schools

Actions and Activities 2010-11

Over the last academic year the SEBD Advisory and Outreach Team has made the following progress against targets in its Improvement Plan

1. Ensure referral process properly adhered to
 - Common referral form in place
 - SEBD staff support schools in completing documents correctly

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2. Family Links Parenting Programme
 - Programme developed successfully up to Feb 2011
 - Closer links with Family Partnership Team developed to give further support to parents
 3. TA support to be improved
 - All TAs have either attended tier 1 training or will do so
 - All TAs trained in Team Teach
 - Regular liaison with management team
 - Role of TAs in school defined more clearly to schools
 4. Training and development for schools
 - Team Teach training for trainers undertaken by SEBD staff in 2010/2011
 - More staff will be trained in 2011/2012 to increase capacity
 - NQT training undertaken in behavioural management
 - Family Link Parenting Programme as described in section 2
 - Participation in functional training needs programme for schools and other professionals
 - Participation in SEN inclusion event (2 sessions by SMT of The Link Centre to support inclusion)
 - Ongoing liaison with schools to identify training needs
 5. Resources and creation of a catalogue
 - Meeting took place with the Library Service in January 2011 to assess resources available. They have agreed to consider cataloguing these for use in return for access to the resources for other professionals
 - They will inform us of costs involved in this during 2012
 6. Support for staff
 - Debrief always available for staff
 - Set time each Friday after school for staff to attend debrief with SMT if required
 - Two staff briefings held every week for all staff to attend
 - Regular staff meetings
 - Supervision was requested for all staff by a trained person. This has not been achieved, but HR at the Education Department has made a member of their team available and staff can liaise directly with this person to discuss concerns. All staff attended a briefing on this
 7. Feedback from users
 - No further progress in this area due to significant changes within the service. This item to be carried forward to 2011/12
- Additionally
- the team attended Functional Learning Needs Conference in January 2011; the Head of Service delivered a presentation jointly with School Nurse, Chris Jewell, at the conference
 - Head of Service delivered an accredited Nurture Group training course in January/February 2011
 - Jim Vinecombe jointly delivered Team Teach training for Hautes Capelles Primary school in February 2011 and Sark School in June 2011; jointly delivered refresher Team Teach training for staff from Le Rondin, Le Murier and The Link Centre in Spring Term 2011; he attended 2 day refresher training as Team Teach Trainer in May 2011

SEN & Children's Services Section

The Link Centre

The Link Centre (TLC) is a specialist educational provision for pupils with social, emotional and behavioural difficulties (SEBD), who are struggling to maintain a successful placement within their own school. The Link Centre was established in 2009, following significant development within the SEN reorganisation and move from the SEBD Centre's former premises at Granville House.

The Link Centre comprises:

- Centre Manager
- Deputy Centre Manager
- 3 primary teachers
- 5 secondary teachers (1 supernumerary)
- 10 teaching assistants (8 full-time, 2 part-time)
- Technician
- 2 administration assistants (1 full-time, 1 part-time)
- Caretaker
- Cleaner (part-time)

In February 2011 The Link Centre merged with the SEBD Advisory and Outreach Service to become one SEBD Service, under the management of Rob Gilroy, the Centre Manager. The SEBD Service was subsequently restructured with clear lines of management responsibility within three departments; Primary Department; Secondary Department and Schools Liaison Department. A Lead Teacher was appointed for each department, to commence in post from September 2011.

What we do

The primary role of the Centre is to support pupils between the ages of 5 and 16 with social, emotional and behavioural difficulties, their schools and families. The Link Centre provides an opportunity for young people to undertake work which will help

them to develop the competencies they need to cope in school. The entire approach and curriculum is designed to help improve the likelihood of the pupil reintegrating successfully into mainstream school.

The Link Centre has a maximum of 56 full-time places for pupils between the ages of 5 and 16. The Centre is not a school and pupils who attend remain on the register of their mainstream school. The majority of pupils attend on a time limited part-time basis. The expectation is that pupils will return to their school, if not full-time then at least part-time. A small number of pupils may attend the Centre full-time.

How we do it

The approach to teaching and learning includes targeted personalised learning opportunities which will emphasise pupils' ability to think about themselves and their responsibilities as a learner.

The aim is to:

- improve pupils' sense of self worth and confidence;
- engage pupils in the learning process so that they understand themselves as learners and acquire more independence and resilience to enable them to cope in a mainstream school;
- reintegrate pupils successfully back into the educational provision where they are on roll

The Centre aims to encourage pupils to view their education and their relationships with peers and adults as a positive experience so that they are able to re-engage with learning and feel able to reintegrate to a mainstream setting and access the full curriculum on offer to them.

In addition to pupils who attend the Centre on the various programmes offered, The Link Centre also provides full-time education provision for pupils who have been excluded from their mainstream school for

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more than 5 days. For the remainder of their exclusion pupils undertake work set by their school.

The main curriculum areas covered:

Mathematics (numeracy / problem solving skills)
 English (literacy / reading)
 Personal Social Health Education
 Humanities (current affairs / Geography / History)
 Art and Design (drawing / painting / modelling)
 Craft (design / technology)
 Food Technology
 Outdoor Education

Actions and Activities 2010-11

During 2010/2011 pupils at The Link Centre were awarded the Mitchell Trophy for their art work which was displayed at Beau Sejour during the Eisteddfod. Pupils are currently working hard to produce exhibits for 2012.

Recycling has also been a significant activity at The Link Centre during this time. This has included recycling wood to make raised beds for the Centre's garden / produce areas, making garden seating and recycling wooden articles such as chairs, etc.

You may also be aware of our 'Missing Link' cycle project where cycles are either collected from the recycling centre or donated by individuals or more recently unclaimed cycles the Police have acquired. These cycles are rebuilt or stripped for spraying by pupils and then sold. We hope to develop the project in 2011/2012 to use any profits to purchase additional workshop equipment.

Over the last academic year, the Link Centre has made the following progress against targets in its Improvement Plan

1. Develop fully integrated SEBD team
 - New structure in place for September 2011
 - Lead teacher, School Liaison Team in place

- Lead teacher, primary, at The Link Centre in place
- Lead teacher, secondary, at The Link Centre appointed, commencing work in April 2012
- Support teacher appointed, commencing work in January 2012. (60% with School Liaison Team, 40% with TLC)

2. Integrate administration, recording and referral process

- Work in progress, next review December 2011
- Existing records being compacted
- New common referral document in place
- Improved access for staff of all teams to referrals and records where appropriate

3. Develop a range of short term courses to help pupils maintain their mainstream places

- Ongoing development of courses including:
 - o Pet care
 - o Cool Connections Group
 - o Enterprise project with recycled clothes
 - o Refurbishing bicycles
 - o Play therapy
 - o Outdoor education
 - o Programme for year 11 pupils commencing September 2011

Primary Department

During this period, 16 pupils attended: 9 full-time, 7 part-time.

The destination of these pupils by the end of the year was:

Full time:

- 3 moved to mainstream full time
- 1 moved to special school (Le Rondin)
- 1 remains at TLC and accesses mainstream 70%
- 3 remain at TLC and access mainstream 10-20%
- 1 remains full time at TLC

Part time:

- 5 returned to mainstream

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- 1 moved to special school (Le Rondin)
- 1 remains at TLC 30%

Secondary Department

In total 36 pupils attended The Link Centre during this period. The programmes were a mixture of part and full time, and many pupils accessed both over the year. This included some category 2 excluded pupils who were subsequently placed at TLC.

The destination of these pupils by the end of the year was:

- 11 pupils returned to school with no current involvement from TLC
- 11 pupils remain at TLC
 - o 5 full-time at TLC, not accessing mainstream
 - o 2 part-time at TLC, on time-limited programme
 - o 4 part-time in mainstream, part of year 11 programme

14 pupils left school, and from a survey at the end of September we found:

- o 3 were in employment
- o 2 attending college
- o 1 on work scheme
- o 6 seeking employment
- o 2 unknown

Exclusion Placements

During this period there were 40 category 2 exclusions and one category 3 exclusion.

Primary: 2 pupils attended TLC

Secondary: 25 pupils attended TLC (5 pupils attended twice on separate exclusions, figure of 25 counts these only once)
In addition, 9 pupils excluded from school on category 2 did not attend; they either refused to engage or parents refused the place offered.

Schools & Education Services Division

SEN & Children's Services Section

English as an Additional Language (EAL)

The EAL teacher works in partnership with Bailiwick schools to help meet the needs of pupils who are learning through English as an Additional Language. Some of the mother tongue languages we find in Guernsey are Portuguese, Latvian, Polish, French, Spanish, Thai and Urdu.

The service comprises a Teacher of English as an Additional Language. In November 2010, the post became a full time post.

What we do

It is understandable that pupils with EAL will frequently come under the umbrella of special educational needs at the school they attend because EAL is seen as a 'need'. However, it is important to appreciate that a lack of English fluency does not necessarily mean that the pupil has special educational needs.

The EAL teacher provides:

- information and advice to schools on the inclusion of EAL pupils in the school environment and how best to support their learning across the curriculum
- partnership with class teachers in identifying gaps in English competency and set targets for ongoing improvement
- assessment and monitoring of the progress of pupils
- intervention and support to pupils with EAL on an individual and small group basis
- written reports for both the school and parents

The EAL teacher visits pupils who are newly or recently arrived in Guernsey. These pupils may have little or no English, or may have a good level of English but would benefit from an initial boost of additional support to aid their language learning.

How we do it

The term culture shock is sometimes used to describe the initial period of adjustment in a new country. It outlines the anxiety and helplessness that can be felt. Many children adapt easily but others find it more difficult. Some children may experience feelings of frustration or display behavioural problems, whereas others withdraw and become anxious. Adjustment may be difficult and can be a lengthy process. The EAL teacher serves to aid this adjustment by helping these pupils to communicate their thoughts, feelings and ideas successfully in English.

The aim of the EAL teacher is to help raise levels of competency in English. By the end of their support, the pupils' knowledge of English will be at a sufficient standard to enable them to follow the curriculum with ease and in this respect, be on a par with their peers.

The EAL teacher will then carry out an assessment to determine what the child's needs are and what support should subsequently be received. The EAL teacher works closely with the Literacy Support Service.

Actions and Activities 2010-11

During the academic year 2010-11 the English as an Additional Language teacher has:

- established criteria for pupils with EAL to access support and introduced Service Level Agreements to make the role of service in each school clear
- increased the number of sessions per pupil which is having a positive impact on the acquisition of English
- established a reporting calendar to ensure that class teachers receive regular, in depth reports noting pupil progress in specific skill areas and individual targets for improvement
- ensured that NASSEA (Northern Association of Support Services for Equality and Achievement) Steps for EAL assessment are consistently used to track pupil progress

Lifelong Learning

Lifelong Learning

The Lifelong Learning Section is part of the Schools and Education Services division of the Education Department.

The Lifelong Learning Section has a wide range of responsibilities which include:

- Post 16 education and training
- Workforce development
- Adult and community learning
- Work based training for young people
- Youth work
- Community links
- Education/Business links for young people
- Information, advice and guidance for all sectors of the community
- Administration of the States Registered Apprenticeship Scheme

The section liaises with a variety of committees and groups who have designated responsibility for areas that impact on the Lifelong Learning Section, including the following committees:

- Apprenticeship and Youth Employment Committee
- Guernsey Youth Partnership
- Guernsey College Development Committee
- Grammar School Committee – including Sixth Form Centre
- Education Business Partnership
- Lifelong Learning Advisory Committee (LLAC)

The Lifelong Learning section is supported by a Lifelong Learning Advisory Committee. Its mandate is:

To advise the Education Board on relevant Lifelong Learning matters and to present a Development Plan drawn from the work streams identified in the Government plan.

The LLAC meets approximately four times a year. Membership includes:

- Chair – Education Board representative
- Representative of the Commerce and Employment Department
- Representative of the Home Department
- Between three and five Community and Business representatives

The Lifelong Learning Section was established in 2003 and has responsibility for the delivery of all aspects of lifelong learning as determined by the Education Board. The Section is managed by the Lifelong Learning Manager and includes the all-age Careers Service, Youth Service and Apprenticeship Scheme and oversees the post 16 education and training responsibilities of the Education Board including the Grammar School & Sixth Form Centre and College of Further Education.

What we do

The Lifelong Learning Section supports the Education Department's aim to help build a competitive economy and inclusive society by increasing participation in lifelong learning by:

- providing a diverse and exciting post-14 curriculum
- establishing meaningful partnerships
- improving community awareness and understanding
- maintaining high quality provision

How we do it

The Lifelong Learning Section works together to provide a co-ordinated, effective response to the Island's lifelong learning requirements. In particular the Section is involved in, at officer level, a number of strategic bodies. These include:

Schools & Education Services Division

Lifelong Learning

- 11-19 Curriculum Group
 - Alderney Social Care Group
 - Bailiwick Drug and Alcohol Strategy Group
 - BHapy (Bailiwick Holiday Activity Working Party)
 - Education Department/Health and Social Services Department Joint Operational Group
 - Food in Guernsey Schools Group
 - Guernsey Disability Forum
 - Liaison with Social Security
 - Obesity Group
 - Restorative Justice Management Group
 - Skills Strategy Development and Implementation Group
 - Skills Strategy Policy group
 - Social Policy Group
 - Sports Commission Sub-Groups
- communicating Guernsey's perspective regarding digital inclusion and learning more about the experiences of other British-Irish Council jurisdictions
- contributed to the development of the Children's and Young People's plan for Guernsey, overseeing all the Education Department workstreams pertinent to the plan

Actions & Activities 2010-11

During the last academic year the Lifelong Learning section:

- developed the Education Business Partnership which has ensured that there is a clearer understanding of the needs and expectations of employers and educationalists
- published the findings of the Guernsey Young People's survey and Guernsey Parents' and Carers' survey. This has provided an evidence-base which explains the views, behaviour and attitude of Guernsey young people and their parents. This evidence can be used by organisations and services that work with young people and parents to determine priorities and practice
- played a key role in the establishment of the Skills Strategy policy group which will ensure that lifelong learning features in and contributes to strategic planning
- represented Guernsey on the British-Irish Council digital inclusion workstream,

Lifelong Learning

Careers Service

The Careers Service is part of the Education Department and has been established for over 35 years. Guernsey Work Experience (GWEX) is also based at the Careers Service.

The Service comprises:

- Head of Service
- Adult Guidance Manager
- Careers Advisor
- Careers Advisor (SEN Transitions Officer)
- 2 x part-time administrators
- GWEx Manager
- part-time GWEx administrator

What we do

Through guidance we help individuals to clarify options about their futures in terms of employment, education or training. This is achieved through:

- ensuring all individuals have the support and information needed to make realistic, informed decisions
- developing young people's skills, knowledge and personal qualities needed for work, now and in the future
- helping all people raise their aspirations and by supporting them in setting their own goals in order to meet their potential
- improving the relationship between education and employers to better understand the requirements of the world of work now and in the future
- building partnerships with parents/carers/support staff and other agencies to help achieve positive outcomes for young people and vulnerable adults

The circumstances of clients we work with include:

- those preparing to make the initial transition

from education to employment

- those with issues that affect participation in education, employment or training; such as convictions, special educational needs or disabilities
- work returners after a career break
- those in insecure employment (e.g. seasonal/temporary or facing redundancy)
- unemployed
- current and recent university graduates
- forced career changers (i.e. after injury, illness or redundancy)
- those in low paid low skilled work
- those considering professional or post-graduate study
- others looking to increase their potential or change careers

How we do it

Guidance activities through 1:1 interviews, group work and careers drop-ins involving:

- self-awareness, career ideas and suitability, sometimes using psychometric testing and computer guidance
- aptitude testing through basic skills and psychometric assessment
- motivational assessment through the Rickter Scale
- structured 'next steps' and tactics through action planning
- on-line support via our website www.careers.gg to encourage self-help towards career planning

Activities that support our guidance work include:

- partnership agreements with each secondary school, college and post-16 to support the delivery of the Careers Education and Guidance programme

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- planning and organisation of activities such as the Careers Show and higher education events to increase awareness of opportunities and to respond to the needs of our client groups
- co-ordinating work experience for schools through the Guernsey Work Experience programme
- publishing school leaver destinations each year to help inform choices and decisions about the labour market
- developing links with other agencies to ensure that our services are utilised by those who may benefit from them

Facts and Figures

From September 2010 until September 2011 we made more than 2,700 contacts and interactions with people concerning careers information, advice and guidance. These included:

- over 600 individual face to face careers guidance interviews with clients aged between 13 & 60 years old
- attendance at 75 special educational needs transition reviews in order to support students with their future plans
- making over 800 phone calls to support individuals, provide advocacy on their behalf, liaise with other agencies and provide information

We also:

- tracked the destinations of more than 1700 16-18 year olds
- worked in partnership with more than 350 employers to find work experience placements for over 1150 students
- worked with 160 employers and education providers in order to host the Higher Education Event and The Sigma Group Careers Show

Actions & Activities 2010-11

During the last academic year the Careers Service:

- reviewed work experience with employers through a questionnaire and seminar. This led to the introduction of feedback sessions with students post-work experience to check their experiences of the process
- established a working group with education representatives to focus on ensuring work experience is used as an effective and valuable learning experience
- surveyed Year 12 students and Post-16 teams about the information and advice they required about higher education. This resulted in us running a new combined HE event in March 2011 with a Higher Education Fair and higher education subject talks. Feedback from the event showed that universities and students valued it and it will now continue in this format
- researched school leavers views on their experiences of learning and preparation for the world of work. This gave us an insight to the value young people place on careers education and their learning to help inform developments within the economic wellbeing curriculum
- organised and developed the Careers Show event with 'meet and greet' for students and support to employers wishing to prepare for the event. We also ensured greater contribution from students and employer bodies with the organisation of the Show. Employer feedback showed more focused students that were using the event constructively and a greater understanding from employers about young people today, the work of the Education Business Partnership, cross departmental working and increasing awareness of opportunities
- supported the first Year 9 cohort (from 2008) of SEN students with their transitions into their

Lifelong Learning

first destination after leaving school. This meant young people had a voice, families felt supported and in contact with the right agencies and agencies could help plan services for the future

- began the development of www.careers.gg to enhance the 'self help' level of support. This will allow individuals and agencies working with similar client groups to prepare for and complement the work we do. It will also provide easier access to careers information, advice and guidance across the all-age community

Schools & Education Services Division

Lifelong Learning

Youth Service

The Youth Service is part of the States of Guernsey Education Department and has been established for more than 50 years.

The Youth Service comprises:

- Head of Service
- 8 FTE youth workers
- Administration Officer
- Team of externally funded part-time youth workers and volunteers, based at three centres in Guernsey – Brock Road (moving to Les Ozouets Campus in 2012), La Moye & Styx – and one in Alderney

What we do

The mission of the Guernsey Youth Service is to: **‘work with young people to assist in their development of life skills, particularly targeting those who are identified as most in need, and to support the work of other agencies and voluntary groups working with young people aged 5 to 25 years’.**

We aim to achieve this by providing:

- for young people – FUN WITH A FOCUS, through: Youth Clubs, Outreach /Detached work, Schools (and Link Centre and CFE) support programmes, Duke of Edinburgh’s Award, Holiday Activity Programmes and Playschemes, Youth Forum, individual support, information, advice and guidance
- for registered clubs/groups and workers (inc. volunteers): Extensive training programme in youth work and related fields, Annual Conference, free Criminal Record Bureau checks, free use of minibuses, free loans of equipment and library resources, specialist information, support and advice, and links to other regional and national bodies e.g. National Youth Agency

- capacity building through support (financial, administrative and human resource) to the Youth Partnership for Guernsey and Alderney

How we do it

We offer young people a diverse range of informal educational activities, cross curricular projects/events and active learning programmes aimed at enabling them to develop key life skills.

These include:

- practical projects (e.g. gardening/growing, woodwork, mechanics etc.)
- participation in community projects and events
- IT & computer based projects
- sports & games
- discussion & debates
- the Arts (inc. crafts, music, dance, drama, film)
- outdoor pursuits e.g. climbing, kayaking, archery, teambuilding activities, etc.
- residential trips & expeditions – including off-island

Many of these activities and projects are accredited through national award schemes such as Duke of Edinburgh’s Award (DofE) and ASDAN Youth Achievement Awards.

However, Youth Work is not just about activities but, more importantly, relationships which are established through genuine dialogue with young people focusing on their needs as both groups and individuals.

The Youth Worker’s ‘art’ is in using often deceptively simple activities or conversations to build up and develop these relationships thereby enabling young people to develop themselves, frequently by giving them progressively increasing levels of responsibility. Thus, any activity is more likely to be focussed on the discussion that a worker has with a young person about their personal circumstances, school, work or home life

Lifelong Learning

than it is on whether they are improving their physical skills. It is the process or journey that young people undertake (rather than the product or destination) that is of primary importance to us as youth workers.

Through this process, in line with the Bailiwick of Guernsey Curriculum Statement, we also aim to enable young people to learn and achieve whilst promoting their spiritual, moral, social and cultural development in preparation for the opportunities, responsibilities and experiences of life, such that they become:

- confident individuals
- successful learners
- effective contributors and
- responsible citizens

Facts and Figures

- There are almost 100 different registered youth groups, clubs and projects across the Bailiwick who are supported by the Youth Service
- At least 90% of youth work is done by volunteers
- There are over 300 registered youth workers. If each of them was paid £10 per hour for the youth work they currently do (mostly for free) it would cost the taxpayer over half a million pounds per year
- Around 50 voluntary youth workers gave up another weekend of their time to attend our annual training conference in March taking part in workshops covering topics such as emotional health and wellbeing, e-safety, body language, challenging behaviour & inclusion as well as practical sessions on photography, outdoor games and arts and crafts
- Playscheme operates daily Mon – Fri, 9am – 5pm during each of the main school holidays catering for up to 90 primary age children from all schools (inc. special needs) every day and employing more than 20 young workers, many of whom subsequently go into careers working

with children and young people

- In 2010-11, 433 young people aged between 14 and 25 registered to take part in the Duke of Edinburgh's Award across the Bailiwick. This was an increase of 37% on 2009-10. In percentage terms we also have one of the highest rates of participation in the country

Actions & Activities 2010-11

During the last academic year, the Youth Service:

- ran 'alternative curriculum' programmes and/or mentoring schemes in La Mare de Carteret High School, Les Beaucamps High School & St. Sampson's High School, and also with pupils at the Link Centre and College of FE. Youth Achievement Awards, a nationally recognised programme for accrediting young people's activities are now being used in schools and the Link Centre (as well as on Playscheme)
- developed 150 different session plans on emotional health and wellbeing for students at La Mare de Carteret High from every year group who were identified by the BECO as being most in need. A structured programme is now in place which can also be utilised by workers in other schools working with similarly vulnerable, disaffected and/or disengaged pupils
- provided funding for young people to undertake numerous off-island residential trips, camps and expeditions to destinations worldwide. This helps expand young people's horizons, enables them to learn more about themselves and the wider world – and also assist them in gaining accreditation as a result e.g. through DofE awards
- helped youth clubs and organisations in their fundraising efforts towards upgrading of

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- premises, purchase of equipment and specialist training for staff. This has increased the capacity of voluntary sector clubs and projects to provide for more young people to benefit from informal education opportunities
- provided monthly in-house training courses for youth workers (including young workers) – with a total of over 200 attendees
 - delivered the nationally accredited Level 2 Certificate in Youth & Community Work (in conjunction with YMCA George Williams College) to a new group of 11 participants from Youth Service and voluntary sector youth clubs/projects – and had our first group of 8 participants complete their certificates
 - worked in partnership with other professional agencies on several projects, programmes and activities for young people and helped to co-ordinate funding from the Children & Young People's plan for holiday activities through the Guernsey Sports Commission, Youth Justice, and The Space
 - held the 4th Annual 'Celebration of Achievement' Awards for young people
 - ran a summer programme for 18 young people aged 12 – 15 identified by schools and other referral agencies as being 'in need' or 'at risk'
 - helped to establish and subsequently manage and run the 'Network After-School Club' in refurbished premises at the KE VII hospital site – in collaboration with other agencies esp. Community Police
 - helped to form the Youth Partnership for Guernsey & Alderney as an independent umbrella organisation to support and represent the needs of the voluntary youth sector

Lifelong Learning

Apprenticeship Scheme

The States of Guernsey Apprenticeship Scheme has been established for over 50 years.

Originally Island apprenticeships were run informally by a few local employers eventually becoming a formalised Scheme under the States of Guernsey in 1954.

In 1969 the Technical Training Centre, as the College of Further Education was first known, was opened to accommodate day release courses in a variety of trades mainly, though not exclusively, for the education and training of apprentices.

The Apprenticeship Scheme is run by:

- Apprenticeship Scheme Manager
- Part time assistant

What we do

The Scheme's purpose is 'to promote, regulate and certify the training of the Island's future trades people.' The objective is to provide a scheme that allows apprentices the opportunity to work in a recognised trade or craft and study for further qualifications at the same time.

How we do it

A rolling programme for raising awareness of apprenticeships:

- all Year 11 pupils in all schools (including Alderney and Sark) are visited by the Apprenticeship Scheme Manager. A presentation is given about the Scheme, explaining options and answering questions pupils may have
- the annual Careers Convention, school parent evenings and College of Further Education

open days provide opportunities for pupils from the schools and mature applicants to find out about the scheme

- assistance is given to those wishing to become an apprentice, however the Scheme does not place school leavers or applicants with employers, applicants must find an employer themselves

Training:

- once employed, apprentices are provided with off the job training opportunities. Training for the main trades is provided by the College of Further Education on a day-release basis. i.e. training time in workshops doing practical work and in the classroom learning the technical/theory side of their trade
- where apprentice training cannot be done on island, options for training in the UK are provided e.g. body repair/paint spray, jewellery
- accreditation is through City & Guilds and NVQ qualifications. Training for Construction, Engineering and Motor Vehicle apprenticeships is over 5 years. Catering, Hairdressing and Horticulture is over 3/4 years

Facts and Figures for 2011-2012

- 123 first year apprentices enrolled in September 2010 with 80 of those coming from construction. The total number of apprentices across all year groups was 438
- By the end of the academic year (July 2011) 1st year numbers had dropped by 10 (down to 113) and by 25 across all year groups reducing the overall total to 413
- Redundancies for 2010/11 included 3 x electrical and 2 x plumbing (all were found jobs) plus 1x hairdressing (who left the trade)
- First year apprentices' reasons for dropping out were mainly wrong career choices and low academic skills. All apprentices with low

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- academic skills were kept on by their employer
- For other year groups (2 – 5yrs) dismissal was due to poor timekeeping, attitude towards work and low productivity. All apprentices leaving the Scheme were given the opportunity to speak to the Apprenticeship Scheme Manager for advice and guidance
- Diagnostic testing for literacy and numeracy is given to all first year apprentices. As a result 26 first year apprentices were offered and accepted extra learning support for functional maths in 2010. Such support remains available as long as required. Literacy is offered on a needs basis and tutors are requested to inform the learning support team if any apprentice starts to struggle with the literacy element of their course

Actions & Activities 2010-11

The success rates for passing City & Guilds courses remained high:

- Carpentry – 100% across all levels, all students completed the course
- Trowel Trades – 100%, two students left the course without completing
- Plumbing – Certificate/100%, Diploma/96%, Adv. Diploma/92%, one apprentice did not attend exam (sickness)
- Painting & Decorating – 100% across all levels, one student left course without completing
- Electrics – 96% across all levels
- Hairdressing – Level 2/100%, Level 3/62%
- Catering – Level 2/66%, two left before exam
- Motor Vehicle – 78-82% pass rate across all levels
- Architecture –
 - o HNC level 1/ five continued to next level
 - o HNC level 2/two started, one completed
 - o HND level 1 -nine started, five continued

- o HND level 2 /two started, 1completed

NOTE these figures do not include other class members who are self-funding and non-apprentices.

- Fabrication &Welding/Engineering - 1yr 100%, 2yr 50%, 3/4th yrs 100%.

A new apprenticeship was introduced to the Scheme

September 2010 saw the introduction of a new Apprenticeship in Horticulture (Landscape Gardening); the result of a partnership between States Parks & Gardens (SPG) and the Apprenticeship Scheme. SPG kindly offered their premises and resources (greenhouses, States sites and classroom facilities) as a 'training academy' for this new apprenticeship. The Apprenticeship Scheme will provide funding for the training.

Since the inception of this new apprenticeship:

- 3 SPG apprentices have completed and been certificated for Level 1 in Work-based Horticulture and are now currently half way through Level 2
- 3 apprentices from external employers (outside of SPG) started Level 1 in March 2011 and are expected to complete by Christmas 2011

From January 2012 in total there will be 6 x apprentices working towards Level 2 and 3 and new apprentices starting at Level 1. A new Horticulture tutor from Dart Training Providers in the UK will be starting in January.

Lifelong Learning

Education Business Partnership

The Education Business Partnership (EBP) was established in 2008. Its purpose is:

- to foster and broker enduring relationships between education and business in order to enhance the curricular experience of students
- to promote interaction between business and schools
- to facilitate learning opportunities for young people, educational and business staff relating to the world of work

The EBP is overseen by a management and steering group which has representatives from educationalists and employers.

What we do

The Education Business Partnership brokers and fosters opportunities to enhance learning through:

- visiting work environments
- identifying and formulating work based examples for use in school/ college based learning
- identifying real life projects for students to work upon
- enabling flexible experience of work
- Utilising business expertise to coach and mentor students
- sharing experience between education and business leaders
- formulating durable links to enable longer term planning of learning
- establishing greater mutual understanding
- ensuring an enhanced community profile

How we do it

The EBP team works closely with employers and

educationalists to bridge the gap between employers and schools. This is undertaken by organising a programme of events/ meetings between employers and educationalists:

- supporting work related learning activities
- promoting links between education and business
- supporting and enhancing activities such as work experience

Actions & Activities 2010-11

During the last academic year the Education Business Partnership:

- organised a series of Education Business Partnership activities for employers, including visits to schools
- re-launched the Careers show and organised a breakfast seminar for careers show exhibitors to help them understand how young people learn today
- organised an EBP conference for educationalists and employers to share ideas about working together to help young people prepare for the world of work
- supported the GWEx team with their first seminar with employers and educationalists which looked at the work experience programme.
- launched a second School to Work Project focussing on helping young people identify and present their skills
- reviewed the Skills Strategy findings and recommendations and provided feedback to the Skills Strategy working party
- increased the breadth of membership on the EBP by inviting representatives from sectors not previously included

The work of the Education Business Partnership over the last year has had the following impact:

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- assisted schools and employers to gain a better understanding of how schools operate today
- more than 3,000 people visited the Careers Show to engage with the exhibitors
- provided an opportunity for communication and discussion about the needs and aims of schools and employers
- enhanced the work experience programme following feedback from employers and their representatives
- presented recommendations on how to improve transition arrangements between school and work
- ensured that partnership between education and employers was a feature of the deliberations and the Skills Strategy Development Group
- ensured a wider representation of all sectors of the community on the Education Business Partnership

Lifelong Learning

Post-16

Post-16 full-time education in the Island is delivered through the Sixth Form Centre at the Grammar School and the College of FE as well as provision through The Ladies' College, Elizabeth College and Blanchelande College. This provision is centrally co-ordinated and developed with the Post-16 Education Officer who is based at the Education Department.

What we do

The Sixth Form Centre seeks to:

- provide a caring community committed to the pursuit of excellence, educating each student to high academic standards and for the responsibilities for adult life
- help students develop into mature, reliable young people who are able to fulfil their potential both academically and socially
- provide opportunities for personal development in a friendly atmosphere of co-operation but with high expectations
- promote spiritual, moral and ethical values
- monitor guide and nurture individual development

The College of Further Education:

- offers a broad range of learning opportunities for the benefit of the entire community and aims to be an excellent provider of further education
- has a pivotal role in the development of the community, offering opportunities to develop academic, vocational and leisure interest
- ensures that all students are given a broad range of opportunities to enable them to become successful in their chosen vocational area as well as developing team skills and working

How we do it

The Sixth Form Centre

- Every student is given a personal interview for a Post-16 place and is placed on a programme of study to suit their individual need
- Every student follows a programme of academic study, personal development, careers guidance, work experience, tutorial and private study
- Every student has the opportunity to access work experience, management shadowing, Young Enterprise, peer mentoring, student forum, clubs and societies and extra-curricular opportunities
- Every student has a personal tutor and follows a personal development programme complementary to their academic studies
- Progressive assessment data ensures that student progress is tracked
- Provides full time courses at Level 3

The College of FE

- Every student is given a personal interview for a Post-16 place and is placed on a programme of study to suit their individual need
- Every full time student is given an assessment of their literacy skills on entry to the College and offered learning support where required
- Every student follows a programme of vocational study, and has the opportunity to access work experience, careers guidance and has a personal tutor
- Works in partnership with employers and other agencies
- Provides full time courses at Entry, Level 1, Level 2, Level 3 and an Access course for young people with Special Needs. Plus on- island Higher Education Courses at Levels 4, 5, and 6 such as the BSc in Construction Management

Schools & Education Services Division

Lifelong Learning

in partnership with London Southbank University

- Delivers the States Registered Apprenticeship Scheme

Facts and Figures

The Sixth Form Centre

- Guernsey Grammar School was opened in 1985 and in September 2005, a new Sixth Form Centre was opened providing a modern and well resourced environment for Post-16 students
- Nearly 500 students study at the Sixth Form Centre from every school in the Bailiwick, with over half the students not previously students at the Grammar School
- About 30 different subjects are offered to students
- Annually, over 1,500 'AS' and 'A' Level exams are sat
- 223 Year 13 'A2' students sat 648 exams in 2010-11
- 99.2% pass rate for 2010-11 with 50% achieving upper A*, A & B grades
- Positive added value indicators demonstrate that some factors of the teaching and learning have added value to the expected outcomes of the young people
- Over 150 students usually apply to Higher Education

The College of FE

- The College of Further Education operates from four campuses: Coutanchez, Delancey, Les Ozouets and Brock Road. The Princess Royal Centre for Performing Arts was opened on the Les Ozouets campus in 2007 providing state of the art facilities
- About 6,000 students study at the College. The

age range of students at the College is from 14 to 93

- Nearly 400 full time students study in 12 different programme areas
- The pass rate for full time students achieving Level 3 qualifications in 2010-2011 was 97%
- 32% of the grades were at distinction level
- 2,100 adults enrolled on Adult Education classes
- 213 secondary school students attended the College on vocational links programmes each week

Actions & Activities 2010-11

The Sixth Form Centre:

- implemented the VSSE
- planned the introduction of the International Baccalaureate
- reviewed transition arrangements and entry requirements

College of Further Education:

- increased the option of courses at entry level and level one
- introduced a new level 2 course in creative studies. This will be a collaboration between media, performing arts and art and design
- introduced a HNC in health
- restructured the level 3 engineering course to enable students to take A levels in physics and maths
- piloted the college VSCE

Both institutions have been working with the High Schools to offer, in partnership, a broader curriculum for Key Stage 4 pupils.

Schools' Music Service

School's Music Service

The Schools' Music Service complements and enriches the music curriculum offered by schools and colleges. As well as teaching musical skills it aims to develop qualities such as confidence, self-discipline and self-criticism and for pupils to understand the importance of reliability and teamwork through their music-making. It works closely with schools, colleges and music groups on the Island, such as the Guernsey Symphony Orchestra, Guernsey Camerata and the Elizabeth College Orchestral Course (ECSOC).

The Schools' Music Service comprises:

- Head of Service
- 4 Heads of Department, 5 full-time and 6 part-time teachers
- A full-time Personal Assistant and part-time Administrative Assistant
- 2 Ancillary Assistants

What we do

The Service provides:

- instrumental lessons on orchestral and band instruments, and singing lessons for pupils in schools
- music-making opportunities at the Music Centre
- opportunities for pupils to attend concerts by its own staff and those organised through the Channel Islands Music Council

How we do it

- The Service invites parents to apply for instrumental lessons on behalf of their children. Because of the high demand for lessons, pupils are assessed and lessons offered to those who show most potential and

continuing commitment

- The Head of Vocal Studies gives vocal training to senior instrumental students who show particular promise as singers in Music Centre choirs
- Music Centre caters for the Island's young musicians, including pupils who are taught privately. As it is an integral part of their musical tuition, attendance at Music Centre is compulsory for all Music Service instrumental pupils. Music Centre currently comprises:
 - o 4 Primary Groups for beginner pupils
 - o 6 Orchestras
 - o 5 Wind Bands
 - o 2 Jazz Orchestras
 - o 6 Choirs
 - o Various chamber groups e.g. string quartets and Saxophone Ensemble
 - o Aural and theory lessons

Entry to the senior groups is by audition.

- The Service operates an instrument loan facility for its students and a library of sheet music for Music Centre and other Island ensembles
- The Head of Service is a member of the Channel Islands Music Council which organises high quality public and education concerts. In Guernsey, most of these take place at St James Concert Hall
- The Service is greatly assisted by the Friends of Guernsey Music Centre (FGMC) who raise funds for instrument purchase and trips abroad, and provide practical help at concerts and Open Mornings. It also gratefully acknowledges sponsorship from Bank of Butterfield, BWCI and Intertrust

Schools & Education Services Division

Schools' Music Service

Actions & Activities 2010-11

- The Service taught 900 instrumental and singing pupils in schools and colleges
- 262 passed graded music examinations, 177 pupils performing at grade 5 and above
- 947 pupils attended Music Centre
- Pupils took part in 2 Music Centre open mornings, 4 major concerts at St James, 2 jazz concerts in the Princess Royal Centre for the Performing Arts, The Guernsey Eisteddfod and 10 further concerts on-Island including the launch of the Teenage Cancer Trust Appeal
- Completed the replacement of 'cellos through the financial support of the Friends of Guernsey Music Centre
- The Channel Islands Music Council organised 10 concerts and workshops during the academic year, including a World Music Series sponsored by Collins Stewart. Nearly 4,000 pupils and school teachers attended these events
- 77 pupils and 12 staff took part in a Music Centre course at Brock University in Canada funded largely by parents, FGMC and principal sponsor Intertrust. The intensive course included performances at the University, at the Niagara Symphony Summer Camp, where pupils performed alongside young Canadian musicians, and at Sir Isaac Brock's parish church at Niagara-on-the-Lake. Here students were privileged to be invited to perform at the dedication of the historic Brock's Seat



Music Centre students at the dedication of Brock's Seat in Niagara-on-the-Lake, Ontario, Canada, July 2011

Education Development Centre

Education Development Centre

The Education Development Centre (EDC) is responsible for the organisation and coordination of in-service training for the Education Department, its schools and services. This incorporates:

- the central INSET budget and planning
- liaison with schools and staff of the Education Service
- course enrolment and administration
- travel arrangements
- reprographics and equipment service

The EDC comprises:

- Professional Development Manager
- Part-time Office Manager
- Part-time Travel Co-ordinator
- Part-time Reprographics Technician

What we do

The EDC produces and manages a comprehensive programme of training courses for teachers, teaching assistants and others working with children and young people.

Actions & Activities 2010-11

During the last academic year the EDC has organised training and support for a wide range of staff for many different purposes. This has included the organisation of more than 280 courses involving more than 3,500 delegates. Examples of training courses include:

- Initial training for newly appointed Teaching Assistants
- Initial support and training for newly qualified teachers
- Induction for Headteachers and

Deputy Headteachers

- Introduction to the Children Law (Guernsey)
- VSSE Phase 3 training
- The Creative Curriculum
- Performance Management for Middle Managers
- A range of SEN courses
- Subject Leader Development Programme
- Preparing for Senior Management
- Early Years
- Subject specific training with an increasing emphasis on English and Mathematics
- Subject specific advice and support from external advisers
- ICT training and support including e-safety
- Health and Safety
- Work related learning
- Outdoor Learning
- Organisation of school specific advice and support
- A range of SEN courses
- Child Protection training

The EDC has also been heavily involved in the following areas of training and professional development.

Graduate Teacher Programme

During 2011 the Education Department re-launched its Graduate Teacher Programme which offers an employment-based route into teaching with the opportunity to 'earn while you learn'.

The GTP is in partnership with Brighton University and normally takes a year to complete with students engaging full-time in teaching and training in two local schools whilst being paid an unqualified teacher's salary of just over £20,000. Training costs are covered by the Education Department and graduates may train to be primary or secondary teachers.

Schools & Education Services Division

Education Development Centre

The first cohort of trainee teachers on this new scheme began their studies in September 2011 with a further cohort due to start in September 2012.

The Education Department is committed to employing locally residentially qualified teachers wherever possible and the GTP helps fill the Island shortfall of teachers and provides the opportunity for more mature students to consider a career in teaching when it may be difficult for them to train off-Island because of family commitments.

Foundation Degree in Professional Studies in Primary Education

A group of nine teaching assistants working across Guernsey's Education Service were the first in the Island to achieve the Foundation Degree in Professional Studies in Primary Education when they completed their studies in 2011.

The graduate qualification is part of a local career development programme which gives teaching assistants the opportunity to study on-Island up to degree level. The training is in partnership with the University of Brighton. Further cohorts of teaching



Left to right the graduates are: Michelle Broome, The Link Centre; Theresa Hewlett, Amherst Primary; Kerry Russell, Communication & Autism Support Service; Liz Reynolds, Melrose Pre-School; Judy Gillson, Sensory Support Service (Hearing); Louise Sargent, St. Martin's Primary School; Sue Domaille, St. Mary & St. Michael Primary School; Julie Domaille, St. Sampson's Infant School. Sally Inderwick was not available for the photograph.

assistants have already embarked on this popular training course which forms part of the Teaching Assistant Career Development Framework.

As part of the course, the teaching assistants study modules including: supporting the development of literacy and numeracy in the primary classroom; science; spoken and written language and how we use it; safeguarding and promoting welfare and wellbeing; ICT and professional reflective practice in learning and development.

The teaching assistants attended their graduation ceremony at the University of Brighton in July 2011 where they were awarded their degrees.

National Professional Qualification for Headship (NPQH)

During 2011 ten teachers working across Guernsey's education system successfully completed the National Professional Qualification for Headship. The NPQH enhances the professional skills of teachers through a personalised, flexible learning programme which aims to prepare them for taking on more senior positions, up to and including headteacher posts.

The teachers work in both primary and secondary schools and have been studying for the professional qualification since February 2010, completing their final assessment in summer 2011. The training programme has been run in collaboration with the Wales NPQH Centre and includes modules on Creating Strategic Direction, Leading Learning and Teaching, Managing the School, Securing Accountability and Strengthening Community Focus as well as a number of school-based assessments. The ten successful candidates were; Sharon Carvill, Kath Clarke, Adrian Paul, Claire Judd, Teresa Cable, Kim Bastable, Phil Smith, Paul Cosnett, Jon Lilley and Iain Kilpatrick.

Staffing Services

Staffing Services

The Staffing Services section provides the Department's Human Resources function including:

- guidance and support in developing and progressing people management solutions
- recruitment, retention and motivation of staff
- workforce deployment
- development, implementation and application of human resources policies
- development and maintenance good working relationships with our Trade Union partners

The Staffing Services section comprises:

- Assistant Director, Staffing Services
- HR Manager
- Employee Relations Officer
- 1 x full-time HR Officer
- 1 x part-time HR Officer
- 1 x full-time Assistant HR Officer
- 2 x full-time HR Assistants
- 1 x part-time Administration Officer (Payroll)

What we do

The Education Department is responsible for 5 employee groups: teachers, lecturers, teaching assistants, established staff and public service employees representing more than 1,800 employees which equates to over 1,000 full-time equivalent members of staff.

The Staffing Services section carries out the following roles with regard to these different employee groups.

- Support to schools and services in the recruitment of staff
- Pre-employment screening (e.g. criminal record checks, identification documents, qualifications, references, right to work/work permit, health checks, Special Constable status)

- Payroll liaison
- Absence recording and monitoring
- Employee relations casework, such as grievance, disciplinary and capability cases
- Accommodation for Agency / short term staff
- Supply staff register
- Training to support introduction of new procedures
- Induction for teachers locating to Guernsey

The section works closely with the Policy Council Human Resources Unit (PCHRU) and the Housing Department.

Actions & Activities 2010-11

During the last academic year the Staffing Services section:

- placed 121 job adverts in the Guernsey Press
- placed 66 job adverts in the Times Education Supplement
- sent out 1,734 application packs
- held 294 teachers and lecturers' interviews
- filled 233 teachers and lecturers' positions
- facilitated 385 Criminal Record Bureau (CRB) checks on education staff
- facilitated 211 CRB checks on volunteers
- carried out 221 health clearance checks
- appointed 40 established staff to work in schools and the College of Further Education
- appointed to 24 teaching assistant posts
- appointed 31 lunchtime supervisors
- appointed 32 public service employees
- 16 cleaners
- 14 caretakers
- 2 minibus drivers
- appointed 15 Playscheme workers (3 intakes)

Schools & Education Services Division

Communications

Communications

The Communications section is responsible for the development, review and implementation of the Department's Communications Strategy and the proactive management of the Department's relationships with the media and stakeholders.

The Communications Section comprises:

- Communications Manager

What we do

The Communications Strategy aims to:

- inform and advise in a clear, timely and transparent way
- help achieve a shared vision for the Service as a whole – 'excellent services efficiently delivered'
- promote a greater understanding of what we do and why (roles & responsibilities), address negative perceptions and promote positive feedback
- celebrate our achievements and raise awareness of the Education Service and how services can be accessed
- motivate staff, improve efficiency and ensure accountability
- advise all stakeholders in a timely and appropriate manner of all change which affects them personally

How we do it

The Communications Manager uses a number of different tools to ensure the aims of the Communications Strategy are achieved. Examples include the preparation of printed and online brochures and leaflets, the distribution of e-newsletters, participation in promotional events,

the maintenance of a Department website and the release of pro-active and reactive information to schools, services, politicians and the local and national media.

The Communications Manager is available to assist all schools and services with communication issues and also advises other States Departments and agencies when required.

As a member of the Department's Senior Management Team, the Communications Manager ensures that all policy and strategic decisions are in line with the corporate policies of the States and consideration is given to how any change is communicated.

The Communications Manager attends all Education Board meetings and provides regular briefings to the Minister on education issues as required.

Actions & Activities 2010-11

During the academic year 2010-11 the Communications section has:

- launched a comprehensive new Department website www.education.gg
- developed a series of leaflets to promote teaching as a career, the on-Island Graduate Teacher programme and information on how to become a Teaching Assistant
- responded to on average three media requests for information/comment a week and published a range of proactive press releases and media invitations
- participated in the WEA course on 'How our Island Government Works'
- supported the Islands Child Protection Committee in developing a Communications Strategy
- assisted the ICT team in communications planning for the launch of new initiatives

Schools & Education Services Division

Communications

- including the new Virtual Learning Environment and email system for school staff
- assisted with the launch of the first ever Parents' Survey
- been part of the e-Safety Group who held a successful series of public presentations and awareness events marking Safer Internet Day 2011



“Helping children and young people become effective contributors.”

Resources Division

Finance

Finance

The Finance Section ensures appropriate controls are applied to all areas of financial processing, including accounts payable, accounts receivable, and payroll.

The section comprises:

- Finance Manager
- Finance Office Supervisor
- Part-time Management Accounting Officer
- 2 x part-time Finance Assistants

What we do

The section operates a payments and recoveries system which includes:

- Payments to suppliers (Education Office and Central Services)
- Processing of payroll claims
 - o Supply staff
 - o Overtime
 - o Expenses claims

The Finance team produces financial reports and evaluation reports for:

- The Education Board
- Senior Management Team
- Headteachers/Heads of Service
- Miscellaneous budget holders

The section prepares, maintains and monitors budgets and advises and supports budget holders in:

- Schools
- Services
- Education Office staff

The Finance section ensures financial processes comply with States Financial Rules and Procedures

Actions & Activities 2010-11

During the last academic year the Finance section:

- played a significant part in monitoring and controlling the Education Budget 2011 – the Department now having kept within budget since 1991
- played a significant part in assisting all those involved with the Financial Transformation Programme in helping to identify efficiency savings
- played a significant part in the planning and preparation of the replacement for SAP – the States' computerised financial systems.
- assisted in the collation of information to help prepare the States in its move towards international accounting standards

Resources Division

Asset Management

Asset Management

This division is managed by the Assistant Director, Asset Management, and is responsible for Estates, Administration, Audit, Risk and Compliance and Health and Safety.

The Asset Management division supports the Education Department's mandated obligation to manage and safeguard public funds and other resources by:

- identifying areas of risk and seeking to implement appropriate control measures
- maintaining assets and the delivery of effective and efficient premises management across the Department's estate
- establishing and monitoring standards for the maintenance, management and disposal of assets

The division leads the development, implementation, review and monitoring of policies and procedures relating to health and safety and continues to identify and implement improvements in this area.

The responsibilities of the administration section of the division include the management of the admission of pupils and their transition between schools, including the 11+ process. It also provides support for office and corporate services and the management of the Department's headquarters.

Resources Division

Asset Management

Estates

The Estates Team provides support to all Education Department sections by ensuring the facilities used (buildings, building services, equipment, plant and land), are adequate, well maintained and altered, upgraded or refurbished to meet changing circumstances.

The Estates team consists of:

- Estates Manager
- Assistant Estates Manager
- Capital Projects Manager
- Maintenance Manager
- Mechanical & Electrical Surveyor

What we do

The team appoints contractors to maintain, service and replace building elements and ensures that an annual condition survey/maintenance plan is produced and agreed with schools.

The team also assists, supports and maintains close liaison with the Education Development Plan team with regard to the development of the estate and its maintenance.

The Estates team acts as a driver for change in respect of energy use and develops and enhances this further with appropriate monitoring and energy saving initiatives and improvements.

The team provides support to the schools/department heads, premises managers, caretakers and cleaning staff in managing and maintaining each Education property, building services, equipment and plant.

The Education Department estate comprises a property portfolio of over 105,000m² of built floor area with an insured rebuild value of approximately £350million, spread over 25 sites in Guernsey, with further sites in Alderney and Herm.

Actions & Activities 2010-11

Capital

The major areas of capital works undertaken by the Estates Team include:

- College of Further Education (Coutanchez site) – Catering Kitchen Refurbishment
- College of Further Education (Delancey Campus) – Improved disability access
- Amherst Primary – heating system replacement
- Vauvert Primary – replacement lintels, windows and rendering
- Amherst, Vauvert, and St. Martin's Primary, College of Further Education (Coutanchez site) – roofing works and insulation

Revenue

The major items of routine maintenance from the revenue budget undertaken by the Estates Team include:

- mechanical systems – including heating, cooling, swimming pool plant, ventilation, lifts and hoists
- electrical infrastructure – including distribution inspection, fire and security systems, controls, etc.
- machinery and equipment maintenance and inspection – including fire fighting equipment, gym and playground equipment, design and technology machinery, drama/stage equipment
- routine building maintenance – including windows, chimneys, lightning protection, asbestos re-inspections, etc.
- mechanical and electrical infrastructure – replacement and upgrades, including elements to support further reductions in energy consumption
- interior and exterior refurbishments and land management
- full refurbishment of classrooms and other

Resources Division

Asset Management

- school areas, including decor, carpets etc.
- management and maintenance of the extensive land and playing field areas.

Energy efficiency initiatives included the promotion of individuals' responsibilities and delivery of energy reductions through improved insulation, better controls and more energy efficient plant and equipment. This resulted in a 9.5% reduction in energy consumption between Jan and Sept 2011, when compared with the same period in 2010 (from 14,863,988kWh in 2010 down to 13,579,503Wh in 2011).

Management of Asbestos hazards included an updated policy, procedures and training programme and planned implementation of building re-surveys to update and improve on asbestos data already held. The continuation of planned and controlled asbestos removal as part of major school refurbishments, conducted under both revenue and capital programmes of work.

Health and Safety measures included extensive contribution to the production of high level policies and/or procedures for managing health and safety as well as the associated training requirements for staff. This included areas such as asbestos, working at height, managing contractors, roof safety systems, legionella, swimming pool operation, etc.

The Education Development Plan was supported by Estates team involvement in working to rectify issues and remaining defects at Le Rondin, Baubigny Schools and the Princess Royal Centre for Performing Arts and involvement in the rebuilding of Les Beaucamps High School and the major refurbishment of Les Ozouets Campus.

Resources Division

Asset Management

Education Department Administration

The Education Department's administration team works closely with Schools & Services, Human Resources, the Education Welfare Service, States maintained Schools and other States Departments. The team is responsible for a wide range of functions, including school accidents and insurance, admission and selection arrangements, the letting of school facilities for community use and the provision of transport services for off-site school activities and pupils with Special Educational Needs (SEN).

The Administration section comprises:

- Administration Manager
- Office Manager
- 2 typists
- 2 part-time receptionists
- 1 part-time administrator
- Transport Officer
- 12 drivers and 12 escorts

What we do

The core functions of Administration cover:

- risk and insurance advice and guidance
- admission and selection arrangements for pupils to department schools
- transport of SEN pupils to and from school
- transport for island school trips
- school lets for community use
- secretarial and office management services for other sections
- reception services for visitors to the Department

Actions & Activities 2010-11

Over the last academic year the Administration team:

- managed the Departments year 6 selection process (11+) to determine the destination schools for approximately 650 pupils
- planned and managed the 11+ borderline group's visit to local schools
- managed the registration of 601 Reception children into their respective schools
- revised policy and procedures for Schools Admissions, including the formation of an appeals panel
- attended various out of catchment panel meetings in respect of the requested movement of pupils within phase
- processed 223 requests by parents to take their children out of school during term time
- managed the transportation of up to 167 SEN pupils on each school day
- redeployed 2 minibuses and revised routes to satisfy an increase in demand for the transportation of SEN pupils to/from school
- planned and organised approximately 8,500 on-island school bus journeys to support curriculum delivery and other off-site activities
- liaised with the Environment Department to plan the provision of bus services for mainstream schools
- processed 1,049 school accident reports
- agreed a co-ordinated approach with the Health and Social Services Department in order to support pupils' ongoing attendance at The Croft

Resources Division

Asset Management

Risk Management

The Risk Management function addresses many of the aspects contained within section (e) of the Education Department's mandate (*To be accountable to the States for the management and safeguarding of public funds and other resources entrusted to the Department.*)

The Risk Manager has a Department-wide responsibility to oversee the identification and management of the many risks associated with running a large and diverse business. The Risk Manager provides support to all schools and services by developing, implementing and monitoring risk management strategy, policies, processes and procedures. The main aim is to identify, assess and make recommendations for the management of all threats to the achievement of the Education Department's business objectives.

The Risk Manager seeks to ensure that the Education Department's processes follow best practice and are in alignment with States corporate risk management policies and rules for Financial and Resource management. Compliance with relevant legislation including, but not limited to, education, employment and data protection is also a key objective.

Other main areas of work include:

- Data Protection registration, updates and training
- Liaison with internal/external audit functions
- Review and monitoring of financial controls
- Fixed asset registration and maintenance
- Gifts and Hospitality Register

The Risk Management function also manages and/or delivers training to staff within the Department and schools within certain key areas, such as internal audit processes and rationale, financial good practice and internal controls. It also supports the implementation of Financial Transformation projects and the management of change arising from such initiatives.

Actions & Activities 2010-11

Although the Education Department was already adhering to regulation and best practice in Finance and Resource Management, the implementation of the States Rules for Financial and Resource Management presented the Department with a number of challenges. The greatest impact of the new rules was on the Department's risk management function and the acceptance of gifts.

The Rules require a more formal approach to risk management across all aspects of the Department's operation. Embedding risk management within any organisation is not an overnight process and in this respect the Education Department is still in the early stages of adoption, although its major capital project risks have been managed to established industry standards. Risk Management policies and procedures are being drafted, training needs identified and action plans for improving the risk management process are being written.

The Department's process for the evaluation and acceptance of gifts was revised in line with the requirement to assess fully, prior to consideration of acceptance, gifts that could have ongoing financial implications for the Department. During the academic year, St Martin's school was pledged a Trim Trail and St Anne's, Alderney, a music cabin. St Martin's PTA recognised the need for the ongoing maintenance and repair of the Trim Trail and offered to meet these costs in the future and in Alderney, the parents and the Alderney Island Band agreed to meet the operational costs of the music cabin and the removal and disposal costs of the unit at the end of its operational life. Both gifts were welcomed by the Board and received grateful acceptance.

The Department is appreciative of the continuing generosity of the many other benefactors and volunteers who support all areas of the service, both financially and in other respects.

Resources Division

Asset Management

Health, Safety & Welfare

The provision of health, safety and welfare is the statutory duty of the Education Department. Equally important, it also serves to support the caring role of the employer to provide safe and appropriate workplace conditions for its employees, students, pupils, volunteers and visitors.

The Director of Education is accountable for the Department's adherence to the relevant statutory requirements and delegates responsibility for the management of each site to nominated individuals.

The Staffing Services section oversees the various aspects relating to employee welfare.

The Health and Safety Officer is tasked with ensuring that procedures and practice conform with legislation and to enable the highest possible practicable standards.

What we do

The main areas of the Health and Safety Officer's work are:

- producing and maintaining health, safety and welfare information and guidance
- promoting safe practice
- arranging appropriate training for all employees
- assisting with the learning from accidents and incidents
- working with other colleagues to raise health, safety and welfare awareness and promote and support changes in working practices
- updating best practice knowledge and skills from within Guernsey and the UK

How we do this

The Health and Safety Officer:

- provides guidance by memorandums, meetings, telephone and email on relevant health, safety and welfare issues e.g. manual handling, display screen equipment, handling chemicals, working with machinery, etc.
- manages the legislative requirement for the reporting of accidents
- helps to supervise investigations into accidents and unsafe working conditions in order to recommend remedial action
- arranges and provides employee training e.g. swimming pool supervision, first aid, fire safety,
- advises and provides generic samples for risk assessment
- attends training, conferences and seminars locally and in UK

Actions & Activities 2010-11

Key achievements were the:

- recruitment of an Outdoor Education Co-ordinator to provide support for the development and management of Outdoor Learning
- formulation of a standard template for Departmental policies
- detailed review and revision of core Health, Safety and Welfare policies and the establishment of a Health, Safety and Welfare Committee to oversee their implementation and effectiveness

Resources Division

Higher and Further Education Grants

Higher and Further Education Grants

The Grants section supports in the region of 800 students at undergraduate or postgraduate level in line with the Department's mean-tested grants policy.

The section also provides support for Open University students and full and part-time students at the College of Further Education.

The section comprises:

- Higher Education and Legal Manager
- 2 x Student Grants Officers

What we do

The Grants section processes all applications for grants and ensures the prompt payment of maintenance and tuition fees.

Additionally, it processes all qualifying applicants for Disabled Student Allowance (DSA) and interview/travel expenses claims.

The section keeps abreast of any changes to Higher Education funding in the UK and is responsible through the Higher Education Working Party and Education Board for the Department's Higher Education policy.

Staff give advice to students, parents and institutions, giving presentations to key stakeholders to inform them of the process for applying for a grant.

The section also administers field trip grants, grants for Music Centre pupils and Educational Maintenance Grants (EMG).

Actions & Activities 2010-11

During the last academic year the Grants section:

- negotiated a new basis for Island Fees together with Jersey, the Isle of Man and the UK Authorities following the change in UK fees from September 2012
- reviewed the existing student grant provision which will culminate in a report to the Assembly in 2012
- advised and supported schools, parents and students with regard to all changes in higher and further education grants available
- reviewed the maintenance and travel allowances to ensure they are sustainable and provide appropriate levels of support and implement any changes
- increased awareness among students and parents of higher and further education opportunities both on and off-Island
- improved communication with students and parents
- worked with the ICT team to exploit the use of technology and applications to improve data gathering and administration (GUESS)
- facilitated closer liaison with the Careers Service, College of Further Education and other States Departments
- facilitated closer liaison with off-Island HE providers
- monitored students' attendance and progress.
- adopted a robust approach to contain expenditure on Higher Education grants within a cash limit which has remained at the same level of £6.5million since 2006

Resources Division

Planning and Projects

Education Development Plan

Rebuilding of Les Beaucamps High School

The academic year 2010-11 was an exciting one for the redevelopment of Les Beaucamps High School. In November 2010 the States gave the final necessary budget approval giving the green light for construction to begin in December 2010.

The project forms part of Programme 1 of the Education Development Plan, which has been in place since 2003, and involves the construction of a new secondary phase school on the site just to the west of the existing Les Beaucamps High School. Full details of the background and scope of the project were presented to the States in February 2009 Billet d'État VII and subsequently in briefer detail as part of the capital prioritisation report in September 2009 Billet d'État XXIV.

The project is managed through a Project Board which operates in accordance with the guidance given in the States approved Construction Codes of Practice.

The Project Board is responsible to the Education Department, as the sponsoring Department, for the success of the project.



Actions & Activities 2010-11

The project successfully completed the three Gateway Reviews required by the States approved Construction Codes of Practice. Gateway 1 and 2 Reviews (Business Justification and Strategic Fit and Achievability) were successfully achieved earlier in 2010.

In September 2010 the third Gateway review also gave green status and the Gateway Review 3 Award Decision confirmed that the project team and their proposals were in a position to deliver the intended project in a well controlled and effective manner. The Project Board met regularly through 2010 and 2011. This Board included Deputies from the Boards of Education and Treasury and Resources as well as representatives from States Property Services and the Education Department.

Detailed design work progressed to achieve a start on site immediately following the States approval in November, 2010. Construction progressed well with

Resources Division

Planning and Projects

the site soon cleared of topsoil and piling completed on the west wing and work started on the upper levels. By May 2010 the West wing floor planks were in place and internal blockwork was nearly complete and external brickwork started. Most of the North wing ground floor slabs were in place.

In early June there was a catastrophic failure of a pre cast concrete floor slab. The failure caused some programme delays especially to the West and North blocks although these were partly mitigated by work continuing ahead of programme on the East wing ground slabs. Detailed design work with the school switched to the East and South blocks. With guidance from States Property Services and the Law Officers' Chambers, an independent engineer was appointed to review any proposed testing and quality reviews of the pre cast floor slabs.

By August 2011 all the original pre cast floor slabs had been removed and the North wing replacements were in place, the East wing steelwork was completed and floors in place and blockwork commenced. At the start of the new school year all floor planks had been installed, and virtually all steelwork completed. The furniture, fixtures and equipment design work was being progressed with the school.

Work has progressed well over the autumn. Regrettably, owing to the catastrophic failure of the pre cast floor slab, the opening date for the main school has been deferred from September 2012 to immediately after the October 2012 half term when demolition work will start on the existing school followed by the construction of the new sports block, external synthetic pitches and final landscaping to be completed early in 2014.

Les Ozouets Campus (LOC)

The project is for the re-use of the former St Peter Port Secondary School building as an interim measure pending the construction of new buildings to accommodate the College of Further Education, Youth Service, Youth Theatre, Schools Music Service and Careers Service on a single site – the Les Ozouets Campus.

The LOC project forms part of the brief given to the then Education Council by the States of Guernsey in April 2001 to deliver a new and improved College of Further Education. The overall strategy for the redevelopment of the College of Further Education and other Education Services was to consolidate existing disparate and overcrowded sites into one location. The LOC project reduces the number of sites and is a stepping stone towards that objective. The project will contribute to the release of other buildings (Longfield, Grange House and Brock Road) and will be in operation over the next 10 years, the actual duration being driven primarily by availability of funding.

Actions & Activities 2010-11

The project was at the stage of finalisation of design and development in September 2010. This work was undertaken by States Property Services on behalf of the Education Department with staff from the two departments working closely together. A great deal of work had been undertaken with potential users and others to arrive at a project that was deliverable in terms of the outline budget allocation provided for by inclusion of the project in the capital prioritisation process in 2009.

In line with States' procedures, the project was required to pass through three Gateway Reviews and report to the States of Deliberation for confirmation of funding.

Resources Division

Planning and Projects



The first Gateway Review in May 2010 enabled application to Treasury and Resources for seed funding which allowed the appointment of a Building Services Design Consultancy, and surveys to cover structure, drainage and asbestos. Further surveys were also undertaken to inform the Building Services Design Consultancy covering the electrical and mechanical condition of the existing building.

The results and implications of these surveys were reported to a Project Board which met regularly through 2010 and 2011. This Board included Deputies from the Boards of Education and Treasury and Resources as well as representatives from States Property Services and the Education Department.

In December 2010 it became clear that the Education Department would be unable to vacate Brock Road by September 2011 owing to the need to run College courses without disruption for a complete academic year. Urgent negotiations were undertaken with the Housing Department to move non-College users from the Brock Road site as early as possible in 2012. As a consequence, the design and development was altered to allow sectional completion of the project with section one operational from January 2012 and section two operational from September 2012.

Enabling works to remediate asbestos and ensure that the buildings were wind and water tight were started in January 2011 using existing funds from the Education Development Plan capital allocation. The asbestos remediation works were undertaken in January 2011 with other external works put out to tender and a contract awarded in April, 2011.

Gateway Two was achieved in February 2011 after further work on design and development allied to likely costs and a provisional budget. The internal refurbishment work contract was put out to tender and a preferred contractor nominated by April 2011. At the same time a report was prepared for submission to the July meeting of the States of Deliberation. Gateway Three was achieved in April 2011 confirming that the project was ready to progress through the States with the preferred contractor as nominated.

The States of Deliberation voted the necessary funds to confirm that the project could progress in July 2011. This meant that Charles Le Quesne were able to mobilise and begin work on site in August 2011. This work has progressed well over the autumn and section one is now nearing completion with the Youth Service due to become operational on site in January 2012. Section two should achieve practical completion in 2012 to allow operation of the refurbished facilities from September 2012.



Resources Division

Information & Communication Technology (ICT)

ICT

The ICT Team works closely with Schools and Education Services to:

- facilitate teaching and learning
- contribute to school improvement
- manage data and data reporting

The ICT Section Team comprises:

- Head of ICT
- 1 Financial Analyst
- 1 Service Development Manager and 1 Technical Support, Security, Procurement and Logistics officer
- 1 Project and Business Systems Manager and 2 Project Business Systems Analysts
- 1 Management Information Systems (MIS) Coordinator

What we do

The ICT section is responsible for:

- reviewing, developing and implementing the Department's ICT strategy
- supporting schools in planning for, and optimising the use of, ICT for learning and administration
- providing professional development services to enable ICT to be fully exploited throughout the service
- providing ICT infrastructure and services for learning, and for the administration of the Department and schools.

For the Department and Services as a whole, the Education Department believes that ICT should support its operation and management to achieve its vision for learners through:

- providing fit for purpose tools to support business processes

- enabling informed management of its services
- ensuring compatibility and/or integration where appropriate

The Department will improve the efficiency and effectiveness of service delivery by:

- providing access to appropriate systems, information and processes
- improving communication
- promoting standardisation of processes and improvement in data quality
- supporting the review and streamlining of the Department's administrative and decision-making processes
- improving staff capability and development through appropriate use of ICT facilities

Actions & Activities 2010-11

Over the last academic year the ICT Section has:

- replaced the Virtual Learning Environment (VLE) used by the Schools and Services for over 9,000 users to be able to operate in an anytime anywhere learning model. This was a significant project that came in on time and within budget. Teaching and learning resources from the previous VLE have been migrated and the VLE has been integrated with other products to facilitate single sign on. The platform will be developed to meet the changing needs of the curriculum
- replaced the email and calendaring solution for school staff conforming to corporate standards in support of improving collaboration across the States
- developed an ICT model for the new school build at Les Beaucamps High
- initiated a 1:1 device to pupil ratio in a pilot environment at Les Beaucamps High School to trial the impact of enhanced technology on

Resources Division

Information & Communication Technology (ICT)

- curriculum delivery and attainment
- continued rationalisation of printers across the schools to the corporate standard to reduce costs, lower carbon footprint, improve efficiencies and lay the foundations for the deployment of a Pull Print solution
- replaced failing telephony equipment in some schools with the centralised corporate solution and carried out initial planning for the telephony and ICT solution for the new Les Ozouets Campus
- implemented revised ICT Section staff roles to focus on service delivery and enabling and supporting development projects for Schools and Services. ICT Section staff have developed ICT and project management competencies, service delivery contract management, stakeholder engagement, financial management and clarified roles and responsibilities in line with corporate standards
- maintained and monitored affordability with the ICT 5-year rolling financial plan aligned to the Education Department ICT Strategy in order to support curriculum delivery
- developed the formal project management governance and service delivery governance involving the Primary and Secondary User Groups and the Education Forum that is represented on the Department's eLearning Steering Group
- developed the management and oversight of our managed services providers in support of the Education users
- outsourced to the Network Managed Service provider 3rd Party support on a range of activities such as installation of equipment
- negotiated a flexible bandwidth provision with the provider to meet the growing demand in schools
- completed a comprehensive audit of software and hardware across the Education estate in order to plan the efficient use of resources on an ongoing basis
- initiated a rolling replacement of end of life projectors, re-deployment of wireless access equipment in schools with lower cost of ownership solutions
- developed a proposal for a Wireless controller to introduce intelligent access management across what is the largest wireless network in the Island
- carried out a strategic review of video conferencing needs in Education including a solution to the Video conferencing needs of St Anne's School in Alderney
- refined the Education Department ICT Security Policies to align with the Corporate Directives
- provisioned training and support to schools and department users in the use of business systems and the analysis and interpretation of data in support of school improvement and pupil attainment
- actively participated in and provided support for FTP projects including a new Wider Area Network, SAP and a new corporate ICT model
- provided technological solutions for schools in support of new curriculum initiatives for Controlled Assessments and DiDa qualifications



“Creating opportunities for everyone to develop their learning.”

Schools

Secondary and Post-16

Baubigny Schools – St. Sampson's High School

St Sampson's High School opened as a brand new school in September 2008 and the school is equipped with excellent teaching and recreational facilities. The facilities include a Sports' Hall, separate gym, climbing wall, all-weather pitch, hard court, two football pitches and a six-lane swimming pool. The students appreciate having space and comfort, as well as facilities appropriate for the 21st century and the opportunity to work in close collaboration with our collocated school, Le Murier, which is a secondary special school catering for students with a wide range of needs.

St Sampson's High currently has 776 students in Years 7 to 11 and they follow the National Curriculum (Guernsey). All students study English, mathematics and science throughout their schooling, in addition to RS, citizenship and PE. At the beginning of Year 10, they choose three options from a wide range of academic and vocational subjects and many of them also follow a link-course at the College of Further Education, which can lead to additional qualifications. All students are placed in mixed ability tutor groups of approximately 24 students on entry to the School and, wherever possible, they remain with the same tutor for the whole of their time at St Sampson's. This enables both the student and the tutor to form a close working relationship, where the overall welfare and progress of the student can be closely monitored and the student can be fully supported and encouraged.

The School is building on relationships with parents and there is an active and effective Parent Teacher Association. They support the school at Parents Evenings and fund raising events such as the hugely popular talent competition "Search for a Star" and bingo and quiz evenings. The School also has links with local industry, businesses and community



groups, which help enhance the experience of the students and we have a wide ranging and innovative work experience programme.

There are many extra curricular activities with lots of opportunities for students to develop their sporting prowess, musical talents and artistic skills in particular. In addition, the students have a well-developed sense of community responsibility and the school raises a great deal of money for charity, last year over £10,000. In doing so students took part in an 11 mile West Coast Walk, participated in a School Charities Day, took part in the Swimathon, worked with Le Murier on The Everest Challenge and held cake sales and organised a fun day at school.

The School is very proud of its students' achievements, whether they be academic, sporting, cultural or within the community. We are striving to enable the students who attend St Sampson's High to become confident and independent young adults who are fully prepared and equipped to take on the challenges of further education or the workplace.

Schools

Secondary and Post-16

Baubigny Schools – Le Murier School

The recent Validation Report stated that:

“Le Murier demonstrates considerable strengths in promoting students’ all-round personal development and the learning of certain groups of students, notably those with more complex needs. Its success in these areas is founded upon the excellent relationships and trust it enjoys with the students, the impressive quality of its care and transition arrangements, its engaging and stimulating curriculum and good teaching. This enables students to make progress in their personal development and become confident and respectful towards each other, the adults who work with them and visitors to the school.”

Residential experiences are an important element of the curriculum and are key to developing independence, positive attitudes and social skills. These are self-funded and once again this year, our major fund raising event, The Everest Challenge, was very successful, raising nearly £18,000 enabling successful residential to take place in school, on island, as well as on Lihou, Jersey, Wales and France! A group of our Year 11 students successfully completed their Duke Of Edinburgh Expedition in Alderney and a group of former students proudly received their Bronze Award from the Lt Governor in a ceremony at Government House.



Le Murier students enjoy collaborative events taking place each term with students from St Sampson’s High School.

Highlights this year have included the Happy Puzzle Maths Day with students from both schools working together on a variety of Maths-based problem solving activities. Other successes included World Maths Day, Science Week and the Search for a Star Talent Competition.

Every year, most Seniors undertake Job Quest, a programme spread over two weeks, which encompasses each stage of finding a job culminating in ‘real’ interviews with local employers. It gives our students invaluable experience as the Validators stated in their recent report. As a result, a local employer reports that they ‘always take students from Le Murier because they know they will be ready for work.’

Another group of Seniors was involved in the Young Enterprise initiative and successfully learnt how to run a business and work effectively as a team.

Whilst much of their learning is done in the classroom, the students also experience a range of physical and practical activities both in school and around the Island. Students from the Sensory and Communication group enjoyed the Art project where they produced wonderfully tactile, hot air balloons which were proudly displayed at the annual Eisteddfod exhibition at Beau Sejour.

All of our students enjoy regular opportunities to raise funds for other worthwhile causes. This year hundreds of pounds have been donated through events such as Red Nose Day, Purple Pinkie Day, Specsavers Shades Day and the Swimathon.

Conservation and horticulture feature significantly in Le Murier and this year we were very proud to be awarded the 21st Anniversary Special Conservation Award. The School received a beautiful trophy and a cheque for £500 for the project to develop a wild flower meadow in the field behind the sports pitches.

Much of the produce grown through different horticultural activities is used in cookery lessons, which again figure prominently in our curriculum. Year 9 student groups entered and won the National Special Schools Active Kids Get Cooking Award and two of our students, Damien and Shannon went to London to receive the award.

Schools

Secondary and Post-16

College of Further Education

Over the past eight years the principal objective of the College strategy has been to widen and increase post-16 participation and further develop the curriculum offer. The College continues with these objectives and last year saw further growth in provision.

Full-time student enrolments have risen from 243 in 2001 to 392 in 2010, an increase of just over 60%.

Over the previous years the College has broadened the range of subjects on offer and has introduced courses, both full-time and part-time, in new subject areas such as Sports Development, Media Production and Performing Arts.

There has also been development in the range of levels of courses offered by the College. There are now many more options at Entry Level and Level 1 than previously offered. These include courses for full-time students in Information Communications Technology, Administration and Secretarial as well as Hospitality and Catering and Performing Arts.

The College has this year introduced a level 2 course in Creative Studies for September 2011. This will be a collaboration between three areas: Media, Performing Arts and Art & Design.

Provision of HE courses has been extended with the introduction of the HNC in Health which has now enrolled its second cohort. There has also been a second cohort of the BSc in Construction Management and Architectural Technology.

This course completed in June 2011 and the students attended the graduation ceremony at St George's Cathedral in July. HNCs are also being offered in Fine Art, Graphics and Construction.

The College has continued to work with its partners such as the Child Youth and Community Tribunal, the Social Security Department, the Institute of Health Studies, the Guernsey Training Agency, Policy Council

Learning and Development Section and the Prison. There are also links with charities including Communicate and the Guernsey Adult Literacy Project.

Finance

The Financial Services Authority (FSA) recently published its Retail Development Review which has identified the need for financial advisors to improve their qualifications to a minimum level 4. In the UK advisors without the level 4 qualification will not be able to offer advice as from January 2013. Following a meeting with the Chief Executive of the Chartered Institute for Securities and Investments (CISI), it was agreed that the College would offer the CISI level 4 diploma which will satisfy the needs of the Retail Development Review. Although the FSA ruling does not apply in Guernsey, several finance houses have confirmed that they would wish their staff to achieve the qualification. College staff have undergone training to be able to offer the diploma as from the beginning of 2012.

States Registered Apprenticeship Scheme

The States Registered Apprenticeship Scheme continues to enrol approximately 400 apprentices each year with 100 new learners joining the scheme annually. The retention rate is in the region of 90%.

The 2011 Apprentice of the Year competition attracted 20 nominations. This year the event was held at the Princess Royal Centre for Performing Arts in a different format from previous years. There were two joint winners of the award – Antoinette Martin, an architectural technician, and Richard Moore, a stonemason.

The Skills Strategy document has recognized the importance of the Apprenticeship Scheme and has made a proposal that the scheme be widened.

Artist in Residence Programme

Earlier in the year, the College, working with the Photography Festival and sponsors, HSBC, arranged

Continued overleaf >

Schools

Secondary and Post-16

a one week residency with a visiting photographer. The theme for the week was pin-hole photography.

Mark Woodhead from the National Portrait Gallery also carried out a residency. He worked with students on a highly successful project designing and creating prints from copper plates.

Princess Royal Centre for Performing Arts

In February, College students performed a one-act adaptation of 'The Women of Troy' and a devised piece based on 'Requiem for Ground Zero'. Both productions were very well received and a short version of the Requiem was used as the basis of a discussion with employers at the Education Business Forum conference, which was hosted at the Centre later in the year.

The students also produced a dance show and an end-of-year musical entitled 'Showstoppers'

The centre was used to stage the Hair Show and the Media Show; both events being extremely successful.

The National Theatre Live productions continue to be popular, attracting good audiences, and the

Centre has been heavily booked throughout the year for theatre and dance events as well as conferences and seminars.

Citizenship

Over the past few years there has been an increase in the number of students enrolling on the course, English for Speakers of Other Languages. The students come from a variety of different countries including Russia, China, Nigeria and South Africa. As a consequence, the College is now acting on behalf of the Bailiff's Office and is administering citizenship tests. Anyone wishing to apply for citizenship must first take this test which is very similar to the UK test. Approximately 50 people per year have taken the test since it was introduced in 2006.

Guild of Guernsey Guides

Some years ago, on behalf of the then Tourist Board, the College ran a series of courses for local people wishing to become walking guides. The courses were at three different levels; bronze, silver and gold, and many islanders completed the different grades.

After the changes in government, implemented a few years ago, the courses were no longer required. However, several people were still interested in either qualifying as guides or in upgrading their bronze qualification to silver or gold.

Earlier in the year the Principal met with representatives of the guides and officers from the Culture and Leisure and Commerce and Employment departments to discuss how best to re-introduce the courses. Consequently it was agreed that the guides would create a formal entity to represent themselves, known as the Guild of Guernsey Guides. Working with the College the Guild has designed a course which will enable local people to become qualified guides. So far there have been two courses resulting in 18 people achieving the bronze award. Next September there will be the opportunity to study for the silver award.



Schools

Secondary and Post-16

La Mare de Carteret High School

Our students participate in a wide variety of activities both within curriculum time but also in extra curricular activities.

To help settle the new Year 7 into life at La Mare, the students were invited to a sleepover held in the library. The girls spent Friday 9th October busily involved in a full programme of literacy based activities and finally settling down for the night to enjoy the film 'Night at the Museum'. The sleepover was a great success with the boys enjoying their exciting night in the library the following week.

Students at La Mare are excellent at raising money for charity. We have had many events over the school year in which our students have fully participated. The school year kicked off with the Swimathon and was quickly followed by Big Kids Day and close on the heels we had Children in Need.

The most successful money raising event last year was the West Coast walk organised by Mr Sinkinson where the whole school walked the length of the west coast raising an incredible £13,000.

Our highlights include the spectacular performances directed by Mr Dodd and assisted by the school orchestra. The most recent performance was the entertaining Wizard of Oz – the cast and crew put in many hours after school and weekends. Our students also took part in the Shakespeare for Schools performance again this year and many took part in our Talent Show.

The Isle of Learning was our first Curriculum Reform Project which took place over two school days and a weekend and involved all of Year 7. The aim was to create four fictional islands and give the students a different experience of learning, promoting personal learning and thinking skills.

The success of Isle of Learning led the way for the first of our study weeks where each year group took



on a different cross – curricular focus. Each focus was designed to challenge the students, build confidence and promote independent learning.

Our students also excelled at Youth Speaks proving to be confident orators.

The sporting calendar has proved a platform for many of our students to excel, notable events being the Island Schools Cross Country. La Mare provided the largest team on the Island, and in contrast our Basketball team, although very small, remains unbeaten. Our footballers made the final of the Sigma Cup, losing out to Elizabeth College after a brave challenge.

Years 7 and 8 enjoyed a night away on Lihou Island, where a variety of confidence building activities were organised by Mrs Windham.

La Mare took over Rue Mainguy completely on May 13th during which the SEAL team organised a day where the whole of Year 7 became castaways. They took part in a series of activities designed to challenge them, encourage team work and independent learning. Year 9 took part in the Army Challenge and did extremely well taking away the majority of awards including the overall Trophy.

The year ended with a very successful activities week, a huge array of activities on offer from surfing, cycling, kayaking, and tennis, all sorts of craft and art opportunities to even creating your own rocket.

Schools

Secondary and Post-16

Les Beaucamps High School

The last academic year will go down as a seminal year in the school's history. In the November of 2010 we finally received the go ahead from the States to begin work on the new building and work duly commenced in early December. Despite some setbacks in the building programme the school is well underway and on schedule to open in the Autumn of 2012.

During the year, staff and students have been considering a new logo for the school and, latterly, a new, more formal uniform which, we believe, has the support of the majority of our students and their parents. We are mindful that the move into a new building is an opportunity to make some changes in the way we work. We have put in process a shorter KS3 and a fuller KS4 curriculum as well as exploring whether the provision of an individual netbook computer for students will really enhance what we mean by independent learning. Currently, all students in Year 8 have a netbook computer which they are able to use both in school and at home.

Innovative curriculum work in a course directed by Mr Belford in Years 7/8, which we call L@B, has also captured the imagination of staff and students and acts as a good preparation for KS4 courses. When we move into the new building it will be a real leap forward in the way we work and the opportunities we can offer our students to enjoy their learning in an exciting environment.



In the May of 2011 we were pleased to host a follow up visit from the Validation Team who inspected the

school in 2009. In that report the inspection said: "Students are well taught. Good relationships are a hallmark of lessons and a strong platform for teaching and learning. The range of activities in classrooms contributes very well to students' enjoyment of their work and their all-round development. Staff plan work carefully so that students of all abilities can do well. They rise above the limitations posed by cramped accommodation and successfully help students to build key skills and prepare well for the next stage of education and their future working lives."

The Validators recognised the huge agenda we have set ourselves and have commented that they are confident we can achieve our goals.

Perhaps the most ambitious event of the year was the challenge set by the L@B team to Year 8 students to set up a market garden in the quadrangle of the school and to sell and organise the produce in a Summer Fayre. It was no small feat to wheelbarrow in tons of soil and to construct raised beds for the growing of a variety of vegetables. The plants prospered and the home grown produce was displayed and sold on a glorious summer's day in July. Students served homemade muffin and cream teas and there were sideshows and bouncy castles – all organised by the students themselves.

On the sports field it was most definitely one of our highest achieving years for some time. The Year 9 boys secured a football league win for Les Beaucamps High for the first time in 12 years! Not to be outdone the Year 9 girls' netball team took the league and comfortably won the Island Netball tournament too. The combined Year 9/10 team took the winner's trophy in the Netball Tournament. Our rugby and softball teams also performed well.

Two entertaining plays, notably the musical 'Hairspray,' performed in the Spring Term and a one off staging of Twelfth Night for the Shakespeare Schools' Festival, were both memorable events.

Schools

Secondary and Post-16

The Grammar School & Sixth Form Centre

The academic year September 2010 to July 2011 has been an extremely busy and fruitful year for the Grammar School & Sixth Form Centre. It is quite breathtaking when you list the achievements of our students and look at the school calendar which catalogues the number of events that have occurred over the past year. Our students are a credit to the school and the community and we are extremely proud of them. There could not have been a prouder moment than when we watched a large cast of students, across the age range of the school, perform We Will Rock You to sell-out audiences over four nights in February 2011. Yet again we celebrate the achievement of our talented musicians whose performances in the Eisteddfod and at our Spring Concert and Carol Services were outstanding.

As a school we are very proud of our whole school ethos and the way we work together as a whole school community. When a school is successful, it is because everybody within the school community plays their part. We are very grateful for the support we get from parents in sharing the responsibility to educate our students. The staff at the Grammar School and Sixth Form Centre work incredibly hard to make sure they provide an excellent education for all students enabling them to enjoy and achieve high levels of learning. They also provide a great number of enjoyable and exciting extra curricular opportunities that enable our students to achieve success, grow and develop. The staff at our school are truly professional and always willing to give so much more to our students. Thank you to all our teachers and support staff.

During the calendar year students went on: language trips to Caen in France and Sigüenza in Spain; a history trip to Berlin; sixth form university trips to Lancaster University; a trip to the northern universities and a trip to the southern universities;

Project Week trips went to Herm, London, Brittany and the Ardeche; a skiing trip to Cervinia and A Level Geography students went to South Wales.



Teachers provided students with a range of opportunities to get involved with, which included: the Psychology Crime Conference for A Level students, P.A.L.S. the Peer Assisted Learning Support programme, the Maths Challenge, Science Week, Culture Week, The Afghan Connection, the Extended Study Project, Rotary Young Chef, CGI Technology Challenge, the Institute of Directors Conference, Management Shadowing, the Rotary Youth Speaks Competition, Duke of Edinburgh Award at Bronze, Silver and Gold level and many more...

During this calendar year we have implemented our school improvement Action Plan in response to our latest inspection. In October 2010 the school went through a VSSE inspection. We had a tremendously successful inspection report. The judgements

Continued overleaf >

Schools

Secondary and Post-16

reached showed us to be excellent or well developed in all eight areas of the inspection, scoring 1 (excellent) or 2 (well developed) in all areas on a 1-5 point scale. We were also delighted that the inspection team had few areas to target for development and that the areas they identified were already identified in our own school improvement plans before the inspection. This clearly indicates that our self-review framework is accurate and effective.

We are continually developing our curriculum throughout the school. Over the last two years we have been preparing for the introduction of the post-16 International Baccalaureate Diploma (IB) which will offer a broader academic curriculum to run alongside our A Level courses. The IB will be on offer for September 2012

Congratulations to our 18 students and one member of staff who took part in the Islands Games in July 2011 and achieved fantastic levels of success. We are delighted to report that we had the greatest number of participants from any one school from the competing islands and the highest number of medals from any one school. Well done to all the students and of course their coaches.

In August 2011 we received our excellent GCSE and A level examination results. 'A' Level results were yet again very impressive with an overall pass rate of 99.4% which is exceptionally high for the range of academic ability we take into the sixth form. GCSE results were the best ever at the top grades with 61% of all grades being A*/A grades.

The students and teachers have always found ways to support those less privileged. We continue to raise money to support our twinned schools in Rwanda and Afghanistan. In November our school community raised £7,400 for Children in Need. This was more than double our previous best. Our Head of PE, Mr Legg, had challenged the school to raise 100 x his age of 60 (£6000). Our students and staff always rise to the challenge. In June 2011 our Year 12 students

organised our annual Charities Day and raised £2,068 for Water Aid, Help for Heroes and Teenage Cancer Trust.

At the end of the year we saw a record number of teachers leaving the school. We therefore had a long period of recruitment. We work hard to recruit the best possible teachers from the island and further afield. In July 2011 we saw the retirement of three long serving members of staff. Mr Spoelstra, our Head of Environmental Studies had been with the school for 22 years, Mr Jeffery, ex Head of Chemistry and our Examinations Officer gave 30 years' service to the school. Mr Sebire, our senior Deputy Headteacher, gave an incredible 34 years' service to the school and has been an outstanding member of the Senior Management Team.

A special thank you goes to the PTA who yet again gave us great service throughout the year and raised an impressive amount of money that has been spent on facilities and equipment for our students. The school would not be able to fund the purchase of such specialised pieces of equipment for our students from our delegated funds. Their next project is to raise enough money to fund the redevelopment of our Library and Learning Resources Area. They recently handed over a cheque for £10,000 for phase 1 of our library refurbishment.



Schools

All Age

St. Anne's School, Alderney

St Anne's is the only school in the Bailiwick which is not only all age, from 4-16, but is all ability, too, with the whole range of learners attending. School meets their needs well and the achievements of pupils and students are remarkable for such a small and unique island community.

During the past couple of years, young people in St Anne's School have been involved in the Duke of Edinburgh's Award, achieving at both Bronze and Silver levels and going on to Gold as they leave. They have undertaken the European Computer Driving License in large numbers and some are working on the Advanced ECDL (a level 3 course). They have won art and photography competitions; they have been involved in the Rotary Young Chef competition; they have helped to plant trees in the biggest tree-planting project in the Channel Islands – over 6,000 of them (trees, not learners!).

In addition to this, our academic results for 2010/11 compare most favourably. Our attainment at Key Stages 1 through to 3 is excellent, with results which out-perform Bailiwick averages at nearly every level and curriculum area. Our GCSE results are good, with 69% of passes being at C or above and 56% of students attaining 5+A*-C including English and Maths.

We aim to put on a school show every two years, which involves young actors, singers and dancers from a wide range of ages, typically from 9 to 16. The last two productions have been 'Grease' and 'Bugsy Malone' and they are genuinely community enterprises. We have recently entered the Guernsey One Act Play Festival and have performed there three times.

The school's curriculum has developed too, and now includes drama and music in Key Stage 2 and 3 and photography in Key Stage 4 to GCSE. Core subjects

are taught largely in a 'stage-not-age' fashion and this is opening the achievement door for all learners. Our learners with special needs benefit from a robust support system which includes targeted literacy and numeracy support from a dedicated team of learning support staff.

Leaving Alderney on school visits is not only very desirable, but very beneficial. It is sadly also very expensive. We have, however, ensured that all students and pupils have an opportunity to go on four trips during their time here: once in Year 2 to Jersey Zoo; in Year 6 to Guernsey; in Year 8 to Calshot Activities' Centre and in Year 10 to work experience in Guernsey. School raises money for these activities which supplements the generosity of the local community and parents' funding.



We are a small, tightly-knit school, embedded in and firmly linked with the community of Alderney. 'Unique learning in a place that cares' is our proud boast and we believe that St Anne's School's small size offers enormous opportunities for everyone involved. Our guiding principles derive from our belief in the value of this size as a positive benefit for the pupils, staff, parents and community of Alderney; barriers to learning are reduced. We aim for all to learn effectively, achieve positively and progress steadily at all times.

Schools

Primary

Amherst Primary School

“Every Child, Every Chance, Every day”

We are very proud that our school is a caring and special place where children grow, learn and flourish. Amherst children are always encouraged, often challenged and undoubtedly supported to be the best that they can be.

At Amherst we aim to nurture and develop:

- successful Learners who will achieve in many fields and excel in some
- confident and motivated learners who are willing to meet a challenge.
- happy and secure children who can contribute effectively to both the school and the wider community
- responsible and caring citizens who have a well developed sense of right and wrong and the conscience to make the right choice

At Amherst we work hard to ensure that all children's needs are met and are always striving to raise standards. In the last year we have been focusing on:



Reading: We are delighted to have support for the 3rd year from KPMG. Each Wednesday afternoon staff from KMPG come into school to support reading in Key Stage 1. The staff, who have been trained by our teachers, hear the

children read in a calm and quiet space, free from interruptions. This has had a significant impact on helping us to raise standards in reading. We also are working in partnership with Investec Bank and have introduced an initiative to support reluctant boy readers in Key Stage 2. Male staff from Investec come into school each Tuesday and read with a group

of boys to help to foster positive attitudes to Reading.

Writing: The Big Write was introduced in January 2011. This focuses on improving children's writing through focused activities on vocabulary, punctuation, openers and connectives. Children are given talk homework to help them prepare for an extended piece of writing which takes place each Friday. The children really look forward to their Big Write and we are seeing a real improvement in the quality and richness of their writing.

Maths: Maths Passports and Caterpillar Targets have been introduced to help children develop basic number skills. Parent's calculation meetings were held in November to help parents support their child in developing maths confidence and competence. Maths packs for parents have been purchased by families and are making a real difference, helping parents to support their child's maths development.

In a bid to develop children's independence and creativity an Enterprise Day was held in November. The children were challenged with making the most profit from a £30 class budget. The children had to design, market and sell goods with all of the profits going to Bridge 2 Sri Lanka/Bridge2Haiti. The event was a sell out with £491 being raised. The children relished the opportunity to promote and sell their products.

Amherst Primary were Channel Island champions in the St John's Ambulance Junior First Aid Competition and represented the Islands in the National Finals held at The Natural History Museum, London in July. The team was a credit to both the Island and to Amherst.

Children from Year 4 took part in a photography workshop entitled Identity as part of the Guernsey Photography Festival. The children were so inspired by their experience that they entered their photos in the Island competition. We are extremely proud that Amherst Primary was the winning school!

Schools

Primary

Castel Primary School

According to research conducted by Peter Girard, a former Headteacher of the school, Castel School, in various buildings, has been in existence for at least three centuries and probably for longer than that. Its current incarnation is a 326 strong Primary School, with our eyes very much to the future whilst not forgetting our past and the community we serve. Academically we have had a mixed year. We have very strong Early Years Foundation Stage and Key Stage 1 results that bode well for the future.

Our Key Stage 2 results were lower than in previous years, but as predicted based upon the ability of the cohort. Future forecasts indicate that this is an anomalous year, with results returning to their usual level in future years.



We have recently introduced layered targets to focus on the key skills, such as punctuation and times tables, that underpin the development in English and maths. We have also introduced a new timetable and structure to parents evenings which allows children's progress to be measured and reported back to parents twice a year and then discussed at parents evening. We are currently reviewing and changing our Key Stage 1 Curriculum to ensure that it best meets the academic and social needs of our youngest children, providing them with the best start in their educational life.

The introduction of our creative curriculum has allowed the children to embed their learning into real life situations and then share this learning with

their parents. This has been developed into our skills based curriculum which ensures that all children are provided with the skills and knowledge they need to become successful learners and meet the needs of the 21st century.

The school also feels it has an important role in helping to model how children behave and interact within society. Staff recently visited schools in Jersey to look at these dispositions and see how they can be developed and enhanced.

The school takes a leading role in outdoor learning. We currently have three orienteering courses, a traversing wall, two trim trails, a nature reserve and a developing programme of outdoor activities that we are very proud of. We also provide opportunities for children to climb, sea swim and attend a residential week in England, thanks to the dedication and work of the staff in the school.

Sport also plays a major part in the school with children from Year 2 and upward provided with opportunities to take part in football, tag-rugby, athletics, cricket, squash, netball and hockey. Many of these sports are offered as after school activities provided by our dedicated staff. As current netball champions and one of the four schools representing Guernsey against Jersey in football this year, it is clear this provides opportunities to excel and experience sport at the highest level possible in Guernsey. The arts also play their part. We have had a school choir for three years and last year, for the first time, we had a music concert that celebrated the school's singing talents and instrumental talents. All year groups were represented at the Eisteddfod in the Art Exhibition.

Community remains an important part of the school. Activities this year included tree planting; raising funds for the hedgehog sanctuary and Help a Guernsey Child; carol singing at two residential homes and raising money to support the education of orphan children in Tanzania.

Schools

Primary

Forest Primary School

The Forest School has enjoyed another very successful year, both in the school itself and in the community. The highlight was definitely the creative curriculum projects, with the infants wowing everyone with their exploration of the rainforests; the lower juniors spending half a term delving into the mysteries of a Caribbean Island and the upper juniors putting themselves in the Dragon's Den on their way to developing their enterprise projects. The children had a truly memorable learning experience culminating in high quality presentations in front of their parents. The profits from the upper junior companies were given to their favourite charities. The school also supported Children in Need, the Teenage Cancer Trust and our twin school in Kenya.



We continue to involve the children in high quality musical and drama productions, including the Harvest Presentation, the Christmas Carol Services and, this year, the very corny Pirates of the Curry Bean.

The choir went busking in Town and on to a number of residential homes. They also entertained travellers at the airport and sang at Revd. Linda Le Vasseur's latest book launch. Not content with this, many also took part in the Eisteddfod, with poems in English, French or Guernsey-French. We enjoyed particular success in the French and Guernsey-French. The school also entered an eye-catching display in the Art Eisteddfod.

Further success came when we won the Insurance Corporation Conservation Award for our school garden and this continued with success in Britain

in Bloom. All this stemmed from the introduction of a gardening club, which is responsible for the wonderful array of plants and vegetables we see around the school. We introduced the cookery club, which filled the school with delicious smells of home-cooked food and the art club, which gave the children an opportunity to explore a range of two and three dimensional work outside the usual curriculum.

Yet more success came on the athletics track, when we won both of the 'small schools' trophies. The football team pulled out all the stops and was one of the teams which represented Guernsey against Jersey.

The children from Year 6 went on their annual camp to the north of the Island. 'It's just like being in another country!' Year 5 enjoyed their annual trip to Chateau Beaumont, in France.

Closer to home, Wes Magee, the children's author, held a writing workshop for a group of high performing pupils. Meanwhile, the high ability mathematicians attended a Maths Master Class on code breaking. This group now has its own club, the Mathemagicians. The school also introduced extra intervention groups giving some children an extra boost in specific aspects of mathematics or literacy. The Reception children have benefitted from the improved resourcing of their outdoor area and we look forward to its completion, shortly. In Year 1, the children are working with a programme of continuous provision, further supporting the transition from Reception to Year 1.

We like to dress up, from our favourite storybook characters during Book Week, through to the Victorian Day in Year 5 and Decades Day in Year 6. In both of the latter cases, the children were transported back to the appropriate period in history. The classrooms were suitably decorated and the activities, discipline and food were typical of the period under study. It made for some interesting observations from the children.

Schools

Primary

Hautes Capelles Primary School

Our development plan for the year focused on ensuring that all of the children were making good progress across the school in the key aspects of reading, writing and numeracy. This has been built upon in the new academic year with a revision of the timetable to enable the children to focus on their key skill development supported by layered targets that address common areas for development for the children, for example punctuation in writing.

We developed our curriculum to develop the children's independent skills and to increase their enjoyment of learning. Our Focus Weeks, based on a cohesive curriculum, were a highlight of the year. The children were able to develop their independent research skills and problem solving through a range of activities. We produced books and celebrated the Royal Wedding. On the lead up to Liberation Day we celebrated Guernsey traditions and heritage through visits around the Island to produce tourist information. We learnt traditional dance, and were inspired by local artists and held an afternoon tea for the community.

As a community in school, the children have raised over £2,000 for good causes. They participated in the Wildlife Walk and World Aid Walk and for both of these the school won trophies for being the highest fund raisers. The children also supported Red Nose Day, Big Kids Day, the Tumaini Fund, RNLI and the Red Cross following the earthquake in Japan.



The Eisteddfod festival is a cornerstone of our artistic calendar. All of our Year 5 children participated in the choral speaking category where one class excelled bringing home the cup for most points in that category. In addition, a large number of our children performed individually either through school or their out of school activities. Our choir performed to an excellent standard not only at Eisteddfod but also to residential homes at Christmas and at all our school events. The junior children have had the opportunity to participate in a wide range of sports and tournaments including tag rugby, cricket, netball, football, athletics, triathlon and swimming tournaments. We hold the trophies for 5 a-side football B team, Year 5 cricket and girls cricket and we were the runners up in the Channel Islands Football tournament which was a personal highlight for the boys involved.

A large number of our Year 6 and Year 5 pupils have devoted time to supporting the younger children in school through being reading buddies or blue band monitors during Infant lunchtimes. Many of the younger children have made great progress in their reading due, in part, to the support they have received from their older friends.

The school councillors have played an active part in the school's development this year, developing rules for the playground, ordering new equipment and making suggestions about their curriculum and the way in which they are taught. This dialogue is ongoing as we work together to ensure the children meet the aims of the Guernsey Curriculum.

Schools

Primary

La Mare de Carteret Primary School

2011 has been an action packed year of fun and learning at La Mare Primary School. Our school has focussed on making teaching and learning much more exciting and engaging for our pupils, by taking a creative approach and ensuring that pupils learn as much as possible through first hand experiences, exploring the natural learning resources our beautiful Island has to offer, along with the many excellent museums and places of interest.

At the beginning of the Spring Term, Reception, Year 1 and Year 2 classes had an exciting trip to the beach where they saw a diver emerge from the sea with a special message in a bottle for them from beneath the waves. This was the beginning of an exciting term-long shared topic, Under The Sea, with classrooms transformed into magical undersea worlds and the arrival of a big yellow submarine!

The topic created lots of opportunities for writing across a range of genres, reading and research to develop knowledge and understanding of ecological issues, marine life, tides, weather and the sea/beach as a habitat.

Year 3 pupils designed and built a school garden where they could grow their own food. The pupils learned a lot through visiting local garden centres and a vinery. They learned about organic growing and eco friendly gardening methods and learned how plants grow and change and what is needed to sustain growth. There was a bumper crop in the summer of strawberries, tomatoes, potatoes, radishes, onions and lettuce. The harvest was ready in time for 'Healthy Week', when pupils made healthy sandwiches with produce they grew themselves.

Our team of maypole dancers worked hard practising their dance routines to get the steps exactly right. The team danced at Blanchelande home for the elderly and gave an excellent performance which was

very much appreciated by the residents. They also danced before a bigger audience at the Viaer Marchi on 4th July.

Year 5 had a wonderful four days in France, packed with activities. They visited a French school, a theme park, a marina, a zoo and a hypermarket.

Year 6 pupils had an amazing time camping at Portelet for four days. Year 6 also made their own episode of Dr Who based on time travel back to the Victorian era. The project incorporated subjects such as history, drama, ICT and literacy.

The pupils at La Mare de Carteret Primary have taken part in many charity fundraising events. As well as helping others less fortunate, these events play an important role in raising awareness and increasing knowledge about a number of issues affecting people both here in Guernsey and across the wider world.



The children had an amazing Liberation Day! Following an informative assembly presented by year 5 pupils about everyday life in World War Two, the whole school went outside to eat a 'wartime' picnic lunch. After lunch, 7 WW2 military vehicles drove into our school

playground. The children got to explore these, first hand, by climbing into the driving seat, turning wheels and pressing buttons.

Pupils had the opportunity to develop and exhibit their acting, singing and musical skills in our Summer and Christmas concerts. The junior concert started with a medley of festive tunes from Year 4 who have been learning to play the trumpet and the African drums as part of Guernsey Music Service Wider Opportunities Scheme.

Schools

Primary

La Houquette Primary School

Our recent Validation report commends our harmonious community where the children work and play happily together and show considerable kindness towards others. La Houquette is a happy place to be.

Our children enjoy their learning and contribute enthusiastically. We have an excellent range of enrichment activities which cater for children's interests in sport, music, dance, gardening and local heritage, with members of the local community teaching Guernsey-French, bell ringing and lace making. We are proud of our children who run clubs for others and include our youngest children. Our children are keen to be healthy and environmentally friendly. We have almost a third of our children coming to school by bus and almost all took part in Walk to School Week in October. Our walking buses grew as the week progressed until we had over 70 children walking together. A great start to the day!



Our current curriculum focus is on the development of children's skills for learning and for life, and after considering various models we decided to invent our own! With the encouragement and support of two educationalists from Sheffield Hallam University, we designed our school Smart Skills. Our three skill sets are 'Self Management' concerned with resourcefulness, resilience and perseverance, 'Social Skills' concerned with empathy, active listening, negotiation and compromise and 'Thinking Skills' for problem solving and higher order thinking. These provide teachers and learners with the concepts and language to identify personal capabilities, teach

them, and talk about them. They sit comfortably with the Early Years Foundation Stage Curriculum and so are relevant to all our children at various levels of sophistication.

The children have embraced Smart Skills and can confidently talk about the skills they are using in their learning activities and evaluate their own successes. Our current focus is on developing the Thinking Skill set, particularly in relation to scientific investigation and mathematical problem solving, which will help us raise standards for all children, including our most able.

Our standards of English are rising, however, we believe we should do more to raise standards of writing. Consequently we have introduced Literacy Workshops for children from Year 2 to Year 6 to develop the aspects of writing which our data analysis shows are holding children back. Three times a week, for 15 minutes, the children are taught in mixed aged groups in which they participate enthusiastically. Our handwriting initiative, also designed to raise standards in writing, has been an outstanding success. Our youngest children learn a cursive script right from the start and throughout the school the children take great pride in the presentation of their work. The big incentive is to be awarded a 'pen licence' in assembly and to be recognised as a pen-writer.

Our children enjoy working in mixed aged groups. The potential for this was seen in our Environment Week last summer when the children worked in four all-age groups, the older children working with and caring for the younger. Throughout the week we exploited our rich outdoor environment to combine the curriculum and Smart Skills to provide rich first-hand experiential learning in literacy, science, art, mathematics, physical and health education, personal and social skills. Thankfully the sun shone all week and our unique gun pit provided the perfect venue for an open air celebration assembly which brought the week to a close.

Schools

Primary

Le Rondin School

Le Rondin is a progressive, forward thinking, purpose-built Special Primary School and Centre catering for pupils (aged 3-11 yrs) from across the Island, with a wide range of learning difficulties. The school provides a happy, welcoming and stimulating environment which is safe, supportive and accessible for all, where everyone is valued and treated with respect.

At Le Rondin we aim to provide a bespoke curriculum tuned to the needs of individual pupils, enabling them to become confident individuals, successful learners, responsible citizens and effective contributors. The quality of the curriculum has been significantly improved since the introduction and development of the International Primary Curriculum (IPC) which has been used as a framework to further develop learning through the use of meaningful topics. The Validation Report (June 2010) states that "teaching is well aligned to all aims of the Bailiwick Curriculum and is a major reason why pupils make such good progress academically and personally. The Curriculum allows skills to develop in a progressive way and this enables pupils to make good progress in their learning."

One of the many strengths of our curriculum is the wide range of enrichment activities that are offered to pupils in order to enable them to thrive in their personal development.

During the last academic year the Le Rondin community has celebrated a number of significant achievements, including winning first place in the Island Eisteddfod with its choir, winning prizes for our school from the 'Wash and Squash' campaign and sending a group of pupils to London where they were finalists in the Sainsbury's Get Active Cookery Competition.

Our pupils are regular participants in local competitions and initiatives such as St John's First Aid, growing plants and flowers to support Floral Forest and entering pictures in the Guernsey Photographic Competition.

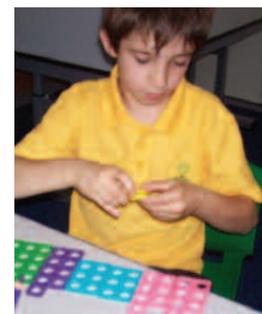
We have the support of local organisations that allow our pupils to take part in activities such as Rotary Guernsey's 'Kids Day Out' to Herm, an adventure holiday at the Calvert Trust in Devon, sailing on the Polly Agatha and taking part in the Specsavers Youth Games.

In addition to benefitting from the generosity of local charities and fundraisers, such as Jenson Button, Only Fools and Donkeys and Rothschilds' Bank, the pupils themselves work hard to support and fundraise for others. We sent over 50 shoeboxes to the Rotary Appeal, raised money for SENSE through taking part in the national Drummathon and support the annual Poppy Appeal, Red Nose Day and Children In Need with great enthusiasm. The pupils thoroughly enjoyed their involvement when decorating Ron the Donkey to raise funds for the Guernsey Adult Literacy Project. He can now be seen in our reception area.

We pride ourselves in being a fully inclusive community where everyone is celebrated for the contribution they make.

Throughout 2010-2011 we had a number of initiatives introduced in order to raise standards within the school further. We had outlined the need to provide further opportunities to develop numeracy and ICT across the school. We held a

maths week which was greatly enjoyed by pupils and staff alike, with number trails and maths challenges being organised. This was so successful that it has now become part of our annual events. Our major development in ICT was through the creation of a 'Discovery Room'; following significant levels of training for staff, learners now have extended opportunities to further personalise and enrich their learning experiences.



Schools

Primary

Notre Dame du Rosaire Roman Catholic Primary School

The children came back to the new school year in September 2010 to find our Year 1 and 2 classrooms completely remodelled with an area to provide continuous provision and rooms kitted out with new carpets and furniture. In the junior department we were hoping to have the leaks in the roof repaired. Investigations showed that this could not be done without replacing the entire roof and the work was duly completed in time for the new term. As the school receives no States' funding for these improvements the infants ran a sponsored "marathon" completing enough circuits of our playground to make 26.2 miles!

The highlight for the whole Catholic Church in September was the visit of Pope Benedict to England. We were fortunate to be able to send a small group to "The Big Assembly" in Twickenham and everyone else was able to follow online. The Holy Father's challenge, "to be the saints of the 21st Century" sets the context for our daily lives. The visit marked the start of the Year of Catholic Education which we celebrated through until Advent 2011.

Another achievement in the Autumn term was that we were awarded once again the National Healthy School Status, achieving the required standards in emotional health and well-being, personal, social and health education, healthy eating and physical activities.

We were delighted that the Schools' Music Service was able to include our children in its Wider Opportunities Programme. This meant that every Year 4 pupil had the chance to play two musical instruments. We have also been able to offer a very wide range of extra curricular activities during the year. These range from our regular gardening club through to many sporting opportunities including junior choir, football, netball, rugby, fencing, athletics and fitkids clubs for the infants. We also had some notable sporting successes. The girls finished third



overall in their football tournament and our tag rugby team brought home the Plate Trophy from the annual tournament.

In the summer all our junior children had a residential experience. Years 3 and 4 each have a night in Lihou, Year 5 joined with St Mary and St Michael School to travel to France and Year 6 camped in Herm for a week.

A very successful year came to a close with a sad farewell to two teachers, Mrs Helen Foxen and Mrs Sue Le Heron, who between them have given sixty years' experience to the school.

In June 2011 the school was visited by a validation team as part of the Guernsey Validated School Self-Evaluation (VSSE). We are delighted with the outcome of this inspection. The opening paragraphs of the report highlight first and foremost that our Catholic values are apparent in all aspects of (our) life and work. The report noted our children's excellent behaviour, positive attitudes and the marked kindness that they show to each other. It was also pleasing to read that our own Self-Evaluation report was deemed to be very accurate and "the school's track record and sense of direction indicate that it has a good capacity for sustained improvement."

Schools

Primary

St. Andrew's Primary School

'All Different, All Special'

At St Andrew's Primary we aim to create a vibrant and dynamic school community where everyone is valued, differences are celebrated and everyone is nurtured but also challenged in order to become a successful learner, a confident individual, a responsible citizen and an effective contributor.

Roaming with dinosaurs, helping a Victorian street child or marching with a Roman Army were just some of the exciting and innovative experiences our pupils enjoyed last year, as we revised the curriculum. With the aim of raising standards of achievement for all our pupils, we developed a 'Creative Curriculum' approach to enhance learning and teaching. This has provided all of our children with an effective curriculum which not only develops mathematical and literacy skills but also links learning across the curriculum in a meaningful and purposeful way.

Each class teacher plans a different theme each term ensuring full coverage of the curriculum. The children are "hooked" into their learning in an exciting way, in order to enthuse them and to capture their interest, for example, a mystery box containing a fossil arrived in Year 2. Each theme also has a closing activity, an opportunity to celebrate, share and evaluate learning, for example, Year 5 wrote, produced and performed a play for their parents. This creative approach to the curriculum, the use of initial "hooks" and final outcomes not only gives learning real meaning and purpose but has also supported the raising of standards of attainment in numeracy and literacy across the school and has provided many opportunities for all of our children to use and apply a wide range of cross curricular key skills.

In March 2011 we were inspected. The Validators recognised many strengths in the school, including the way we teach our children to become responsible

citizens, "Pupils show considerable respect towards each other, which demonstrates their excellent progress in developing as responsible citizens." This was exemplified when Nigel Clarke, of Queux Patio and Ann Wragg, of Little Bedells Group, helped us to create an eco-garden. The no-dig garden was transformed by the whole school community and the children were able to sell their produce to parents and carers during the summer term.



Once again, we were proud to gain a Gold Award for all our efforts with Britain in Bloom and we were thrilled to receive a visit from Alys Fowler who was able to give us some advice and tips for future success in the garden!

Throughout the year, our children showed their consideration not only for each other but also for those out in the wider community, both locally and also further afield. The children supported Loud Tie Day, Children In Need and Comic Relief, while School Council continued to support Fair Trade by running their weekly Fair Trade tuck shop.

Our links in the community continued in the summer term when we held our annual "University Week". Having been able to select from 14 different courses on offer, the week enabled all our children to learn new skills, ranging from local history to zoology and photography to sugar craft. Parents, carers and members of the community shared their knowledge and expertise and all of our children graduated and were presented with their 'degree certificates', at the end of the week.

Schools

Primary

St. Martin's Primary School

We are a successful happy, primary school and we aim to give our children the best possible start in life. The school is at the heart of St Martin's parish and enjoys excellent support from parents and the local community. We offer a broad curriculum that promotes creativity and independent learning. Learning activities are personalised to meet the needs of the individual child. In May 2011 the school received a mini inspection or 'validation' as part of the follow up process to our full inspection or 'VSSE' held in September 2009. The school and Education Department received a letter from the lead inspector awarding the school the top grade for progress since the last visit. We deliver challenging, carefully planned lessons in literacy and numeracy. We ability group or set the children for these lessons to ensure we meet the needs of all pupils. To keep learning fresh and exciting we also ensure we provide variety and enrichment activities throughout the year. These include themed weeks and days such as 'Work Out Week', Chinese New Year and 'Guernsey Week'.

We are keen to promote a creative approach to learning. For instance learning in geography means that traditional maps work and labelling parts of the rain cycle are complemented with much more active learning experiences. Year 3 teachers surprised everyone by asking for our rubbish for their topic on India. It turned out that each class was to spend the day re-enacting life in modern India – life in the city, the village – and the slums (hence the request for our 'clean' rubbish). The excitement in the classes was tangible and their understanding of a developing country truly enhanced.

Year 6 children mounted a spectacular 'Great Exhibition' as a way of sharing their learning with family and friends. They packed the hall and their classrooms with exhibitions and presentations about the Victorians.

Our PTA has a high profile and provides excellent activities for families as well as strengthening communication between home and school. This year our PTA is raising funds to create a trim trail and an all weather pathway around the school field.

To develop confident individuals we ensure a wide range of opportunities to perform in front of an audience; for instance St Martin's school 'rocked' when we put on a spectacular panto-style production – Cinderella Rockerfella.

We were incredibly proud to learn that all 5 of the trophies awarded in the literacy section of the Eisteddfod had been won by St Martin's pupils.

St Martins had a fantastic outing at Footes Lane last summer. Children in Year 3 to 6 competed against the other schools on the Island at sprinting, hurdles, relay and shuttle races. Our school did incredibly well placing in the first 2 or 3 for virtually every race. We came home with a hoard of medals and were the overall winners of the lower junior and upper junior relays.



A real community effort led to the planting of over 180 trees in our woodland area. This woodland won the Island Conservation Award in 2010. We plan to improve our school grounds further with a paved area and sensory garden.

Teaching and learning at St Martin's aims to be both active and engaging. To aid this approach, the whole staff have received two days training in 'Kagan' co-operative learning.

The impact of this has been very positive, as the inspectors stated in their report: "This has been a highly successful initiative and a well-judged extension to the school's practice of ensuring that pupils are engaged in lessons and take an active and creative part in their own learning."

Schools

Primary

St. Mary & St. Michael Roman Catholic Primary School

“Learning together as we follow in the footsteps of Christ”

Our Mission Statement truly reflects our daily life at St Mary and St Michael: it permeates every aspect of our school life. Staff and pupils work and pray together: learning together whilst always keeping Christ at the centre; the heart of our school.

The infants had a busy and productive year. The highlight of the year saw all the infant classes working together three afternoons a week on their topic from outer space.

It all began with a newsflash – there had been an alien sighting at Delancey Park. The infants rushed up to find a message from a lost alien. He gave us some challenges which involved the infants researching our solar system, composing space music, drawing space pictures, using computers to send emails to our alien and finding out more about the history of space travel. The topic finished with us designing a space craft for our alien to get back home, making a CD of his time here on earth and finally a party with space food to say goodbye to him. It was such a powerful learning experience.

Another highly notable occasion was the visit from our Pope, Benedict to the UK: what a highlight. The atmosphere at Strawberry Hill was amazing with so many other Catholic children singing and praying together and then, most importantly, listening to the Holy Father. His words are still with us ‘To live life to the full’ and we continue to work on understanding and spreading his words which were so personal to Catholic children.

This year’s topics in the Junior Department included Natural Disasters, Journeys, Tribes and Flight. Children were given a greater amount of say on their own learning by choosing avenues to explore

while still meeting the key objectives for the subjects being taught. Children enjoyed the more flexible approach to lessons and our higher achievers were given greater opportunities to stretch their learning. The whole Junior Department combined in studying Fairtrade and Guernsey as a sustainable island. Children created animations, worked on 2D and 3D art and presented two short one-act plays. Parents were invited to the presentations and comments received were very positive. The great majority of children enjoyed the more creative take on the curriculum and felt that they had been given greater independence in their own learning.



The Key Stage 2 playground was made more interactive with the installation of a custom made climbing frame. After concerted efforts at fund raising, the PTFA asked children of the school for their wishes in improving the playground facilities and after campaigning and voting, the present choice was selected. The climbing frame was opened by the Minister of Education, Carol Steere and blessed by our school Chaplain, Father Stan. The children have thoroughly enjoyed this latest addition, playing on the frame during all their playtimes.

Schools

Primary

Vauvert Primary School

Pupils and staff at Vauvert have had another busy but successful year. The curriculum has developed with greater use of cross-curricular themes involving study in many subject areas and a greater use of enquiry based learning. For example our Year 3 and 4 “Explorers” project successfully incorporated work in most subject areas, involved children in group work and individual assignments culminating in an epic final presentation to a large audience of parents. Successful projects on the Chinese New Year, the Royal Wedding and Castles enthralled our Key Stage 1 children and the Reservoir and French Cafe for our older pupils.

Literature and the Arts are vitally important to education and we have had authors visit, perform and hold workshops to develop our children’s understanding and skills. Wes Magee entertained our children with his poetry and then helped them to write their own in a Spring Term visit.

Performance skills build confidence and we have once again this year provided numerous opportunities for this including our Key Stage 1 Christmas Concert, an Easter Concert for our choirs and musicians and the Key Stage 2 show “Pirates of the Currybean”. Each term our Year 4 children perform a concert building on lessons given by our staff following the Guernsey Music Service’s “Wider Opportunities Scheme”. Our own staff now provide the djembé and recorder tuition.

We are proud of our efforts to support those less fortunate than ourselves. This year we raised almost £3000 for LEPR (enough to cure more than 120 sufferers) as well as raising awareness of this terrible illness amongst our school community. Our choirs visited Summerland Nursing Home, The Mind Centre, Russells Day Centre and Browhill to sing carols at Christmas to appreciative audiences.

Personal development, the building of confidence and a sense of duty and responsibility are a high priority and many of our activities contribute to this. Our extended educational visits; Year 5 camping in Herm and our Year 6 “French Exchange” with pupils and families of the École St. Exupey in Parthenay were important Summer events. Our pupils develop these qualities through being given responsibilities in school, as prefects, school councillors or recycling monitors, and through curriculum events such as our Year 2 Recycling Project.

Our curriculum includes many additional activities and this year children have flocked to after school activities as diverse as learning guitar and writing a school newspaper. They have participated in sporting events and competitions from football to athletics and received coaching from expert staff from Vauvert and the Guernsey Sports Commission.

Eisteddfod 2011 – Many of our children took part with success in categories ranging from miniature gardens to poetry. Our Guernsey-French team performed brilliantly winning their choral speaking class. Vauvert, once again, had the largest group of competitors. Although not widely spoken these days it is an important part of island heritage and we are pleased that our children respond so well to it.

The partnership with parents is extremely important and through the hard work of a small but dedicated group of parents our PTA arranged successful fundraisers and social events for adults and children.



Schools

Primary

Vale Junior School

The staff team at Vale Junior has been working hard on reviewing and revising the curriculum in the school over the past 15 months. They used the Bailiwick Curriculum as the foundation for children to be able to gain success when learning, contributing effectively to a range of aspects in the school through good communication and being a considerate team member, approaching each task with confidence, including self-awareness through healthy choices and shared values, as well as taking individual and group responsibility for the good of the school and the wider community.

While the National Curriculum is still the document that guides us with the taught curriculum, teachers have re-planned units of work, sometimes across subjects, to provide a more coherent way of teaching the skills and concepts under such titles as Inspired by the Sea, Meet the Greeks, A Tour of India and A Taste of Italy. A more creative approach has enabled the pupils to investigate interests of their own within the topic, as well as tasks prepared by their teacher. A significant number of changes have also been made in mathematics and physical education; teachers working closely with external advisers to re-plan units of the curriculum.

Away from the taught curriculum, the school continues to support many aspects of the Guernsey Eisteddfod entering choral groups in Guernsey-French and winning the Curtis Cup in verse speaking. Having a unit attached to the school for pupils who have hearing difficulties has brought many benefits to the school, including children and teachers learning to sign and inclusion for those pupils with hearing impairment. A group from the school also took part in Sign to Sing at the Princess Royal Centre for the Performing Arts.

Early in the Autumn term several members of 201 Squadron, Guernsey's own, visited the school and

helped the children understand what their various roles were on the Nimrod aircraft. The Lieutenant Governor Sir Fabian and Lady Malbon visited the school in November. They saw all of the children at work and enjoyed the early preparations for the Year 3 signing nativity The Shining, Signing Star.

To enrich drama, language, literacy and to encourage the children, authors Wes Magee, Shoo Rayner and Paul Dowdswell read stories and poems to the pupils and the Play-on-Words theatre group held workshops relating to each year group's history topic.



Many of our upper junior children took part in the biennial Youth Games, enjoying learning a new sport and competing for their parish or district against others in early June. There was great delight as the Vale parish won the competition trophy. Three of our pupils represented the Island at football and four at athletics. Several children have had individual sporting success when swimming and in badminton.

The children along with their parents are extremely generous when supporting the needs of others. During the year many families took part in the World Aid Walk, the Rocque to Rock Cycle Ride; supported Aid for Rwanda, the Leprosy Mission as well as Help a Guernsey Child. The school also bought a Shelterbox which eventually found its way to Kenya where the contents are helping two families.

The school has provided the children with greater enjoyment when learning and a host of extra-curricular opportunities, including sport, music and performance this year. The staff will continue to work hard and provide even more next year.

Schools

Primary

St. Sampson's Infant School

This year at St Sampson's Infant School began with the usual Super Learning Book Week which included visits by an author, Simon James, dressing up day and visits to the library.

During November the school was successful for the third time in being validated and achieving the criteria to be awarded the National Healthy School status. To achieve this award we provided evidence to support emotional wellbeing, PSHE, healthy eating and physical activity. Some of the activities include the staff and children all enjoying a daily five minutes of aerobic activities called Fitness 5. The school raised money through a sponsored read in book week to buy tables for some of the children to use at lunchtime to make the eating experience at lunchtime more enjoyable.

We have been continuing to develop our creative curriculum and in January a magic carpet arrived at our school from Australia which enabled the children to move back in time and to learn about famous people and toys from the past and to visit different countries in the world. Dressing up days, eating food from different countries and a visit to see the local Press fully engaged and challenged the children's learning. The topic concluded with a visit from Edgar the Explorer to collect his carpet. Other creative initiatives during the year included painting week, celebrating the Royal Wedding and an environmental week.

The school was visited by two validators in March for the Validated Self Review who endorsed our Report on Evaluation and Planning Review and agreed with our targets to move the school forward. These included children's targets which have been introduced for reading and writing and layered targets in numeracy which help the children know what they need to do in order to improve their learning. The staff have been using data from their teacher assessments to see which children need



support to reach their potential. A short structured reading time at the beginning of the school day is being developed in Key Stage 1 to allow the children the opportunity to complete focussed reading tasks.

The school has continued its strong community links with Jubilee House by sending birthday cards to the clients, giving harvest boxes and visiting to sing carols at Christmas. We visit St Sampson's Church at Christmas and participate in the Education Sunday service. We enjoyed a concert visit from St Sampson's High School orchestra and value our links with the College of Further Education. We continue our transition programmes with the Vale Infant and Junior Schools and our feeder pre-schools. The weekly nursery is enjoyed by children who will be attending our school.

Our PTA has continued its support in the life of the school by organising events to enjoy and raise money to provide a trim trail for the playground. The parents at St Sampson's Infants continue to fully support the school by attending school functions, coming to the weekly parent's assemblies and helping in school.

Schools

Primary

Vale Infant School

Vale Infants' has a supportive and friendly ethos where every child is valued as an individual and their needs met. Our aim is to develop the whole child, providing opportunities within the school day to achieve their true potential. We also offer a wide range of clubs and activities.

Our pupils' learning journey with us starts in our Foundation Stage department where the children enjoy a play based curriculum. The end of Early Years Foundation Stage results are above the island average and our strong team of dedicated professionals are at the forefront of education initiatives.



Parents are kept fully informed in the home/school diary each week and in half-termly newsletters about what their child is learning. Parents and grandparents are also

invited to special assemblies and open afternoons such as the 'Space Party' where each child welcomed a member of their family to explain what they had learnt and to share the exciting space food they had made.

Our Key Stage 1 children also hold special events for parents such as the 'African' Afternoon and the invitation to see the Dinosaur Museum. In addition to our current facilities a new outside classroom is being developed that will support the teaching and learning in science, design and technology and art and design – this will be developed in 2012. Our conservation area provides excellent opportunities for the children to observe wildlife. Our bird cam annually enables us to see the life cycle of a blue tit, the images of which are networked into school.

The school welcomes a range of visitors to enhance the curriculum and inspire our pupils. This year we

were lucky to have local artist Rob Sweeney come into school to work with our Year 1 pupils on seascapes. Whenever possible authors, poets and theatre companies are invited into school as they provide exciting experiences for our pupils.

Our parish and Island have a rich and stimulating environment and we use off-site visits to provide first-hand learning opportunities for our pupils. Different year groups visit Candie Museum, Victor Hugo's house and sail on the Model Yacht Pond. Our pupils learn about their island home and compare life here to other places in the world. They learn to be responsible citizens and have an active role in looking after their immediate environment. Recycling takes place at lunchtime when our pupils sort out their waste and recycle as much as possible. We compost fruit and vegetable waste along with teabags from the staffroom! Our staff and pupils have all worked hard over the years to enable us to be an eco-friendly school.

We support our local community and we visit the residents of Maison Maritaine at Christmas to sing. We also give Christmas and birthday cards and invite the residents to join us in St Paul's to see our annual performance of the Christmas story along with the Year 3 pupils from our Junior School. Each year the school supports as many charities as it can with each term focusing on one local, one UK and one world charity.

Finally we must celebrate the successes of our Parent Teacher Association who have raised funds for our school by organising exciting events for our community which include the Christmas and Summer Fayres, a school disco, a movie night for children and a quiz night for parents. Their greatest success to date was a project shared with the Junior School to purchase and install an amazing climbing structure which provides a challenge for our Infant and Junior pupils.



“Releasing potential in people to make the most of themselves.”

Bailiwick KS2 assessment data and individual school progress and attainment data

School and Education Services Key Performance Indicators for 2011

Schools are primarily concerned that all learners reach their full potential and make good progress throughout their years at school. As well as achievement in tests and examinations, the progress and well being of all young people are also important factors. Schools report regularly to parents on the progress of their learners. The key performance indicators found in the following pages are one of many indicators of performance that schools achieve.

The cohort size varies from year to year and between schools of different sizes and one pupil can make a big difference in the final percentages. For example, at St Anne's School, one pupil counted for 5.26% in 2011, whereas one pupil at St Martin's Primary counts for 1.2%.

The data in this report includes performance at the end of Key Stage 2 or Primary School Education and at the end of Key Stage 4 or Secondary Education and Post 16 at the end of Key Stage 5, when learners take external examinations.

Key Performance Indicators – Primary Schools Bailiwick – End of Key Stage 2 Attainment Tables

Key Stage 2 covers the age range from 7-11 years and the school year groups of years 3-6.

Teacher assessment

In Guernsey, unlike England, the Standard Assessment Tests (SATs) have not been taken in Guernsey since 2006. The assessment of Primary School children is undertaken by experienced teachers based on their extensive knowledge of their pupils' everyday work rather than on a single test result.

To ensure that assessment is rigorous and standardised from teacher to teacher and across schools, teachers meet together with external moderators and compare/moderate their judgements.

Results in reading, writing and maths across all island schools are moderated on a rolling programme from one year to the next.

Year Group Title	Age of pupils	Key Stage Title	Expected level of attainment
Year 3 to 6	7–11	Key Stage 2	Level 4 or above
Year 9/10 –11	14–16	Key Stage 4	GCSE Grades A*– G
Year 12/13	16–19	Key Stage 5	A Level or BTEC Diploma Grades A*– E

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% of Bailiwick pupils achieving Level 4 or above in English, Maths and Science in 2011 at the end of Key Stage 2

The expected level of attainment for a pupil to reach at the end of Key Stage 2 is Level 4 or above. These results are based on teacher assessment not on test results as in England.

	2009	2010	2011
English	76%	70%	67%
Mathematics	75%	71%	71%
Science	82%	77%	79%

Three Year Rolling Averages

Each year group of children has different strengths, weaknesses and abilities so comparison from year to year is difficult. Further detail is explained on the individual school tables.

The three year rolling average allows these differences to be assimilated more clearly and a pattern of achievement to be tracked over a period of time.

The average % of pupils achieving Level 4 or above at the end of Key Stage over the last three years is shown below:

% of pupils achieving Level 4 or above at the end of Key Stage over the last 3 years	
English	70%
Mathematics	72%

Progress Measures

Two levels of progress across Key Stage 2

This progress measure tracks pupil progress across their Primary years. The progress measure indicates the percentage of pupils who make two broad National Curriculum levels of progress (or more) from the end of Key Stage 1 (Year 2) to the end of Key Stage 2 (Year 6). i.e. the percentage of children who progress from Levels 1 to 3, 2 to 4 or 3 to 5, from the end of Year 2 to the end of Year 6.

% of pupils achieving 2 levels of progress across Key Stage 2	
English	78%
Mathematics	80%

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Amherst Primary School

Results – Attainment (End of Key Stage 2 – Year 6)	Amherst Primary	Bailiwick Average
% Level 4+ English 2010 – 2011	48%	67%
% Level 4+ Maths 2010 – 2011	52%	71%
% Level 4+ Science 2010 – 2011	74%	79%
3 Year Rolling Average: % Level 4+ English (2009–2011)		70%
3 Year Rolling Average: % Level 4+ Maths (2009–2011)		72%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English 2011	71%	78%
% 2 Levels of progress Maths 2011	38%	80%
1 pupil/student at this school is equal to 2.12%		

Commentary on Results

Although our Key Stage 2 English attainment is below The Bailiwick average, our progress data shows that the majority of pupils; 71% made the expected 2 levels of progress from Year 2 to Year 6. Analysis of the overall English score shows that 90% of pupils made 2 levels of progress in reading and 67% of children made 2 levels of progress in writing. This is a direct result of the targeted work we have done in reading and writing in the last 3 years. The implementation of phonics teaching across the school and the introduction of the 'Big Write' have had a significant impact on children's progress. Our progress data in maths (38%) does not reflect the levels seen in previous years. This is demonstrated in the table below. It is pleasing to note that this year's predicted progress is considerably higher and reflects the work that has been completed so far to raise attainment and progress in maths.

2009 = 64% 2010 = 74% 2011 = 38% 2012(projected) = 88%

Next Steps for Amherst Primary School

We are committed to raising standards in maths and had already identified maths as a key area for development. As a result of this we have a detailed action plan in place. This includes:

- Revised maths planning
- Additional maths set in Year 3
- Maths Intervention groups
- Maths targets for every child
- Parent Workshops
- Working with the Maths Advisers

We will continue to build on the successes we have achieved in raising standards in reading and writing with an additional focus on speaking and listening. This will include:

- The development of 'Talk Homework' throughout the school
- Improved procedures for the assessment of speaking and listening

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Castel Primary School

Results – Attainment (End of Key Stage 2 – Year 6)	Castel Primary	Bailiwick Average
% Level 4+ English 2010 – 2011	61%	67%
% Level 4+ Maths 2010 – 2011	66%	71%
% Level 4+ Science 2010 – 2011	77%	79%
3 Year Rolling Average: % Level 4+ English (2009–2011)		70%
3 Year Rolling Average: % Level 4+ Maths (2009–2011)		72%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English 2011	73%	78%
% 2 Levels of progress Maths 2011	76%	80%
1 pupil/student at this school is equal to 1.78%		

Commentary on Results

Our Key Stage 2 results were lower than in previous years, our five year school rolling averages being 75% (English) and 78% (maths) including this year's results. These results were as predicted and based upon the profile of the cohort. Whilst having a healthy number of high achievers in this cohort, there was also a higher than average number of children on the Special Educational Needs Register (25%). This represented one third of the entire schools special educational needs. The school split this group into three classes to accommodate their varying educational needs. Forecasts indicate that this is an anomalous year, with results returning to their usual level in future years.

Next Steps for Castel Primary School

- Twice yearly progress meetings with parents, where progress data is shared prior to meetings
- Termly target setting in English and maths shared with parents and worked on at school and home
- Focussed intervention based on children's progress
- Spelling and handwriting policy revised and new schemes to be introduced

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Forest Primary School

Results – Attainment (End of Key Stage 2 – Year 6)	Forest Primary	Bailiwick Average
% Level 4+ English 2010 – 2011	89%	67%
% Level 4+ Maths 2010 – 2011	85%	71%
% Level 4+ Science 2010 – 2011	93%	79%
3 Year Rolling Average: % Level 4+ English (2009–2011)		70%
3 Year Rolling Average: % Level 4+ Maths (2009–2011)		72%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English 2011	96%	78%
% 2 Levels of progress Maths 2011	83%	80%
1 pupil/student at this school is equal to 3.70%		

Commentary on Results

The nature of every cohort is different and the school is acutely aware of the need to monitor these differences and apply suitable intervention strategies. These strategies are monitored to ensure that the school is continuously looking to raise its standards.

English: The results for English are very pleasing with the children achieving above our forecast. The school attained well above the Bailiwick average. It is worth noting that 96% showed two levels of progress, as this demonstrates the success of our special needs programme in Key Stage 2.

Mathematics: The results for mathematics are also pleasing with the children achieving as forecast. The school attained well above the Bailiwick average at level 4+ and in achieving 2 levels of progress.

Science: The science results are very pleasing with the children achieving above our forecast. The school attained well above the Bailiwick average. The school has a secure programme for the teaching of science.

Next Steps for Forest Primary School

- The role of the teaching assistant in Key Stage 2 is focused on strategic intervention. Individuals and small groups are being targeted with support to raise standards in aspects of English and mathematics
- High ability mathematicians are being provided with more opportunities to develop their talent in a 'Mathemagician' group
- More opportunities are being provided to enhance the skills of high ability writers, including using visiting authors to guide writing
- The 'Big Write' programme has been implemented in Key Stage 2 and this will be evaluated at the end of the year

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Hautes Capelles Primary School

Results – Attainment (End of Key Stage 2 – Year 6)	Hautes Capelles	Bailiwick Average
% Level 4+ English 2010 – 2011	58%	67%
% Level 4+ Maths 2010 – 2011	65%	71%
% Level 4+ Science 2010 – 2011	71%	79%
3 Year Rolling Average: % Level 4+ English (2009–2011)		70%
3 Year Rolling Average: % Level 4+ Maths (2009–2011)		72%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English 2011	74%	78%
% 2 Levels of progress Maths 2011	84%	80%
1 pupil/student at this school is equal to 1.21%		

Commentary on Results

In maths 84% of our children made two levels of progress which was above the Bailiwick average. In English 74% of our pupils made the expected two levels of progress which is in line with the Bailiwick average.

Our three year rolling average indicates that 70% of our pupils attained Level 4 for English and maths. However, attainment at the end of KS2 was lower in 2011, which was due to cohort specific factors. 12% of this Year group were identified with special educational needs at School Action Plus which had a significant impact on overall levels.

Level 4 science attainment was higher at 71% which was good for this cohort of children.

Next Steps for Hautes Capelles Primary School

- Additional curriculum time for English
- Layered curriculum targets in English and maths
- Ensure the children know their targets and are able to use them to make further progress
- Focus groups to provide additional teaching and learning in small groups for reading
- Support teacher assessment through further training

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La Houquette Primary School		
Results – Attainment (End of Key Stage 2 – Year 6)	La Houquette	Bailiwick Average
% Level 4+ English 2010 – 2011	84%	67%
% Level 4+ Maths 2010 – 2011	80%	71%
% Level 4+ Science 2010 – 2011	88%	79%
3 Year Rolling Average: % Level 4+ English (2009–2011)		70%
3 Year Rolling Average: % Level 4+ Maths (2009–2011)		72%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English 2011	90%	78%
% 2 Levels of progress Maths 2011	88%	80%
1 pupil/student at this school is equal to 1.96%		
Commentary on Results		
<p>In English we have seen an incremental rise in standards over the past three years. At 84% standards of English were higher than the Bailiwick average. The attainment of this cohort was very much as expected with scores that met the targets set from their Key Stage 1 attainment. Consequently the children made good progress over Key Stage 2. While standards of both reading and writing are consistently above the Bailiwick average our standards of reading have been stronger than writing. We are now addressing children's phonic and handwriting development and their skills at word and sentence level throughout the school. In mathematics the children's attainment was better than predicted. This exceeded the targets set at the end of Key Stage 1 by 10%, indicating accelerated progress over Key Stage 2. Standards of mathematics were higher than in the previous two years and higher than the Bailiwick average. Teaching and learning in science are enhanced by our rich outdoor environment and supported by our 'Smart Skills' development. With children's enjoyment of science we have seen an incremental rise in standards over the past three years. Attainment at level 4 and above is consistently higher than the Bailiwick average.</p>		
Next Steps for La Houquette Primary School		
<ul style="list-style-type: none">• Accelerate the progress of children in Years R and 1• Improve children's understanding and use of phonics• Establish a cursive handwriting script throughout the school• Improve children's writing skills at word and sentence level• Increase challenge for children at higher levels• Set targets for individuals and groups throughout the school• Monitor progress towards targets more frequently and rigorously• Further develop the 'Thinking Set of Smart Skills', especially in mathematics and science• Maintain standards of reading• Continue to prioritise investment in the development of teachers' skills		

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La Mare de Carteret Primary School

Results – Attainment (End of Key Stage 2 – Year 6)	Le Mare de Carteret	Bailiwick Average
% Level 4+ English 2010 – 2011	63%	67%
% Level 4+ Maths 2010 – 2011	44%	71%
% Level 4+ Science 2010 – 2011	52%	79%
3 Year Rolling Average: % Level 4+ English (2009–2011)		70%
3 Year Rolling Average: % Level 4+ Maths (2009–2011)		72%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English 2011	75%	78%
% 2 Levels of progress Maths 2011	60%	80%
1 pupil/student at this school is equal to 3.7%		

Commentary on Results

English: The attainment levels achieved in English this year were just slightly below the average level for the Bailiwick and we were pleased to note that despite the unusually high levels of pupils with Special Educational needs (41%) in this particular cohort, 75% of pupils achieved two levels of progress. Results in maths and science were disappointing in that they were lower than had been forecast. This was due to very unusual circumstances in this cohort and predicated results for 2012 based on termly assessments of pupil progress are much higher. Mathematics: Although pupils' attainment for mathematics was lower than forecast, progress was more positive. Continued development of teacher assessment of strategies in mathematics impacted negatively upon levels awarded with a greater percentage of pupils being marked lower than in previous years. Results for forthcoming cohorts are predicted to increase over the next few years.

Next Steps for La Mare de Carteret Primary School

- Appointment of teacher to lead assessment across the school
- Appointment of a new subject leader for maths
- Strengthen teacher assessment strategies for mathematics across the school
- Continue termly assessment and tracking of pupil progress to ensure early identification of pupils who are not achieving in line with expectations
- Target readers for intensive 1:1 support
- Consolidate the recent implementation of 'Big Write' to ensure attainment in writing continues to improve
- Continue to develop support for pupils with Special Educational Needs
- Further develop pupils' ability to apply mathematical knowledge in alternative contexts

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Notre Dame du Rosaire Catholic Primary School

Results – Attainment (End of Key Stage 2 – Year 6)	Notre Dame	Bailiwick Average
% Level 4+ English 2010 – 2011	82%	67%
% Level 4+ Maths 2010 – 2011	86%	71%
% Level 4+ Science 2010 – 2011	86%	79%
3 Year Rolling Average: % Level 4+ English (2009–2011)		70%
3 Year Rolling Average: % Level 4+ Maths (2009–2011)		72%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English 2011	86%	78%
% 2 Levels of progress Maths 2011	93%	80%
1 pupil/student at this school is equal to 2.32%		

Commentary on Results

The Validation team who visited Notre Dame in June 2011 commented that our pupils “reach standards that are consistently and markedly above the Guernsey averages in all areas.” The 2011 results show that this has been maintained.

The progress indicators also confirm the Validators’ view that “Learners with special educational needs and/or disabilities make good progress because of the effective levels of personal and academic guidance and the good teaching they experience.”

The Validators also commented that pupils in the mixed age classes “are making at least as good, if not better, progress than those in single-age groups.” We now have mixed age classes in Year 5 and 6 for the first time and the impact on results and progress is being carefully monitored.

Next Steps for Notre Dame du Rosaire Catholic Primary School

- Continue to review teachers’ monitoring of pupils’ progress to ensure that the very best practice in target setting is present in all classes and teaching groups
- All pupils now have the opportunity to work in ability groups (“stage not age”) from Years 1 to 6 in English and maths. This initiative should ensure that standards are maintained and improved
- Continue the present initiative to make information to parents clearer, so they are aware of the next steps their children have to take and can give them the most effective support
- A very successful parents’ maths evening was held for infant parents in autumn 2011. It is planned to continue this with a junior parents’ maths evening in spring 2012, possibly followed by focused sessions for other subjects

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Bailiwick KS2 assessment data and individual school progress and attainment data

St Andrew's Primary School

Results – Attainment (End of Key Stage 2 – Year 6)	St Andrew's Primary	Bailiwick Average
% Level 4+ English 2010 – 2011	47%	67%
% Level 4+ Maths 2010 – 2011	63%	71%
% Level 4+ Science 2010 – 2011	89%	79%
3 Year Rolling Average: % Level 4+ English (2009–2011)		70%
3 Year Rolling Average: % Level 4+ Maths (2009–2011)		72%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English 2011	72%	78%
% 2 Levels of progress Maths 2011	84%	80%
1 pupil/student at this school is equal to 5.26%		

Commentary on Results

In 2010-11 we had a cohort of 19 children.

Although attainment in English at Level 4+ was below that of the Bailiwick, this was predicted and reflected the high level of SEN within this cohort. In terms of progress 72% of pupils made 2 levels of progress since the end of Year 2.

In mathematics we were slightly below the Bailiwick average with 63% of our pupils attaining a level 4+. The percentage of pupils who made 2 levels of progress since the end of Year 2 was slightly above that of the Bailiwick average at 84%.

In science we performed above the Bailiwick average. We believe this continued success is due to the way we are developing a skills based approach to the science curriculum. This approach enhances the investigational opportunities for children to independently apply their skills.

As our cohort size is small each child represents a significant percentage of our results.

Next Steps for St Andrew's Primary School

- Continue to develop the use of layered writing targets for every child
- Further develop structured lessons to focus on sentence and punctuation skills each week
- Continue to set more challenging targets to accelerate progress for all our children in English and maths
- Ensure a consistent approach to 'Guided Reading' throughout the school
- Revise 'Home Activity' policy to ensure regular maths and literacy activities to support learning
- Ensure there is a greater focus on the use and application of skills in maths
- Further develop a consistent approach to feedback and marking across the school with the staff giving children regular targets for improvement and next steps for learning

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Bailiwick KS2 assessment data and individual school progress and attainment data

St Anne's Primary School		
Results – Attainment (End of Key Stage 2 – Year 6)	St Anne's Primary	Bailiwick Average
% Level 4+ English 2010 – 2011	72%	67%
% Level 4+ Maths 2010 – 2011	79%	71%
% Level 4+ Science 2010 – 2011	89%	79%
3 Year Rolling Average: % Level 4+ English (2009–2011)		70%
3 Year Rolling Average: % Level 4+ Maths (2009–2011)		72%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English 2011	80%	78%
% 2 Levels of progress Maths 2011	93%	80%
1 pupil/student at this school is equal to 5.55%		
Commentary on Results		
<p>It is evident that our results show we are clearly above the Bailiwick average on all measures. In addition, the spread of levels within the results demonstrate that the attainment is very good indeed.</p> <p>In maths, over the last three years, our level 5+ data has moved from 31% (2008-9) to 52% (2009-10) to 56% (2010-11). In addition there are level 6 attainers over the last three years since the introduction of 'stage not age' groups.</p> <p>A similar story exists in science, with the level 5+ data over the last three years moving from 23% to 72% to 56%, with level 6 attainers in each of the last three years as a result of the 'stage not age' classes.</p> <p>In English, the same pattern emerges, with level 5+ attainment moving from 8% to 14% to 39%. There are fewer level 6 attainers this year, due to the 'stage not age' initiative starting later in English than in science and maths.</p> <p>We believe, not only are we an 'achieving school', but one which is also continually improving.</p>		
Next Steps for St Anne's Primary School		
<ul style="list-style-type: none"> Whilst all of our indicators are above the Bailiwick average, an area for development is English. In part, this due to a later start to 'stage not age', but it is also due to poorer literacy skills in general and phonics in particular. We have begun to use, a year ago, a phonics programme called 'ReadWrite inc'. This has begun to address the weakness in this area. The 'stage not age' programme will continue and has now been extended to include Years 4 and 5. This will be fully evaluated at the end of this year. 		

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St Martin's Primary School

Results – Attainment (End of Key Stage 2 – Year 6)	St Martin's Primary	Bailiwick Average
% Level 4+ English 2010 – 2011	83%	67%
% Level 4+ Maths 2010 – 2011	81%	71%
% Level 4+ Science 2010 – 2011	84%	79%
3 Year Rolling Average: % Level 4+ English (2009–2011)		70%
3 Year Rolling Average: % Level 4+ Maths (2009–2011)		72%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English 2011	96%	78%
% 2 Levels of progress Maths 2011	93%	80%
1 pupil/student at this school is equal to 1.20%		

Commentary on Results

Standards at St Martin's Primary school are good in English, mathematics and science. The number of both boys and girls achieving level four and above is well above island averages. Historical trends in our data show that standards in the school have either been maintained or have improved over the last 5 years.

Pupils of all ability ranges make good progress and a significant number of our pupils make excellent progress.

The school has developed a robust target setting policy to raise standards further and to support children in their next steps of learning. This has been matched with teacher training on key areas in writing and mathematics such as using sentence openers and connectives in writing and place value and number bonds in numeracy. Co-operative learning and enquiry led approaches to teaching have also been key to the high level of engagement and motivation of our pupils.

Next Steps for St Martin's Primary School

- Continue with our rigorous moderation of teacher assessment to spread good practice and ensure consistency of judgements
- Continue with our rolling programme of whole school targets in writing and number. Match these target areas with whole staff teacher training
- Continue to use data to identify where pupils are not making expected progress. Ensure early intervention strategies are used to progress learning

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St Mary & St Michael Roman Catholic Primary School

Results – Attainment (End of Key Stage 2 – Year 6)	St Mary & St Michael	Bailiwick Average
% Level 4+ English 2010 – 2011	75%	67%
% Level 4+ Maths 2010 – 2011	79%	71%
% Level 4+ Science 2010 – 2011	75%	79%
3 Year Rolling Average: % Level 4+ English (2009–2011)		70%
3 Year Rolling Average: % Level 4+ Maths (2009–2011)		72%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English 2011	82%	78%
% 2 Levels of progress Maths 2011	96%	80%
1 pupil/student at this school is equal to 4.16%		

Commentary on Results

Our pupils show high levels of motivation and very good behaviour in lessons that stimulate their interest and enable them to sustain high levels of engagement. Relationships in all classes are excellent. Our English and maths results exceed the Bailiwick average. We know that our strongly embedded programme of the teaching of phonics supports our pupils in their reading, writing and spelling.

Since September 2011, our Key Stage 2 (Junior) pupils have been 'set', by ability, for daily maths lessons thus enabling the teacher to deliver more intensely focussed daily maths lessons to a group of pupils of similar ability.

Every pupil has individual learning targets for maths and English. These are shared with parents in order to ensure that both school and home are working in partnership to support learning.

Early intervention strategies are employed to support children with learning difficulties.

Next Steps for St Mary & St Michael Roman Catholic Primary School

- In order to maintain and progress academic standards, the School Leadership Team continues to regularly observe lessons, monitor teachers' planning and check pupils' books
- We continue to moderate our pupils' work against that of another school in order to ensure standards are comparable and maintained
- KS2 pupils are accessing a new, narrative-rich English programme complimented with on-line resources.
- Our Y6 pupils are participating in a series of writing workshops in collaboration with a local author in order to further improve story writing
- An increase in scientific investigations has been implemented since September

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Vale Junior School

Results – Attainment (End of Key Stage 2 – Year 6)	Vale Junior	Bailiwick Average
% Level 4+ English 2010 – 2011	63%	67%
% Level 4+ Maths 2010 – 2011	69%	71%
% Level 4+ Science 2010 – 2011	79%	79%
3 Year Rolling Average: % Level 4+ English (2009–2011)		70%
3 Year Rolling Average: % Level 4+ Maths (2009–2011)		72%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English 2011	69%	78%
% 2 Levels of progress Maths 2011	97%	80%
1 pupil/student at this school is equal to 1.49%		

Commentary on Results

Results in the percentage of children attaining Level 4+ in English overall were better than in the previous year. The schools' results for Level 4+ maths overall were similar to those of the Bailiwick, as were those in science. The percentage of children who gained two levels progress in maths was higher than the Bailiwick average, partly due to the measures implemented by the school to promote the development of the subject across the school. Those children gaining two levels of progress in English was lower than the Bailiwick as a small number of children [approximately 6 pupils] did not make the expected progress.

Next Steps for Vale Junior School

- Greater emphasis on the development of reading, 'guided reading' and use of resources to promote reading across the school
- Increased focus on developing the progress of children's writing ability, 'audience's for writing' and 'guided writing'
- Continuing the good progress made in maths, with a focus on higher attaining pupils.
- Further develop enhanced systems and processes for tracking, assessment and monitoring children's progress
- Aiming, whenever appropriate, to link the above with the school's creative curriculum

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Vauvert Primary School

Results – Attainment (End of Key Stage 2 – Year 6)	Vauvert Primary	Bailiwick Average
% Level 4+ English 2010 – 2011	42%	67%
% Level 4+ Maths 2010 – 2011	64%	71%
% Level 4+ Science 2010 – 2011	78%	79%
3 Year Rolling Average: % Level 4+ English (2009–2011)		70%
3 Year Rolling Average: % Level 4+ Maths (2009–2011)		72%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English 2011	53%	78%
% 2 Levels of progress Maths 2011	70%	80%
1 pupil/student at this school is equal to 2.22%		

Commentary on Results

Over the last three years our English Teacher Assessment scores have been; 58%, 59% and 61% of pupils achieving Level 4+. In 2011 the result was lower due to cohort related factors. There was a higher than normal level of special educational needs in this group, which had a significant impact on English attainment. Despite the excellent performance of some boys, there were marked differences in the level 4s achieved by the boys (25%) and girls (62%). We expect the results to increase this year.

Our mathematics levels were respectable this year which is on a par with our current three year average of 67% at level 4+.

Our science levels were good; continuing an upward trend of 59%, 67% and 78% over the last three years.

Next Steps for Vauvert Primary School

- We are introducing additional reading materials to ensure there is plenty to interest all boys and girls
- We are continuing to develop our English programmes to improve the opportunities for pupils to develop their reading comprehension and extended writing skills
- We are supporting our teacher assessments with further staff training and more standardised testing.
- In mathematics we are continuing our ability grouping system in Years 5/6 where it is supporting the provision of a good mathematical education
- We are developing the use of 'Key Ideas in Science' to support children's learning in this area

Statistical Digest

Bailiwick and individual school GCSE results

Key Performance Indicators – Secondary Schools Bailiwick – End of Key Stage 4 Attainment Tables

In Key stage 4 the large majority of students experience a broad curriculum offer which includes a range of GCSE courses and other qualifications. In addition to GCSE courses students are offered, where appropriate, courses leading to nationally approved non GCSE courses which enable students to learn in a way that best meets their needs and provides progression to post 16 learning.

Bailiwick cohorts are small and can equate in total to three year groups of a single large UK comprehensive.

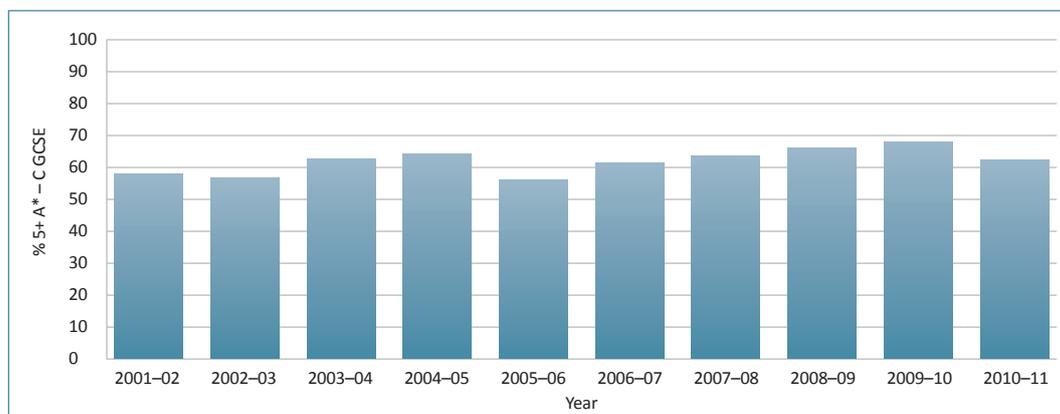
The annual variations in cohort profile can therefore have a statistical significance which in England would not be a factor due to the larger numbers. The three year rolling average enables a pattern of achievement to be tracked over a period of time.

The Bailiwick data includes those learners attending the Link Centre. The Link Centre provides specialist educational provision for pupils with social, emotional and behavioural difficulties who are finding it difficult to maintain a placement within their own school. Young people at an alternative provider in England are not included in the English data.

2011 saw the first cohort of students to sit examinations following the raising of the school leaving age. Prior to this students were able to leave school before sitting GCSE examinations.

Year	5+ A*– C	3 Year Rolling Average	5+ A*– C (incl English and Maths)	3 Year Rolling Average	5+ A*– G
2009	67.0%	64.0%	56.0%	54.7%	–
2010	68.0%	66.3%	55.2%	55.6%	–
2011	63.0%	66.0%	50.8%	54.0%	88.9%

Trend Data – Bailiwick 5+ A* – C of whole cohort 2001–2011



Bailiwick and individual school GCSE results

Guernsey Grammar School

Results – Attainment (End of Key Stage 4 – Year 11)	Guernsey Grammar	Bailiwick Average
% 5+ A*– G GCSEs 2010–2011	99.0%	88.9%
% 5+ A*– C GCSEs or equivalent 2010–2011	97.9%	63.0%
% 5+ A*– C GCSEs including English and Maths or equivalent 2010–2011	97.9%	51.0%
3 Year Rolling Average: %5+ A*– C (2009–2011)	98.7%	66.0%
3 Year Rolling Average: %5+ A*– C including English and Maths (2009–2011)	98.4%	54.3%

Commentary on Results

The standards reached by learners in the subjects and courses they study are extremely high. At GCSE this summer they achieved a 98% pass rate for the second year running.

- % pass rate for 7 or more A*– C grades including Mathematics and English Language 98%
- % pass rate 7 or more A*– C with English Literature included also 98%
- 2 students did not achieve 5 A* – C were non attenders due to emotional / mental health issues
- Highest recorded A* grades 21*
- Achievement at the highest grades improved over recent years. 61% of all GCSE grades were A*/A, and 89% A*– B grades
- There was no obvious gender imbalance at GCSE in the overall pass rate with boys 98%, girls 98.8% and an average points score of 6.64 (boys) and 6.77 (girls)

Target setting is well embedded with identified minimum grades and regular updating of current and predicted grades. Many students achieve significantly above their predicted grades.

Next Steps for Guernsey Grammar School

We are working to continually improve the quality of teaching, learning and assessment by:

- Developing sharply defined learning intentions to make lessons more purposeful
- Stretching all students by setting differentiated tasks matched to needs and abilities
- Using regular assessments to check student progress and inform future teaching
- Ensuring marking gives students a clear understanding of how to improve, provide more opportunities for self and peer assessment and make explicit reference to the criteria used to assess work
- Provide more (age appropriate) opportunities which enable more independent working and the development of higher order thinking skills
- Finalising our plans for the introduction of the IB Diploma Programme in September 2012
- Implementing a programme of teacher lesson visits to support the Continued Professional Development of all staff

Statistical Digest

Bailiwick and individual school GCSE results

Les Beaucamps High School

Results – Attainment (End of Key Stage 4 – Year 11)	Les Beaucamps	Bailiwick Average
% 5+ A*– G GCSEs 2010–2011	93.8%	88.9%
% 5+ A*– C GCSEs or equivalent 2010–2011	52.0%	63.0%
% 5+ A*– C GCSEs including English and Maths or equivalent 2010–2011	36.3%	51.0%
3 Year Rolling Average: %5+ A*– C (2009–2011)	54.4%	66.0%
3 Year Rolling Average: %5+ A*– C including English and Maths (2009–2011)	35.9%	54.3%

Commentary on Results

Generally, the results achieved this year were in line with expectations based on the academic profile of this year group. Our maths results were a little below expectations (although a healthy 42% achieved C or above). The deflated maths figure impacted on the percentage of students achieving five A–C including English and Maths (36.3%).

However, 57% of students achieved C or above in English. All students in Year 11 (113 students) achieved at least one GCSE pass (or equivalent).

Next Steps for Les Beaucamps High School

- Further intervention strategies have been introduced or refined to improve performance in maths and English
- The introduction of a three year KS4 programme (from September 2011) will enable a sharper focus on success at GCSE (or Level 2 equivalent examinations)
- The Learning at Beaucamps (L@B) course running at Key Stage 3 is focused on students developing learning strategies to prepare for examination and vocational courses at KS4
- Independent learning will be strengthened (as will home/ school engagement) through current provision of a netbook for each student in Year 8 and the possible further development of this pilot to all students in the school
- A new accelerated reading scheme is being launched in Y7 to address those students with weak literacy skills

Statistical Digest

Bailiwick and individual school GCSE results

La Mare de Carteret High School

Results – Attainment (End of Key Stage 4 – Year 11)	La Mare de Carteret	Bailiwick Average
% 5+ A*– G GCSEs 2010–2011	82.3%	88.9%
% 5+ A*– C GCSEs or equivalent 2010–2011	24.5%	63.0%
% 5+ A*– C GCSEs including English and Maths or equivalent 2010–2011	11.5%	51.0%
3 Year Rolling Average: %5+ A*– C (2009–2011)	30.0%	66.0%
3 Year Rolling Average: %5+ A*– C including English and Maths (2009–2011)	20.2%	54.3%

Commentary on Results

- The School is clearly disappointed by this year's downturn in two core subjects. Which follows an improvement in grades in 2010
- A significant proportion of students failed to access the curriculum
- Only 82% of students took GCSE English and Maths, the remaining students were entered for Adult Literacy and Adult Numeracy qualifications. Low attendance by some students also impacted upon results in these areas

Next Steps for La Mare de Carteret High School

We are working to continually improve the quality of teaching, learning and assessment by:

- The School Improvement Plan is supported by a newly created plan directly targeted at raising student attainment. This plan utilises additional support provided by the School Improvement Partner and consultants in English and mathematics
- A strong focus upon student attainment has resulted in significant improvements in mathematics results amongst those taking examination in November 2011
- A focus upon lifting students from grade D to grade C in Mathematics is utilising re-arranged setting arrangements and a whole staff focus upon moving students to and above Grade C
- All Year 11 students will take on-line Adult Literacy and Adult Numeracy exams
- The school has established a Ready to Learn Policy for all students which is showing immediate benefits

Statistical Digest

Bailiwick and individual school GCSE results

St Sampson's High School

Results – Attainment (End of Key Stage 4 – Year 11)	St Sampson's	Bailiwick Average
% 5+ A*– G GCSEs 2010–2011	81.0%	88.9%
% 5+ A*– C GCSEs or equivalent 2010–2011	38.0%	63.0%
% 5+ A*– C GCSEs including English and Maths or equivalent 2010–2011	20.5%	51.0%
3 Year Rolling Average: %5+ A*– C (2009–2011)	46.9%	66.0%
3 Year Rolling Average: %5+ A*– C including English and Maths (2009–2011)	26.7%	54.3%

Commentary on Results

Our students worked hard for their results in 2011, most achieving entry to the Sixth Form Centre or College of Further Education.

English, History, Music, Geography, RE, Art, PE and IT results were all good, indeed English results were described as 'phenomenal' by the Mulkerrin Review! Our main area for improvement is mathematics, where results were disappointing; in some cases due to entering students for the higher tier GCSE where they did not achieve their expected grade.

Next Steps for St Sampson's High School

- Building on the success of our best GCSE results the students of 2012 are working hard to achieve their potential, particularly in mathematics
- We are tracking student progress against their targets and intervening where students are not making sufficient progress. Tutoring in mathematics takes place at lunchtime, after school and Saturdays, with many students taking advantage of this provision. Students on the C/D borderline are given the opportunity to sit the GCSE Mathematics exam early as well as in June

Statistical Digest

Bailiwick and individual school GCSE results

St Anne's School

Results – Attainment (End of Key Stage 4 – Year 11)	St Anne's School	Bailiwick Average
% 5+ A*– G GCSEs 2010–2011	100%	88.9%
% 5+ A*– C GCSEs or equivalent 2010–2011	68.8%	63.0%
% 5+ A*– C GCSEs including English and Maths or equivalent 2010–2011	56.3%	51.0%
3 Year Rolling Average: %5+ A*– C (2009–2011)	63.35%	66.0%
3 Year Rolling Average: %5+ A*– C including English and Maths (2009–2011)	52%	54.3%

Commentary on Results

The results show that we are either very close to the Bailiwick average or that we exceed it. The intake is truly comprehensive and inclusive and this means that St Anne's is unique in the Bailiwick. Results recently, of course, include students who would, in all likelihood, have left just a couple of years ago, but now, with ROSLA, stay with us.

In common with the Primary phase of the school, English is an area which is being addressed – the GCSE Maths data is 71% A*–C, so the 56.3% data is determined by the English A*–C data. This is being addressed through active targeted intervention using 'FreshStart', a part of the ReadWrite Inc programme, especially useful for weaker secondary students.

The C/D borderline is also an area which is actively addressed, with revision and study sessions focusing on tactics to convert D to C. Similarly, entry at higher tier is discouraged unless a 'B' grade is likely, as judged by Yellis and other data.

Next Steps for St Anne's School

- We will continue to deploy the strategies above, as well as monitoring their effectiveness. It must be remembered that there are a couple of students (who might have a large impact on %) in the next two cohorts who are not entered for GCSEs, but are engaged with ASDAN or ELCs as an alternative curriculum

Statistical Digest

Post-16 Results

Key Performance Indicators – Key Stage 5 / Post 16 Bailiwick – End of Post 16 Attainment Tables – Full time students

Post-16 or Key Stage 5 is for students age 16-19. It is a non-compulsory phase of education. The Sixth Form Centre at the Grammar School provides 'A' Level courses for young people from across the Island with students from across the ability range. Successful students at 'A' Level are awarded a grade A* to E. The College of Further Education provides vocational courses such as the BTEC suite of qualifications. The BTEC Diploma at Level 3 is at the equivalent level to 'A' Level. BTEC courses are work-related qualifications suitable for a wide range of students that are designed to accommodate the needs of employers as well as allowing progression to university.

% of Island students achieving 'A' Level and BTEC at the end of Post 16

	2009	2010	2011
'A' Level Grade A*– E	99.6	99.3	99.4
England	97.5	97.6	98.5
BTEC Diploma Level 3 equivalent level to A Level	98.9	95.3	98
England	99.7	99.1	99.6

% Grade profile of Island students at 'A' Level and BTEC at the end of Post 16

	A*	A	B	C	D	E	U
'A' Level	8.7	23.2	27.6	22.3	12.8	4.9	0.6
England	8.3	18.8	25.6	23.8	15.3	6.7	1.6
BTEC Diploma Level 3	n/a	31.9	4.2	36.1	1.4	23.9	2.5

Three Year Rolling Averages

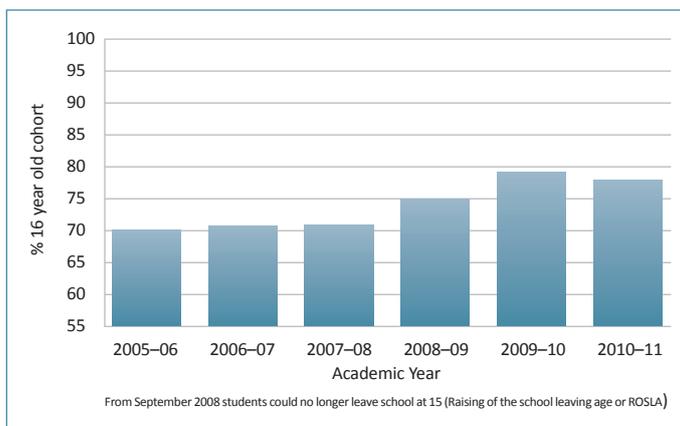
Each year, learners present different strengths, weaknesses and abilities so comparison from year to year is difficult. The three year rolling average allows these differences to be assimilated more clearly and a pattern of achievement to be tracked over a period of time. The average % of pupils achieving a pass at the end of Key Stage 5 in 'A' Level and BTEC Level 3 qualifications over the last three years is shown below:

Three year rolling average %	2009	2010	2011
'A' Level	99.6	99.6	99.4
BTEC Diploma Level 3	98.6	97.4	97.4

Statistical Digest

Island-wide participation rates full-time education Post-16, 2006–2011

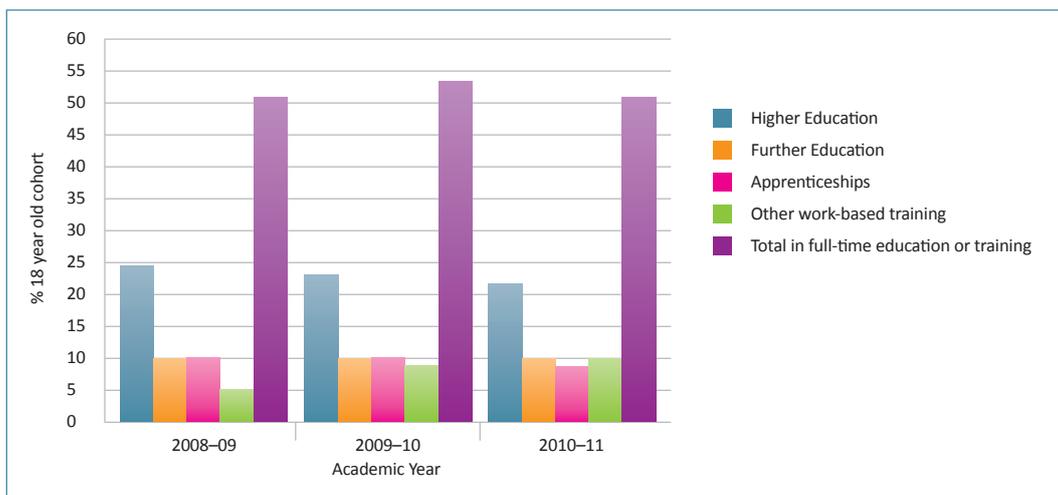
Participation in Full-time Education in Guernsey – 16 year olds



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Island-wide participation rates full-time education Post-18, 2009–2011

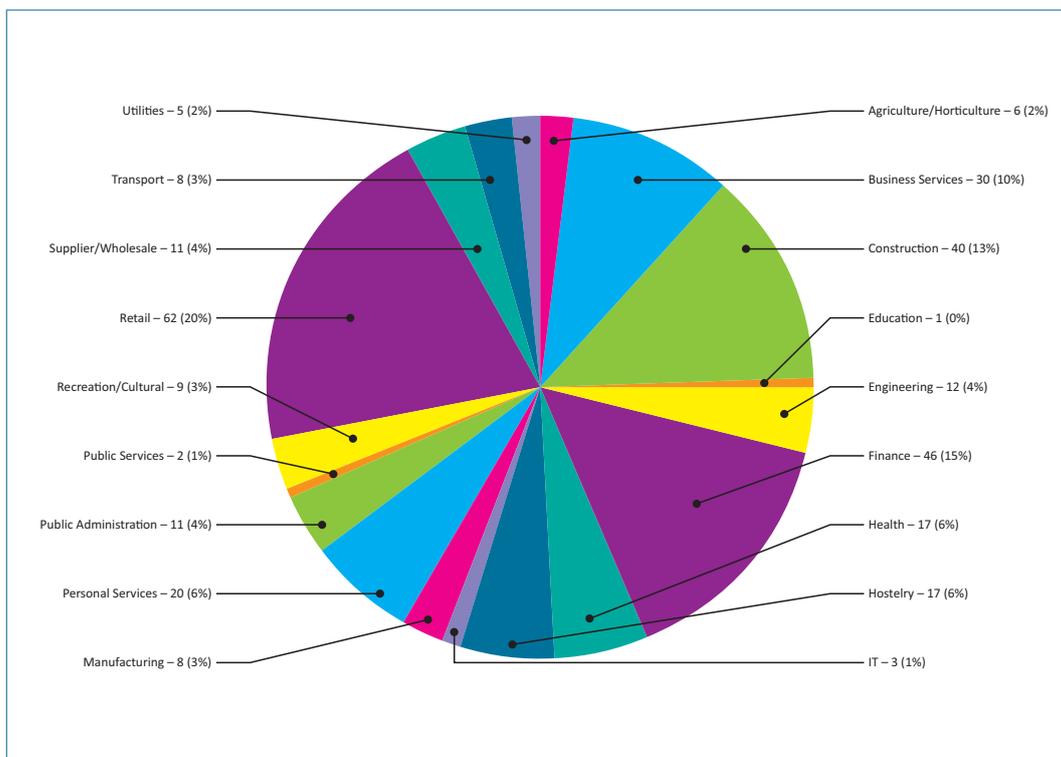
Participation in Full-time Education and Training in Guernsey – 18 year olds



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Employment by Sector 2011

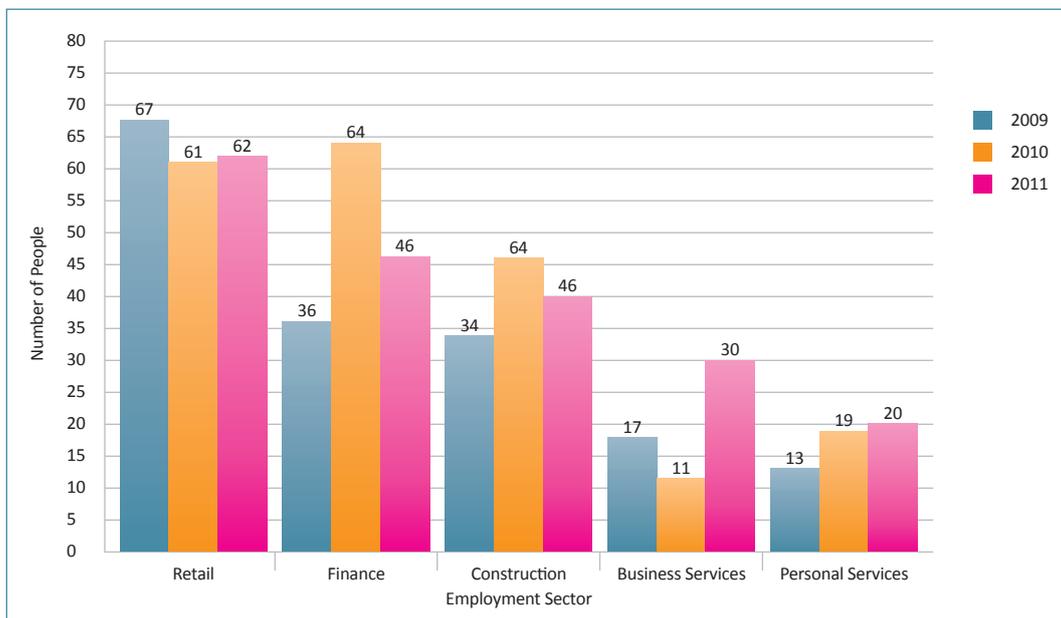
Employment by Sector 2011
(All Year Groups)



Statistical Digest

Top 5 Employment Sectors 2009–2011

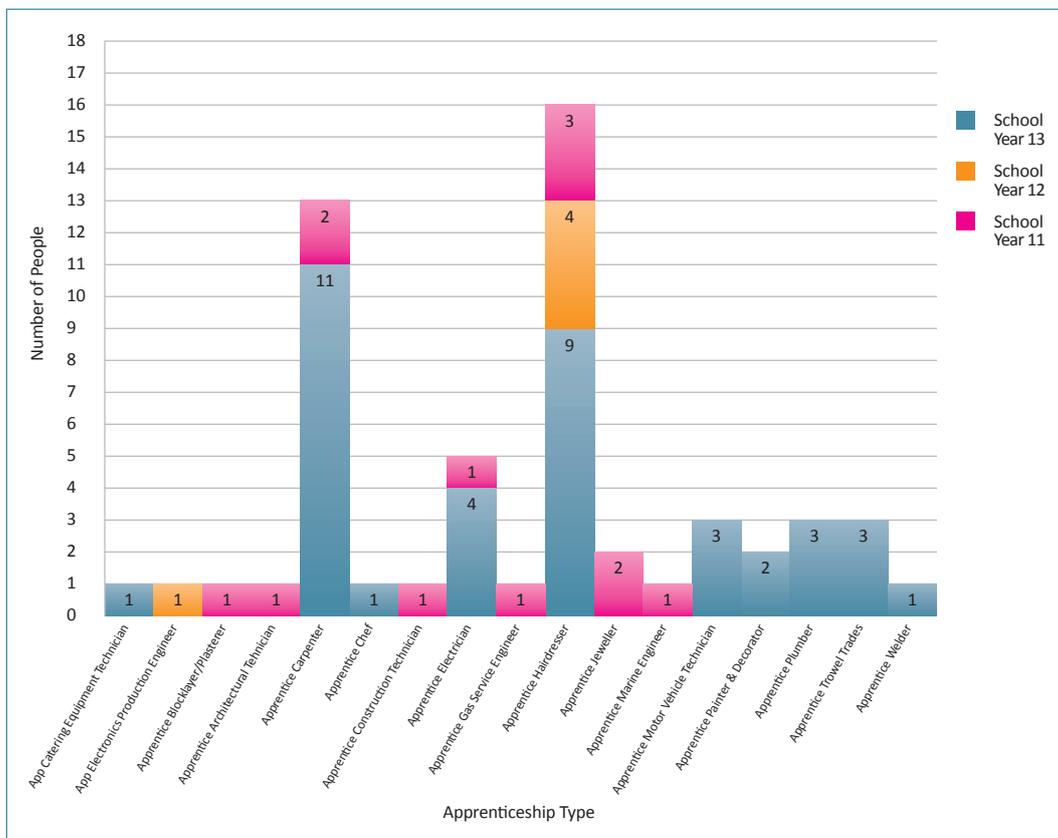
Top 5 Employment Sectors 2009–2011



Statistical Digest

Apprenticeships by age and type 2011

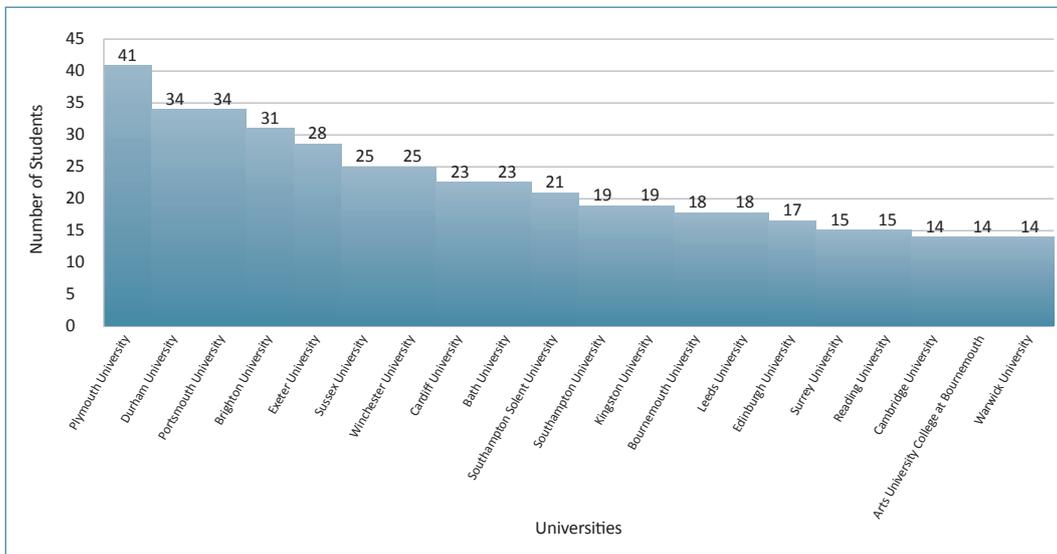
School Leaver Apprenticeships by Year Group 2011



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Top 20 most popular HE institutions 2011

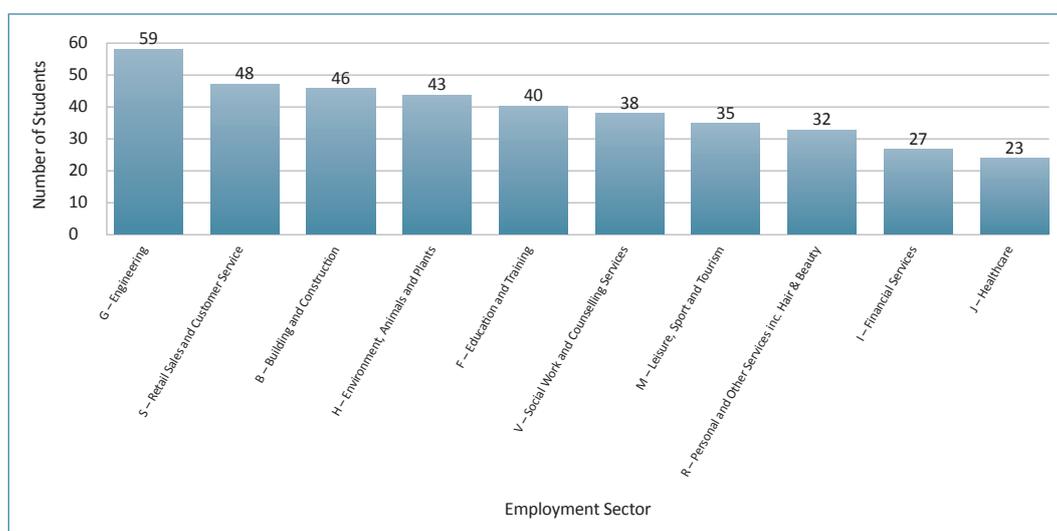
Top 20 Higher Education Institutions
(All Year & All Course Levels) 2011



Statistical Digest

Work Experience top choices for placements 2010–2011

Centralised GWEX Top Ten Placement Sectors 2010–2011



Statistical Digest

Bailiwick and Individual School Exclusion Statistics 2009–2011

Bailiwick and Individual School Exclusion Statistics 2009–2011

Exclusion occurs when the headteacher of a school, after careful consideration, decides that a pupil is not to attend school because of unacceptable behaviour. There are three types of exclusion which a school can use. Depending on the seriousness of the incident involving the pupil's behaviour, the headteacher may exclude the pupil for:

- up to five school days – this is known as a Category 1 exclusion
- a period of more than five and up to and including twenty school days – this is known as a Category 2 exclusion
- A period of more than twenty school days – this is known as a Category 3 exclusion

Further information about exclusions including a Parents' Guide are available at www.education.gg/exclusion

1. Numbers / Percentage of Fixed Term Exclusions Bailiwick

	2008 –2009	2009 –2010	2010 –2011	3 year rolling average
Number of pupils excluded	128	170	117	
Percentage of pupils excluded	2.0%	2.6%	1.8%	2.1%
Number of Exclusions*	240	344	211	
Exclusions as a percentage of school population	3.6%	5.3%	3.2%	4.1%
England (fixed term exclusions) as a percentage of school population	4.9%	4.5%	n/a	

*a small number of pupils are excluded more than once

2. Numbers / Percentage of Fixed Term Exclusions School by School

a) Primary

Primary Phase	2008 –2009	2009 –2010	2010 –2011
Amherst	1	3	1
Castel	0	1	0
Forest	0	0	0
Hautes Capelles	2	1	4
La Houquette	0	0	0
La Mare de Carteret	2	1	3
Notre Dame du Rosaire	0	0	0
St Andrew's	0	0	0
St Martin's	0	0	3
St Mary and St Michael	0	0	1
St Sampson's Infant	0	0	0
Vale Infant	0	0	0
Vale Junior	1	1	0
Vauvert	0	0	0
St Anne's	0	1	0
Primary Total	6	8	12
	0.2%	0.2%	0.3%
England	39,510	37,210	n/a
	0.97%	0.91%	–

Statistical Digest

Bailiwick and Individual School Exclusion Statistics 2009–2011

b) Secondary

Secondary Phase	2008 –2009	2009 –2010	2010 –2011
Grammar	8 1.5%	3 0.6%	1 0.2%
La Mare de Carteret High	27 6%	36 6.8%	45 8.6%
Les Beaucamps High	13 2.3%	18 3.3%	20 3.9%
St Peter Port (closed in July 2009)	9 7.1%		
St Sampson's High	61 9%	100 12.8%	35 4.6%
St Anne's	0	2 2.6%	1 1.3%
Secondary Total	118 4.2%	159 5.6%	102 3.7%
England	9.4%	8.6%	n/a

c) Special

Special	2008 –2009	2009 –2010	2010 –2011
Le Rondin	0	0	0
Le Murier (formerly Oakvale)	4	3	3
Special Total	4 2%	3 1.7%	3 1.6%
England	17.7%	16.5%	n/a

Statistical Digest

Bailiwick and Individual School Attendance Statistics 2009–2011

1. Percentage Attendance Bailiwick

	2008 –2009	2009 –2010	2010 –2011	3 year rolling average
Primary	95.6	94.7	95.6	94.9
England (primary)	94.7	94.8	n/a	
Secondary	92.3	90.5	91.8	91.5
England (secondary)	92.8	93.1	n/a	
Special Schools	92.6	91.2	90.8	91.6
England (special)	89.3	89.7	n/a	

The attendance of pupils attending The Link Centre is recorded by the School at which they remain a registered pupil.

2. Percentage Attendance School by School

a) Primary

Primary Phase	2008 –2009	2009 –2010	2010 –2011
Amherst	95.2	93.6	93.5
Castel	95.3	94.9	94.5
Forest	96.3	95.6	95.5
Hautes Capelles	95.8	94.6	94.5
La Houquette	95.7	95.2	95.5
La Mare de Carteret	95.1	94	94.2
Notre Dame du Rosaire	96	96	96
St Andrew's	96.1	95.2	94.4
St Martin's	95.9	95	94.5
St Mary and St Michael	95.1	94.8	95.5
St Sampson's Infant	96.3	94.6	96.1
Vale Infant	95.3	94.8	94.9
Vale Junior	96.3	95.3	95
Vauvert	94.6	93.5	93.2
St Anne's (primary)	94.4	93.8	92.9

b) Secondary

Secondary Phase	2008 –2009	2009 –2010	2010 –2011
Grammar	94.5	94.8	94.7
La Mare de Carteret High	90.1	87.9	89.8
Les Beaucamps High	92.7	90.4	90.1
St Sampson's High	90.4	86.7	90.5
St Anne's	90.8	92.5	92.9

c) Special

Special	2008 –2009	2009 –2010	2010 –2011
Le Rondin	92.1	92.2	87.9
Le Murier	92.9	90.4	92.9

Statistical Digest

Pupil : Teacher Ratios and Average Class sizes 2011

Pupils Teacher Ratios and Average Class sizes

States-maintained schools continue to sustain favourable pupil: teacher ratios (PTRs) and small average class sizes.

School	2010–2011			
	Pupil Numbers	Teacher Numbers	PTR	Average Class Size
Amherst Primary	338	19.6	17.24:1	20.35
Castel Primary	314	17.5	17.94:1	22
Forest Primary	166	8.7	19.08:1	23.4
Hautes Capelles Primary	520	25.8	20.16:1	25.2
La Houquette Primary	307	16.4	18.72:1	22
La Mare de Carteret Primary	261	18	14.50:1	20.07
Notre Dame du Rosaire Primary	235	13.1	17.94:1	21
St. Andrew's Primary	158	8.7	18.16:1	24.5
St. Martin's Primary	504	26.1	19.31:1	23.3
St. Mary & St. Michael Primary	158	8.7	18.16:1	22
St. Sampson's Infants	65	4.3	15.12:1	20
Vale Infants	132	8	16.50:1	24.8
Vale Junior	262	14.4	18.19:1	22.25
Vauvert Primary	305	18.6	16.40:1	21.16
Primary Total	3725	208	Median PTR 18.05	21.7

The maximum class size in the mainstream primary sector should not exceed 30 without the prior agreement of the Department.

Where possible, schools should try to limit the maximum class size to 28 pupils.

Social priority schools should aim for a class size of 20 and all other schools should aim for a class size of 24. In England the census figures of January 2011 indicate that the average class size in state funded primary schools was 26.6 (this figure does not include special schools).

In Guernsey, based on figures returned from each school in March-April 2011, the average class in

maintained schools was 21.7 in the primary phase of education (this figure does not include special schools).

Classes in the secondary sector are organised differently depending on the subject and ability of pupils. For this reason it is not possible to indicate average class sizes.

The Department aims for a pupil:teacher ratio of 15:1 in the 11-16 age range and 10:1 at Post-16 level. The Grammar School & Sixth Form Centre caters for the 11-18 age range and so the pupil teacher ratio cannot be compared with those of the High Schools but all are within the Department's current guidelines.

Statistical Digest

Pupil : Teacher Ratios and Average Class sizes 2011

School	2010–2011		
	Pupil Numbers	Teacher Numbers	PTR
Grammar School & Sixth Form Centre (11-18)	1017	84.3	12.06:1
La Mare de Carteret High (11-16)	538	44	12.23:1
Les Beaucamps High (11-16)	510	41.5	12.29:1
St. Sampson's High (11-16)	762	55	13.85:1
Secondary Total	2827	225	Median PTR 12.26

St. Anne's School in Alderney is an all-age school catering for pupils from the age of 5 to 16 across the full ability range, including a small number of pupils with special education needs. The school is staffed according to its pupil profile.

School	2010–2011		
	Pupil Numbers	Teacher Numbers	PTR
St. Anne's Alderney	180	20	9

Staffing in special schools is based on the range of needs of the pupils, some who will require one to one support.

School	2010–2011		
	Pupil Numbers	Teacher Numbers	PTR
Le Murier	104	21	4.95:1
Le Rondin	82	18.2	4.51:1
Special total	186	39.2	



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A STATES OF GUERNSEY GOVERNMENT DEPARTMENT

PO BOX 32
Grange Road
St Peter Port
Guernsey
GY1 3AU

Email: office@education.gov.gg
Tel: +44 01481 710821
Fax: +44 01481 714475

www.education.gg

TH