



Committee for
Education, Sport & Culture



ANNUAL
REPORT
2023

ASPIRING TO EXCELLENCE

EDUCATION
STRATEGY



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It is my absolute pleasure and privilege to introduce you to our first Education Strategy Annual Report. When I was elected as the President of the Committee for Education, Sport & Culture in October 2020, I said that we need to educate learners so that they can become valuable contributors to our community, equipped with the skills, knowledge and confidence to be a success in their future endeavours, whatever and wherever they might be. I was not convinced this was the outcome for all learners.

One of the first actions of this Committee was to set out a much-needed route map for our education system, so that everyone knows why we're doing things and where we are going. That route map – our Education Strategy – now informs everything that happens across the whole education system. Our policy-making and the operational decisions of our teams must align with the Strategy; and if we have been doing things that don't align with the Strategy, we must realign them or stop doing them altogether. This means we can target our limited resources where they will have the most impact for our learners.

At its highest level the Education Strategy is simple: we aspire to excellence right across our education system, for every learner and for everyone working to support them. We are not there yet, but we know how to get there. By clearly stating our strategic Priorities and Commitments and striving to realise them, we will deliver the excellent education system that all of our children, young people and adult learners deserve, that our workforce can be proud to be part of and that our community can have confidence in. I need to be open and say that it will take us time to get our education system to where we want it to be.

The improvements we are making are incremental, but they are also cumulative: every change we make strengthens our education system and makes a positive difference to our learners and, over time,

the impact of all of these efforts will truly be a game changer for education in our islands.

One of the Committee's most important functions is to govern our education system. In part, we achieve this by holding our Senior Leadership Team to account for progress against our Strategy, and we have robustly challenged the evaluations within this Report to ensure it is an honest and objective summary/appraisal of where we are today. It is the baseline against which our future progress can be assessed.

As you read this Report you will see good progress in some areas where we can already see the positive impact that changes are having for our learners. In other areas there is still much to do, but this is made easier because we understand what needs to be done and everyone who works in, or supports the work of, our education system is now steering it towards a common destination of improvement.

It would be remiss of me not to mention the serious challenges that Guernsey currently faces such as the current cost of living, a lack of affordable housing and recruitment difficulties. These factors have been exacerbated by unprecedented global uncertainties and we continue to work collaboratively to find solutions to these problems and seek to mitigate their effect on our Education provision.

I would like to thank the teams right across our education system for their dedication and ongoing support despite the above challenges ; without their continued hard work, turning our Education Strategy into reality and ultimately doing the very best for all of our learners would not be possible.



Deputy Dudley-Owen

*President of the Committee for
Education, Sport & Culture*

This is the first annual report on our Education Strategy produced since my appointment as Director of Education. I would like to start my introduction by thanking my colleagues from across all areas of education, who work so hard to continuously improve the outcomes and life chances of all our children, young people and learners. Without their dedication, commitment and more recently, resilience, none of this would be possible.

The success of any organisation is underpinned by a clear plan which sets out how that organisation is going to move forward and develop and I strongly believe that the vehicle to enable us to achieve this is our Education Strategy. I have said many times before that the Education Strategy is quite simply the glue that binds everything together and ensures that everyone working across our organisation is working toward the same vision, with the same shared values and aims.

After a number of years of turmoil without a clear education strategy, when there has been a disproportionate focus on buildings, it is important that this Strategy resets the dial and ensures that everything we do has the learner at the centre. This means focusing on ensuring equity, safety, and inclusivity; delivering high quality learning and excellent outcomes; meeting the needs of the community; and enabling outstanding leadership and governance – the four priorities of our Strategy.

We know that there are great and exciting things happening across many areas of education at the moment and there is much to be proud of, but there are also existing challenges and things we know we need to do better. We know we are not quite where we would like to be just yet and this Report is a transparent and honest appraisal of the progress we believe we have made against the priorities and commitments within our Strategy so far. In this Report we set out where we are now and what we are going to do to improve things moving forward; recognising that this will take time.

Stability is key to this. Without a doubt, COVID adversely affected many of our learners and staff and significantly affected our ability to do many of things we would have liked to do quicker – a fact also replicated in many other jurisdictions. However, I am hopeful that for the first time in almost three years this year won't be interrupted by COVID which gives us a good opportunity to move forward with our plans to ensure that all our learners have the opportunity to achieve excellent outcomes.

Likewise, stability within our staff teams is important and despite national and local challenges we are working hard and developing new strategies to recruit, retain, and train, the excellent staff that our learners deserve. Stability at leadership level has also played a key part in our ability to make progress. The appointment of a new education leadership team who have responsibility for supporting and developing our education system across all sectors and phases has enabled improvement and instilled confidence within their own teams and across the service.

Finally, everything we do **must** focus on getting the very best outcomes for all our children, young people and adult learners. This means listening to all stakeholders, building on the stability we now have, working together as a team, building trust, and having confidence in our leaders to make the right decisions. We won't always get this right first time and we need to ensure we are working together with all staff and you as members of the community; if we can do this then I am confident that together we will deliver an aspirational and excellent education system for Guernsey and Alderney.



Nick Hynes

Director of Education

EDUCATION A SNAPSHOT



**20 States-maintained Education settings
(including The Guernsey Institute)**



**1,222 staff working in our
Education system**



**More than 500 funded
pre-school children**



**9% of primary school learners have
English as an additional language**

**895 staff members responded to cultural
values survey and said they particularly valued
effective leadership, clear communication,
resource and support for inclusion and the
need to focus on curriculum development**

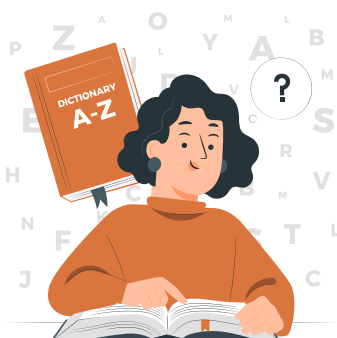




More than 7,000 children & young people attend States-maintained schools & the College of Further Education



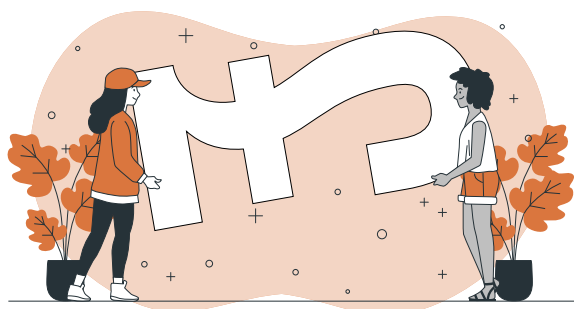
Approximately 20% of primary and secondary learners are in receipt of Uniform Allowance



Approximately 20% of students have an additional learning need



Staff would like a greater focus on worklife balance, creativity and innovation and open communication



Annual Education Expenditure: £78m



WHAT IS THE EDUCATION STRATEGY?

It is the glue that holds our complex system of education together. It shows what we believe is important and lays out our collective aspirations for the whole system. It provides a framework that will help us to deliver a high-quality education for all learners; ensuring that the education system in Guernsey and Alderney is ambitious and aspirational and is securely underpinned by a culture of continuous improvement.

Our Education Strategy has been carefully developed over the last two years through work with a range of colleagues and leaders from our States-maintained education settings. This means that our Strategy sets out the ambitions and areas of focus that our leaders in education have highlighted as critical for our system. The commitments in the strategy were reviewed and repeatedly adapted following exploration with all school and settings leaders and have also been subject to feedback from young people and other learners.

An outline of the strategy has also been shared with all States Members to help them to understand the framework within which our education system will evolve and improve in the years ahead.

The priorities and commitments are high-level, as we would expect any vision to be. However, we are very clear that the intention and purpose of any education strategy should be to have a visible and tangible impact on the children, young people and adult learners that it serves.

The Strategy will help us understand what activity is already underway in schools and settings so we are able to prioritise actions and resources which will have the most impact for our learners. It will also allow us to report progress against these priorities in a meaningful way, to parents and carers and to the wider community to make sure our system continues to improve and deliver the excellent outcomes our learners deserve.





OUR STRATEGY

WE ARE ASPIRING TO EXCELLENCE

Even in a small community like ours, the States-maintained education system is broad and diverse, covering early years, primary, secondary, post-16, special educational needs and adult learning across numerous sites. Think of the Education Strategy as the glue that binds all this together with one common purpose.

It articulates the ambition and aspiration for the islands' learners through four overarching priorities and describes how these priorities will be realised through a series of more detailed commitments. This helps to ensure the best possible outcomes for all learners so that the education they receive makes a tangible difference to their lives and the community as a whole. Beyond our schools, our Education Strategy also covers community, professional and business to business learning.



The Education Strategy, established by the Committee for Education, Sport & Culture, serves as a guiding compass for what our education system needs to deliver.

Our Priorities

Our four priorities have been developed in partnership with schools, settings and service leaders to make sure that there is a collective sense of ownership throughout the States' education community.

Moving forward, everything that we do in education can be linked back to these four priorities. It helps ensure accountability and that resources are directed in the best way possible.



COLLECTIVELY, THE PRIORITIES SET OUT A FRAMEWORK TO ENABLE ALL ASPECTS OF EDUCATION TO FLOURISH. **WHAT'S KEY IS THAT LEARNERS ARE ALWAYS AT THE CENTRE.**



EQUITY, SAFETY, & INCLUSIVITY

Pivotal to our Education Strategy is fairness. We want to ensure every learner has everything they need to be successful.



MEETING THE NEEDS OF OUR COMMUNITY

The world continues to change at a rapid pace and the educational opportunities we offer must reflect that.



HIGH QUALITY LEARNING & EXCELLENT OUTCOMES

As a jurisdiction, we punch above our weight in so many areas and our education system should do that too.



OUTSTANDING LEADERSHIP & GOVERNANCE

The staff across our education settings are our strongest asset and we need to support them with the right leadership and governance to enable them to be inspiring role models.

Equity, Safety & Inclusivity



Inclusive cultures which promote ambition and support health and well-being for all



Broad, diverse, creative and ambitious curriculum



Highest standards of safeguarding



Challenging underperformance



OUR EDUCATION

Aspiring to



Championing early intervention



Supporting and developing a highly skilled education workforce



Developing our curriculum in line with best practice



Using partnerships to continuously improve education

High quality learning & excellent outcomes



Meeting the needs of the community



Equipping learners with the right knowledge and skills for now and in the future



Ensuring a range of views informs education development



Sharing the processes in place which secure high quality education



Using public resources responsibly, efficiently and effectively



Working in partnership to support our learners, our staff and the community

ON STRATEGY

Excellence

Outstanding leadership & governance



Empowering leaders to lead



Developing education governance systems



Accurate, regular and meaningful reporting



Developing a shared culture of trust, honesty, open communication and reflection

SUMMARY

Our vision for the education system is set out within the framework of the Education Strategy. We have four key priorities (or objectives) which describe the strategic intention of our work. Each individual priority is underpinned by a series of commitments which allows us to provide more detail about how we will achieve our ambitions.

WE WILL ACHIEVE EQUITY, SAFETY AND INCLUSIVITY BY

This priority is all about ensuring that our learners feel included, safe and well-supported so that they can thrive in our education system.



Embedding whole-setting cultures and practices which promote inclusivity, challenge inequity, support health and well-being for all and remove barriers to personal ambition



Ensuring that our curriculum at all phases reflects the needs of all learners and is appropriately broad, diverse, creative and ambitious



Ensuring that the protective measures in place to safeguard and keep learners safe are of the highest standard in all settings



Striving for excellence; acting quickly to challenge any areas of underperformance and providing effective and responsive support to settings so that all learners receive a high quality of education

WE WILL MEET THE NEEDS OF THE COMMUNITY BY

This priority is all about ensuring that we provide an education system that strives to meet the expectations of everyone in Guernsey and Alderney. It also challenges us to use public money wisely and to act transparently. This report is part of our commitment to do that.



Ensuring that our education system equips learners with the knowledge and skills so that they can succeed wherever they are, either within or beyond the Bailiwick, now and in the future



Engaging and working with partners through appropriate channels so that educational development is informed by a range of views and is clearly communicated to a broad range of key stakeholders



Operating in a spirit of openness and transparency so that all stakeholders understand the processes in place across the Bailiwick to maintain the highest quality of education



Making the most responsible, efficient and effective use of public resources to provide learning environments that promote excellence and facilitate individual creativity and community prosperity



Working in partnership to embed and promote learner-centred practice across the sector so that our learners, their families, staff and settings receive a consistently high-quality level of support

WE WILL DELIVER HIGH QUALITY LEARNING & EXCELLENT OUTCOMES BY

This priority is all about delivering great outcomes for our learners. One way we evaluate success across this priority is through our published attainment outcomes every year. This enables us to monitor the quality of academic, technical, vocational and professional learning. (You can see our published attainment data on pages 58-65 of this report)



Championing early intervention approaches in all phases and building on excellent foundations to provide the best outcomes for our learners



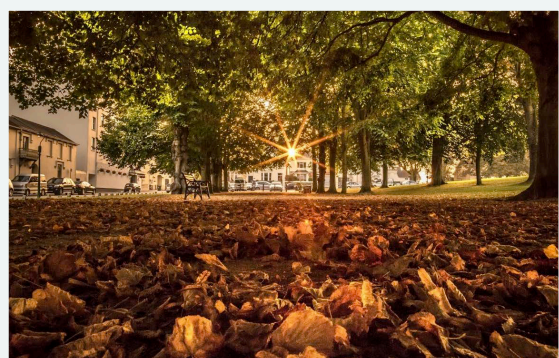
Establishing practices which support leaders to develop, invest in and retain a robust, evidence-informed and highly skilled education workforce including excellent continuous professional development and high-quality recruitment



Ensuring that our schools, post-16 and lifelong learning offers evolve to reflect best practice in curriculum development



Developing partnerships within and beyond the Bailiwick to provide effective validation, challenge and support to improve the quality of education



WE WILL PROVIDE OUTSTANDING LEADERSHIP & GOVERNANCE BY

We know that outstanding leadership at all levels is supported by high-quality governance and this priority is all about delivering just that. We want our all of our leaders to feel that they can genuinely make a difference to our learners every day. That means that we need to be bold, fearless and highly skilled at reflecting on our areas of improvement and building on our areas of strength.



Developing cultures which embrace creativity and innovation, reviewing frameworks and investing in leadership development at all levels to empower leaders to lead



Review and develop appropriate education governance systems for settings and across the States of Guernsey



Reporting regularly, accurately and meaningfully on the quality of education across the Bailiwick



Developing a shared culture of trust, honesty, open communication, and reflection across the whole education sector that embraces and promotes continuous improvement and accountability at all levels



WORKSTREAMS & PROGRESS

It is important that any strategy leads to action with meaningful impact that makes things better for our learners. Often these actions will require some level of change or improvement. For that reason, our Strategy is much more than simply a series of priorities and commitments. Everything that we are doing across the education system feeds into the Strategy. This means that, under each commitment, there are a series of operational workstreams or activities that have been carefully designed to deliver improvement or to strengthen existing good practice. We track the progress of our workstreams every six weeks to ensure that they are delivering against our commitments...and, if they're not, we take appropriate action. A summary of our activities and actions for 2023 which set out how we will realise our commitments are included within this document.

All of our schools and settings, including The Guernsey Institute, also have their own local strategic development plans which reflect the priorities that leaders have identified within their own specific organisations. Our leaders all know that they are part of a wider system of interdependent education across the islands and understand that the areas that they focus on in their own settings contribute towards our shared Education Strategy for Guernsey and Alderney. Information that we gain from our leaders helps

us to monitor how the Strategy is being used to support development and improvement on the 'frontline' of education.

In this report, we have reviewed and evaluated each commitment within each priority by exploring:



the progress and impact to date of our operational workstreams in 2021/22



attainment data from all schools and The Guernsey Institute



feedback from our Ofsted inspection reports to date



feedback from our leaders through their own strategic development plan priorities

This gives us a 'baseline' position for our first year of reporting against the Education Strategy. We know that our Strategy will allow us to build on this baseline and we will provide an update via our next Annual Report which will be published in January 2024.

HOW WE EVALUATE PROGRESS

Why is evaluating progress important?

Evaluating progress enables all organisations to identify areas of strength and areas for improvement, and to prioritise actions.

Reflecting on our performance against our priorities and commitments and reviewing their effectiveness will challenge us to question what we do and why we do it, rather than just carry on doing things as we have always done them. This questioning and challenge helps us to reflect upon whether there is a better or more efficient way of doing things in the future.

In this section of the report, we review the progress we have made across each of our Education Strategy's four priority areas and their commitments.

In making these evaluations we have used a wide range of different sources from data to feedback from learners, teachers and members of staff. The evaluations represent an overarching view of this information across all areas of education as a collective picture about where we are at the moment.



No evidence of impact, insufficient evidence



Limited evidence of impact or substantial development required in this area



Evidence of positive impact but requires further development



Evidence of strong impact and continued progress/development in this area



Highly developed and fully embedded with demonstrable impact

PRIORITY 1

EQUITY, SAFETY & INCLUSIVITY

Commitment

Embedding whole-setting cultures and practices which promote inclusivity, challenge inequity, support health and well-being for all and remove barriers to personal ambition

Where are we now?



Evidence of positive impact but requires further development

We know this because

The Rights Respecting Schools Award (RRSA) is a key part of developing our work on inclusivity. The RRSA is an initiative run by UNICEF which encourages schools to focus on ensuring children's rights are at the heart of school policy and practice. Evidence gathered by UNICEF demonstrates that where there is a shared knowledge and understanding of these rights it has a significant positive impact on children and young people's esteem and supports them to challenge when these rights aren't met.

We are proud that all States-maintained schools have achieved the Bronze Award. We are on target for all to achieve Silver in 2023, with three schools already achieving the Gold Award. UNICEF have advised that Guernsey and Alderney are one of only a very small number of jurisdictions where all schools have achieved at least the Bronze award.

We are also making progress with the introduction of a new Special Education Needs & Disability (SEND) Code of Practice which will be in place in 2023/24 and will set out the processes, procedures and interventions in place for some of our most vulnerable learners. Alongside this we are also in the process of developing smoother referral pathways for our youngest children and starting

to develop an integrated service across Education and Health services so that children, parents and families are supported more effectively.

There has been significant investment in, and training for, staff in all schools and settings over 2022. All schools now have a non-class based qualified Special Educational Needs Coordinator (SENCo) who is available to ensure that children and young people with SEND have every opportunity to achieve.

Next steps

The staff values survey, which was undertaken in January 2022, told us that we should focus on supporting and developing positive mental health and wellbeing **for both learners and staff**, across all schools and settings. As a result, we are now working with The Health Improvement Commission to develop a strategic approach which will address this important need and we aim to share that plan with staff in 2023.

Incidents of bullying remain an area of concern for our children and young people as evidenced in the 2022 Children and Young People Survey. Throughout 2023, our Heroic Imagination Project and the introduction of further initiatives and strategies will help us to continue to reduce incidents of bullying and will help learners recognise unhelpful behaviours.

The COVID-19 pandemic has had a negative impact on school attendance. In our primary schools, attendance rates have recovered to pre-COVID levels. However, there is still work to do to improve attendance across our secondary and SEND schools which stood at 89.6% and 87.2%

respectively for the same period. Throughout 2023 we will have a renewed focus on this area. We will be introducing new initiatives within settings and across the community to ensure that the link between attendance at school and good educational outcomes is well known and understood by our learners and their families.

The new Discrimination Ordinance will come into force in October 2023. From that point it will be unlawful for employers and service providers to discriminate against individuals based on the protected characteristics of race, disability, carer status, sexual orientation or religious belief when providing goods and services. All settings-based staff will attend training in 2023 to make sure that they understand the implications of the new legislation.

A new Early Years Special Educational Needs Coordinator (SENCo) qualification will be introduced to the Early Years Providers. The States Early Years Team has introduced an Early Years Area SENCo to work as part of an integrated service ensuring children and their families have their needs met as early as possible so that every child is able to access and benefit from high quality early childhood education and care.



Commitment

Ensuring that our curriculum at all phases reflects the needs of all learners and is appropriately broad, diverse, creative and ambitious

Where are we now?



Evidence of positive impact but requires further development

We know this because

The COVID-19 pandemic adversely affected all children and young people. Within the Early Years phase of education the impact on personal, social and emotional development was particularly noticeable at the end of their reception year. Despite this, 60% of children achieved a 'Good Level of Development' including literacy & maths (an increase of 8% from 2021) and 78% of children achieved a Good Level of Development in the Prime Areas only (an increase of 5% from 2021).

Across all phases there has been an intensive programme of curriculum development, and this continues to be a major focus in all schools and settings but particularly those where Quality of Education is highlighted as an area for development. Quality of Education is one of four areas within the Ofsted inspection framework.

We have a new and exciting cultural enrichment programme in place within the primary school phase that focuses on increasing the cultural capital of our children by providing them with a broad range of enriching experiences. By delivering an equitable approach to cultural enrichment, all our primary children from Reception to Year 6 are benefitting from a rich and varied suite of experiences. These activities will support children to do better in schools through the acquisition of knowledge and skills, whilst also impacting on their future aspirations and ambitions throughout their personal educational journey.



The Music Service makes an impactful contribution to the breadth and diversity of the curriculum offer, providing access to instrumental and singing lessons. The service also supports the music curriculum in primary schools through whole class programmes where every pupil in years 2 and 4 in Guernsey sings and plays an instrument. Additionally, the Music Service gives curriculum support to non-specialists in the primary sector and provides opportunities for all island pupils to attend concerts by its own staff and visiting performers.

Our end of Key Stage 4 Secondary outcomes began to return to the pre-COVID level (of 2019) with GCSE pass rates of those achieving a 9-4 grade in five or more subjects including English and maths reducing only slightly. However, we know there is still work to do to in this area and so it remains an ongoing focus in all secondary settings.

Next steps

The current self-assessment that schools and settings make in the area of Quality of Education demonstrates that this is a key area for action in 2023. As a result, we will work with all education settings in 2023, continuing to improve the quality of education they deliver by supporting, reviewing and developing the curriculum offer so that the range and quality of what learners' access meets their needs and the vision of The Bailiwick Curriculum.

The vision encompasses both academic ambition and practical life skill. Our revised curriculum entitlement documents and associated training are supporting schools to equip learners with the knowledge and skills they need to take advantage of the opportunities, responsibilities and experiences of later life.

Our determination to improve literacy and numeracy levels across all schools and settings will continue to be a focus. Although we are seeing positive improvement within the Early Years these improvements need to be replicated across all stages and phases of education and all education environments in 2023.

Leaders in all schools and settings continue to focus on the development of their curriculum; with the development of early reading being a priority. Across the secondary phase there is a renewed emphasis on ensuring that more learners gain at least five good GCSEs alongside ensuring that learning environments are disruption free. Through The Guernsey Institute, the development of adult literacy and numeracy is a priority included as part of the Human Capital Development Plan.

Within the Early Years we are continuing to focus on the development of integrated services with Health & Social Care (HSC) colleagues and third sector partners which builds on the implementation of specialist support within Early Childhood Education.



Commitment

Ensuring that the protective measures in place to safeguard and keep learners safe are of the highest standard in all settings

Where are we now?



Evidence of strong impact and continued progress/development in this area

We know this because

Recognising the importance of safeguarding all our children and young people, we have made substantial progress towards fulfilling this commitment.

All our education settings have detailed safeguarding policies in place which align with best practice nationally. As part of this work all schools and settings maintain an up-to-date register of everyone who works in or visits the setting so that we can ensure children are safe.

Everyone with responsibility for hiring staff who works with, or makes decisions about, our children and young people needs to play their part in keeping learners free from the risk of harm. In 2022 we launched mandatory training with our HR colleagues focusing on 'Safer Recruitment' for our schools and settings. The States Early Years Team also ensure Safer Recruitment training as part of their CPD offer.

All staff who work with children and young people in all settings must access mandatory appropriate safeguarding training and the Designated Safeguarding Lead in all schools and Safeguarding Leaders in our Early Years Provisions receive training and updates each term to ensure that there is always a sharp focus on this crucial issue.

Our Educational Psychology Service has introduced specialist training for Learning Support Assistant (LSAs) through the ELSA and MELSa programmes to support the emotional literacy of young people and their families and to support with mediation where required.

We have worked with our Police colleagues to introduce Operation Encompass which ensures staff are made aware if any learner experiences a traumatic event at home so staff are ready to support them.

Next steps

We want to make sure we listen to the voices of all our learners irrespective of age or ability. So in 2023 we will be looking to see how we can hear the voice of our very youngest children though an integrated working party led by the States of Guernsey Early Years Team.

Health and Safety is an important aspect of safeguarding and we will be working closely with our partners in the States Property Unit in 2023 to ensure that we are meeting all our statutory requirements.

Where children and young people do not attend school, there are sometimes safeguarding concerns; we will be focusing on ensuring that we maximise attendance across all settings in 2023. We will continue to ensure a forensic focus on this area through regularly reviewing the attendance policy and through close working relationships between our settings based staff and our Schools Attendance Service.

In 2023 we will also be working with schools and settings to further improve entry and sign-in systems and work with providers and the Data Protection Team to ensure we are reviewing and improving our record keeping.

Commitment

Striving for excellence; acting quickly to challenge any areas of underperformance and providing effective and responsive support to settings so that all learners receive a high quality of education

Where are we now?



Evidence of positive impact but requires further development

We know this because

Support and challenge are important aspects of any mature education system and in 2020 we introduced a revised improvement cycle to monitor and review practice across all schools and settings. This serves to not only develop practice but also share the good things that are going on across the system.

Following the introduction of the new education quality assurance framework, Ofsted began inspecting our schools and Further Education settings in 2022 following a delay due to COVID-19. This has added a robust additional layer of external accountability which is key for any education system

so that we know and can assure the community of the quality of our provision. Importantly, we are acting on feedback to make sure our settings continuously improve. The States Early Years Team also ensure all Early Years Providers have an annual safeguarding check as part of the quality assurance process.

All settings have performance management processes in place and there is a transparent programme of continued professional development to support the ongoing upskilling of the workforce.

Clear plans to support schools and settings exist where there are areas of development. These are supported where and when possible, with appropriate resources that enable leaders in those settings to focus on continuous improvement at pace.

As part of the COVID-19 recovery plan additional staffing and resources have been allocated to schools and settings to support and address the needs of some of our most vulnerable learners and those who have not always achieved as well as we might like them to. This includes extra LSAs for all Reception classes and ensuring that all Deputy Headteachers do not have class-based responsibilities. This frees them up to work with the SENCo and class teachers to improve and develop their teaching. a

Next steps

We have already had some positive judgements following Ofsted inspections however, where there have been some areas for development raised, we recognise we need to work hard with our school leaders to develop practice so that all our schools and settings are at least 'Good'. This will continue to be a significant area of focus 2023 and 2024.

We will continue to work across all other schools and settings in 2023 to continually improve their practice through high quality training, support and challenge.

Recruitment across the Bailiwick has been challenging in many areas post COVID-19; we are improving the way we recruit during 2023 and will be working with our HR Partners to introduce new initiatives focusing on the recruitment and retention of all staff across all areas of education. In addition we will be introducing a new and revised on-island Initial Teacher Training (ITT) Programme so that we can 'grow our own teachers'.

In 2023 we will review how we report to parents and the wider community to ensure that there is transparency about where our education system is doing well and where we need to make improvements; this report is part of that process.

SUMMARY OF PRIORITY 1

EQUITY, SAFETY & INCLUSIVITY



100% schools have achieved Bronze Rights Respecting School Award



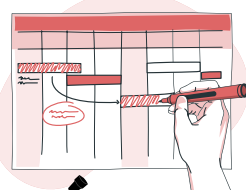
Our values survey highlighted that we needed to do more to ensure that we are focused upon staff wellbeing



We have a focus on improving attendance in all schools



Children and Young People have told us that bullying is a concern for some children so we are tackling bullying in our schools



Our curriculum requires further development and improvement



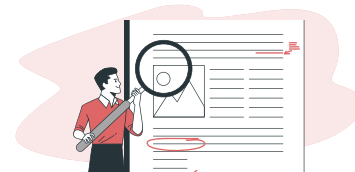
All staff are trained in safeguarding



All senior leaders/ recruiters are trained in safer recruitment



We have a clear and rigorous improvement cycle in place across all schools and settings



Our new Ofsted Inspection framework and Early Years Quality Assurance Framework support and challenge development of settings



High levels of targeted support are in place for underperforming schools



A revised SEND Code of Practice under development

PRIORITY 2

MEETING THE NEEDS OF THE COMMUNITY

Commitment

Ensuring that our education system equips learners with the knowledge and skills so they are able to succeed wherever they are, either within or beyond the Bailiwick

We know this because

The majority of learners who complete compulsory education within the States-maintained system progress to positive destinations such as further education or employment. This means that we have relatively low numbers of learners classed as NEET (Not in Employment, Education or Training) when they complete statutory education.

Where are we now?



Evidence of positive impact but requires further development

Given our size and scale, we offer impressively broad provision at post-16 through courses at The Guernsey Institute and the Sixth Form Centre and this allows us to support Year 11 leavers with a range of options, from Entry Level qualifications all the way through to through to Level 3 and Higher Education pathways.

Young people who leave our schools usually choose to continue their studies with an average of more than 82% (over the past decade) moving into continued study or apprenticeships where they can 'earn as they learn'. Those who choose not to continue their studies are usually able to move quickly into employment with the most popular employment sectors for our school-leavers being wholesale, retail; finance; construction; professional, business, scientific & technical services; and public administration.



All primary schools are developing progressive and sequenced curriculums within the core and foundation subjects which identify the granular knowledge and skills that children need to acquire at every stage of their learning journey.

However, we recognise that there are still significant numbers of learners who do not leave our secondary schools with the important English and maths qualifications that are considered essential for their future. This means that too many students have to re-sit these qualifications when they finish Year 11.

Data tells us that, overall, we have lower levels of adult literacy than many other jurisdictions. This means that some adults do not have the basic skills that they need to make the most of the opportunities around them or, if they are parents, to support their own children in their learning.

We know that positive literacy skills are one of the most important factors for personal and professional success. Over the past three years we have raised the profile of literacy across our primary schools, including taking an increasingly evidence-based approach to teaching phonics in the Reception year and further supporting the teaching of reading in primary schools through the provision

of enhanced training for staff and through the provision of additional resources for schools and children.

Our secondary schools have also benefited from our strategic focus on literacy through the implementation of new evidence-based intervention programmes, CPD and support to develop this aspect of their own individual school improvement plans.



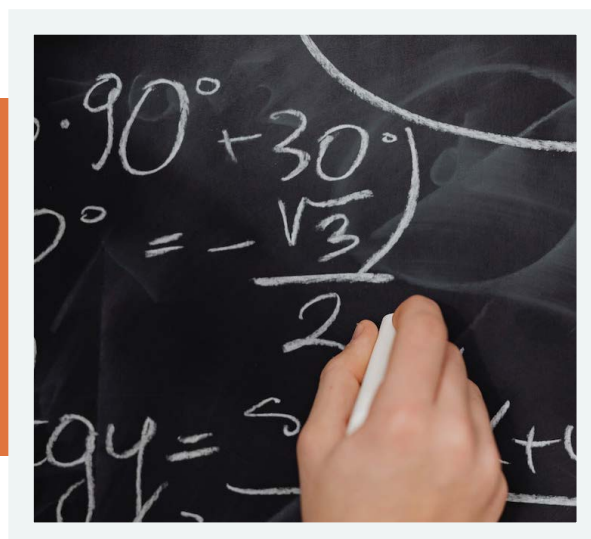
Next steps

We are a key partner in the cross-Committee Human Capital Development Plan which will allow us to take a States-wide approach to skills development across the islands. This will allow us to identify specific areas of need that require attention in order to meet the aspirations of the individual learners across the community and the Bailiwick more widely.

We are firmly focused on improving outcomes in our secondary schools as part of our work to transform secondary education across The Secondary School Partnership. Improvements are now in place relating to the way that the curriculum is designed and resourced across all secondary schools which will increase the percentage of learners achieving English and maths at a grade 4 or better, alongside other subject areas.

We know that success at secondary school is inextricably linked to firm foundations gained in earlier education. This year we will build on the success of our work to strengthen literacy across the system by undertaking a parallel focus on maths across all of our schools, sharing learning and best practice to improve numeracy outcomes at all phases.

We urgently need to ensure that all schools, settings, learners and education staff are provided with the infrastructure, hardware, training and support to operate in a modern and digital global environment. This will ensure that our learners have the skills that they need for now and the future. We are working hard to implement a process of digital improvement across the States maintained education sector, in parallel with the States wider IT Transformation Programmes. This means that, by July 2023, all of our staff will have received new devices to support their teaching and all of our schools will have upgraded network connectivity, including enhanced wi-fi.



We have already used dedicated funding from the Government Work Plan to establish more than six new adult literacy and numeracy development groups across the island and have made these as accessible as possible for adults who have employment or childcare commitments. We plan to establish additional groups in the coming twelve months so that we can reach out to more adults who want to improve their literacy and numeracy skills and confidence.

Within the States Early Years Team, there is a significant focus on early speech, language and communication skills as these provide the foundations needed for strong literacy development as well as being important in their own right.

The States Early Years Team, alongside key partners, will be developing information to share knowledge and information for parents on how best to support their child's development of early speech, language and communication.



Commitment

Engaging and working with partners through appropriate channels so that educational development is informed by a range of views and is clearly communicated to a broad range of key stakeholders

Where are we now?



Evidence of positive impact but requires further development

We know this because

We have worked hard to improve our approaches to partnership working over the past three years and to improve the way that we communicate with important stakeholders. For example, we developed good links with partners across Health & Social Care during the pandemic and are continuing that relationship with our developmental work on improving services for children and young people.

We have tried to prioritise engagement and communication with staff as part of our day-to-day activities and via the Transforming Education Programme. We have also worked closely with partners from the local and national education unions to inform and guide our approach to this work. For example, we have established the successful 'Together As One' forum to support the integration of The Guernsey Institute. We continue to work closely with unions on many aspects of the development of education across the islands.

Throughout the past two years we have invited all States Members (Deputies) to a series of briefings about key areas in education. These sessions have covered areas such as Ofsted Inspection; SEND; Our Education Strategy; Governance across Education; Education Outcomes and Improvement.

This year we have broadened our reach to engage other groups including our School Committees.

Our States Early Years Team has well-established partnerships within the Crown Dependencies and through the British-Irish Council.

We regularly use the Education Strategy as a platform for engagement with two of our most important stakeholder groups – our staff and our learners. The development of the strategy has been informed by feedback from young people via the Youth Forum and we have built a strong team of aspiring leaders from across the system who we use as the ‘powerhouse’ of strategy development, working alongside their Headteachers/Principals in all of our settings.

Communication with our Headteachers/Principals has improved across the system. We have restructured our central senior leadership team so that school leaders have more opportunities to connect with their line-managers and to receive support to improve their settings. We provide half-termly briefings with all leaders which act as a forum for both information and expectation-sharing and, crucially, feedback and discussion around key areas of improvement.

We maintain regular links with the Principals of the Grant-Aided Colleges so that they are briefed on the priorities of the Committee for Education Sport & Culture.

We frequently engage with partners from beyond the Bailiwick to enhance our own skills and to provide alternative perspectives which help us to look outward and learn from best practice in other jurisdictions. These groups include the Diocese of Portsmouth, other schools across the UK who can share best practice and provide advice or guidance, our partners in the inspectorate (Ofsted) and a range of additional advisers for strategic input or training and development.

We have invited the views of staff and parents as part of our information-gathering activity prior to consultation on the new Education Law.

Next steps

In January and February, we will build on our on-going development work for the new Education Law by linking with a range of key stakeholders as part of our formal consultation process on policy proposals to modernise the Law.

We will continue to work with external partners to advise us on the development of our new Code of Practice for learners with SEND/ additional needs.

We will continue to further develop our work with external partners so that we remain outward facing and able to learn from best practice elsewhere and share what we do here.

We will engage with the new Youth Forum to continue to gather views of children and young people from across all phases of education and all learning environments.

We will continue to engage with and seek the views of our senior leaders and staff from across the whole organisation and investigate different ways of doing this.

Commitment

Operating in a spirit of openness and transparency so that all stakeholders understand the processes in place across the Bailiwick to maintain the highest quality of education

Where are we now?



Evidence of strong impact and continued progress/development in this area

We know this because

We have sought to engage with all States Members to ensure that they understand our views about the strengths and challenges facing the education system so they can use this knowledge to inform their own scrutiny of education in the States of Deliberation and elsewhere. This has included providing an insight around some of the specific workstreams that we are focused on in the current academic year.

This report has undergone a robust internal scrutiny process so that the Committee *for* Education, Sport & Culture can be confident that the baseline position against the Education Strategy is accurate and is a valuable point of reference for the community.

The States Early Years Team have a dedicated webpage which has a comprehensive range of information available to all.

We have published the Ofsted inspection handbooks both for schools and for The Guernsey Institute's College of Further Education so that the community can understand the high standards to which we hold our settings and we also publish our inspection reports on gov.gg.



We have routinely provided media releases around our end-of-stage outcomes data so that everyone can see how our settings are doing.

All school websites have been developed to ensure that the information they provide gives relevant information for all key stakeholders.

Last year, we provided high-level information about the Education Strategy on gov.gg and we have continued to update this site.

Next steps

We are committed to publishing this report on an annual basis so that the whole community can see the progress that we are making across the system and the areas we need to improve upon.

We will use the outcome of the wide-ranging formal, public consultation on the Education Law to refine our policy proposals which will go before the States in 2023.

We are committed to continuing with our range of targeted briefings so that we build a consistent understanding of the fully States-maintained education sector across the political spectrum.

We also plan to enhance our external communications plan to offer more opportunities for the wider community to hear about the work that we are doing and why we are doing it. We will ensure that future curriculum models makes reference to meeting the needs of our community.

Commitment

Making the most responsible, efficient and effective use of public resources to provide learning environments that promote excellence and facilitate individual creativity and community prosperity

Where are we now?



Evidence of positive impact but requires further development

We know this because

We are committed to making the best use of the funding and resources that we receive and are not afraid to take tough decisions where needed to ensure that we are spending wisely. Over the past two years we have taken steps to re-allocate our resources where appropriate so that we can provide improved opportunities for learners across the whole system. For example, we have provided additional interventions in all schools and settings as part of our recovery from COVID-19.

We have remained within our annual budget for a number of years and have not overspent. This means that we have not requested additional funding, other than for priorities that already exist within the Government Work Plan (such as time-limited COVID-19 recovery resources).

We are engaged in the transformation of secondary and post-16 education which will deliver efficiencies in revenue spend alongside necessary investment in the schools' infrastructure. We have worked hard to ensure that the costs of this significant programme of change are well-managed and do not create unnecessary risk, whilst focusing on the benefits that such change will bring to the island and our learners in the longer-term.

We have aligned a number of our internal services so that we can work together more effectively and efficiently, including housing more of our key support areas in one central location.

We have centrally purchased educational resources and tools to support school improvement and to achieve increased value for money, ensuring that all settings can benefit equitably.

The States Early Years Team continues to develop their work through integrated working parties with partners across Health, the Children's Library service, third sector charities, the Health Improvement Commission and the Sports Commission, to ensure shared expertise and learning to benefit our youngest children.

We engage in regular contract management to ensure that the support that we commission from the third sector or from any of our partnerships is well-managed and that these contracts are reviewed and amended regularly to deliver the support that we need. For example, this year we have updated our contractual or grant arrangements with our inspectorate; with the Youth Commission and with the Sports Commission to ensure that we derive best value for money.

Whilst we are confident that we are allocating funding where it is needed, we need to monitor the impact of this through improved outcomes and inspection findings.



Next steps

We will deliver the reorganisation of secondary and post-16 education, as directed by the States of Deliberation, so that we can achieve increased equity and consistency across the sector.

We will begin to prepare for the Primary Review which is due to be undertaken from 2025.

We are very aware of the huge challenges around the recruitment of staff in education that are evident across the UK and more widely. We remain concerned about the impact of this on our settings. Whilst this is not an issue that is unique to the education sector in Guernsey and Alderney, we are committed to doing all that is possible to improve the resilience of our workforce and to ensure that we have the right people working across the system to deliver continuous improvement. For this reason, we have prioritised a role to develop and improve our Education Workforce Strategy in 2023 and we will work with other States of Guernsey departments to deliver this plan and strengthen our longer-term position around recruitment and retention.

The impact of the time-limited additional funding provided to us by the States of Deliberation will be reviewed as part of the island's COVID-19 Recovery Plan to make sure that this funding is delivering what is needed for learners affected by disrupted learning during the period of the pandemic.

We will continue to review our budgets and expenditure to ensure that funding is always targeted where it is needed so that we can continue to improve our education system.



Commitment

Working in partnership to embed and promote learner-centred practice across the sector so that our learners, their families, staff and settings receive a consistently high quality level of support

Where are we now?



Evidence of positive impact but requires further development



We know this because

Our services around inclusion, admissions, grant-funding and careers advice already work very closely with our learners and their families. In 2022, we have supported many children and young people and their families on matters specific to them or their child.

We routinely evaluate the feedback that we receive from families and young people about the support that they have received, acting on both positive and negative feedback.

In 2020 we introduced a new system to support the resolution of any complaints that are received across our settings. We have seen a positive impact from this work with the number of complaints being received by the Education Office reducing year-on-year and solutions to any concerns being resolved positively in settings, rather than centrally. However we are aware that some complaints take too long to be resolved. We are determined to improve this.

We are always keen to hear feedback from our learners and one way in which we gather this information is by our Children & Young People's survey, which is undertaken every three years. The results of the 2022 survey will be released in 2023.

This survey tells us that the majority of our children and young people feel that their voices are heard in their settings but we know that we can always do more to make sure that every one of our learners feels that they are receiving the support that they need.

Next steps

We need to ensure that all of our learners and their families are able to share their views and work constructively with staff in schools or The Guernsey Institute to support the achievements and ambitions of their children and young people. We will use our work to update the SEND Code of Practice to strengthen the views of families and learners in the quality and type of provision that they receive. We will also make sure that, where Pupil or Student Councils are used in our settings, all leaders actively use this feedback to adapt the approaches that we use.

We have already strengthened our role in the Corporate Parenting strategy which we support in partnership with colleagues in Health & Social Care. In the coming year we intend to further develop our links with this Committee area and explore ideas and plans to work more closely together to improve support for vulnerable learners.

Subject to the outcome of formal consultation, we will ensure that our proposals around the future of the governance of education settings include representation from the parent body in all of our settings. (For The Guernsey Institute, we will provide for student representation).

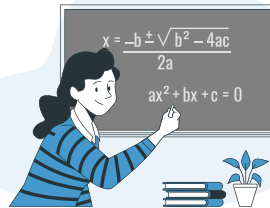


PRIORITY 2

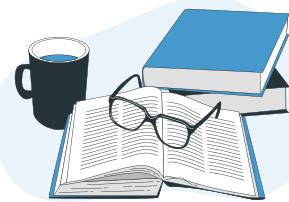
MEETING THE NEEDS OF THE COMMUNITY



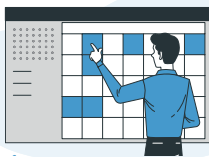
Our Not in Education, Employment or Training (NEET) figures are low



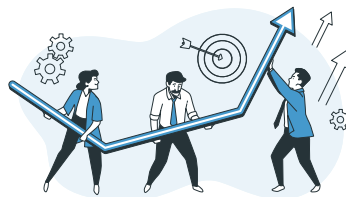
We need to reduce the number of students having to repeat English and maths



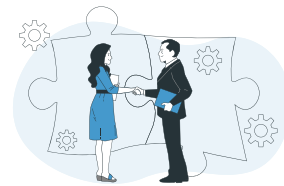
We are addressing Guernsey's lower level of adult literacy



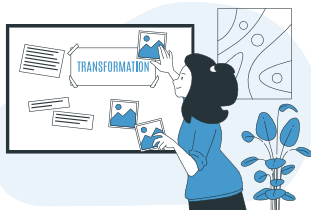
We are implementing the Human Capital Development Plan with the Committee for Economic Development



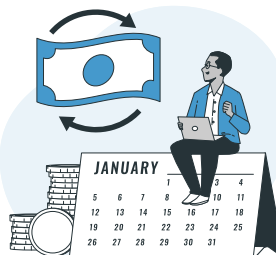
We need a continued focus on improving outcomes at each Key Stage of Education



We are engaging with School Committees, States Members and Commissioning partners



We have a significant Education Transformation Programme in place



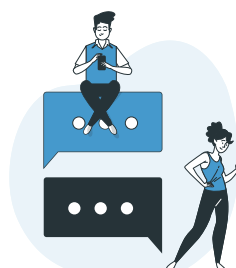
We do not overspend our annual budget



Additional funding through the Government Work Plan will target areas of identified need across schools



Ongoing work to ensure workforce strategy and workforce reform



We will improve the impact of our strong partnership working

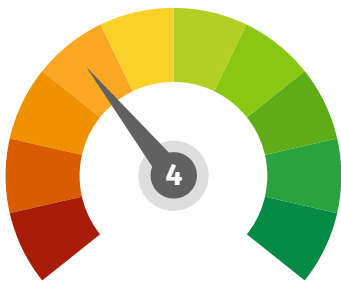
PRIORITY 3

HIGH QUALITY LEARNING & EXCELLENT OUTCOMES

Commitment

Championing early intervention approaches in all phases and building on excellent foundations to provide the best outcomes for our learners

Where are we now?



Limited evidence of impact or substantial development required in this area

We know this because

Work is underway to develop early intervention approaches based upon excellent classroom practice. This is important in the early stages of a child's education journey but is also critical as they progress and develop throughout primary and secondary school. Having teachers who can break down learning into small steps and identify and correct misunderstanding promptly ensures

that children continue to make good progress and do not fall behind. Training has been provided to schools by Education Development Officers. Officers also quality assure provision through regular visits to schools. However, the approaches are in the development stage and are not yet fully embedded across all schools. We know that our outcomes need to improve and classroom practice which prioritises early intervention will support with this in the long-term.

Over the past three years we have raised the profile of literacy across our primary schools, including taking an increasingly evidence-based approach to the teaching of phonics in Reception and in supporting the teaching of reading through the provision of enhanced training and additional resources.

This is starting to have a positive impact on literacy skills for children in primary schools. Evidence through assessments and inspections to date have identified that this is a strength of our provision in primary schools.

A rigorous cycle of school improvement visits and reviews are in place throughout the academic year to provide ongoing feedback to settings and to validate their own self-evaluation processes.

We have funded non-teaching SENCOs to ensure

that all children are able to access best possible support at an early stage of their education.

There are also SENCo's in all our Preschools and Day Nurseries supported by the States Early Years Team who provide regular training and development.

The States Early Years Team have a comprehensive annual training and development programme, which is delivered using a range of partners across the States and third sectors. The training schedule is published each July and available on www.gov.gg/SEYT.

Next steps

We will ensure that the programme of professional development continues to focus on quality teaching and support in the classroom and that our quality assurance processes continue to be robust and challenging in order to identify good practice and areas for development within schools.

We will work with Early Years Providers and partners on the implementation of the Raising Achievement in Literacy (REAL) Programme.

We will continue to develop teaching and learning practice across all schools.

We are developing a suite of high-quality educational teacher development videos which feature our own skilled staff, focussing on critical areas of the curriculum such as phonics, teaching.

Commitment

Establishing practices which support leaders to develop, invest in and retain a robust, evidence-informed and highly skilled education workforce including excellent continuous professional development and high-quality recruitment

Where are we now?



Evidence of positive impact but requires further development

We know this because

During the academic year 2021-2022, our Education Improvement team had several vacancies. This meant that fewer training opportunities could be offered. Recruitment for the Initial Teacher Training programme was paused so that the delivery model could be reviewed and a new model developed. Despite these challenges, a range of activities have taken place to ensure that the education workforce remains highly skilled and effective. In particular, training and development has been implemented as a result of the findings of the nasen and literacy review. Ensuring leaders had a better understanding of assessment was another major focus.

Revised programmes for Newly Qualified Teachers (NQTs) and those in their second year of teaching have been developed to ensure that teachers at the start of their career benefit from an enhanced induction and professional development plan to start their working journey rooted in best practice and evidence.

A newly developed Deputy Headteacher Forum has been introduced to share good practice and consider ways to reduce workloads.

Workload is still an issue partly due to individual schools still choosing to plan their curriculum independently.

We are continuing to develop a highly skilled education workforce as inspection outcomes and results in all key stages show that we have not yet achieved consistency across all settings.

Next steps?

In 2023 we will launch and implement the new Initial Teacher Training (ITT) programme so that we have sustainable on-island provision for teacher training. We will build on the work of the Newly Qualified Teacher (NQT) programme to ensure that we have an appropriate and relevant programme of CPD for teachers in the early stages of their careers and they benefit from continued input into the development of their expertise.

We will develop a workforce strategy to ensure that we are future proofing the workforce and planning ahead for gaps in the workforce and that we have appropriate succession plans in place.

We will also further develop and refine our CPD offer so that it meets the needs of the workforce as a whole, addresses ongoing areas of development and providing opportunities for non-teaching staff to develop their own practice and expertise.

We will carry out a maths review in all settings so that we can further improve practice in this key curriculum area.

We will prepare to deliver on the findings of digital reviews and plan a high quality professional development programme to support the roll-out of new equipment as part of the approved digital transformation programme.



Commitment

Ensuring that our schools, post-16 and lifelong learning offers evolve to reflect best practice in curriculum development

Where are we now?



Evidence of positive impact but requires further development

We know this because

Our settings have all carried out rigorous self-evaluation which has been quality assured by Officers involved in providing support and challenge to schools and settings. This has shown that the majority of settings believe that their curriculum requires further development and is not yet 'Good' in all areas.

Substantial time has been allocated to curriculum development through school improvement plans and centrally coordinated activities. All settings have identified curriculum development as an area of improvement. In particular, the Curriculum Entitlement Documents which are being developed for all subjects set out the knowledge and content which must be covered through the curriculum. There is a roll-out plan and timetable for these to be developed and published over time.

Our States Early Years Team has been working in close partnership with Early Years Providers to ensure that the curriculum offer prepares children for transition



to primary school. The team has also worked closely with primary school Early Years Leaders to ensure that the curriculum offer provides a strong foundation for primary education.

Primary and secondary schools have continued to develop their curriculum to ensure that there is a systematic approach to developing learners' knowledge and skills over time and secondary schools have begun to align the curriculum offer at Key Stage 4.

We are closely involved in the work to develop the Human Capital Development Plan with the Committee for Economic Development to support the future workforce and skills requirements for the Bailiwick.

Next steps

We will continue to have a strong focus on curriculum development and support our settings to continue with the development of their curriculum. Our professional development offer will align with the identified priorities across schools.

Education Officers will continue the development and publication of the Curriculum Entitlement Documents to provide schools and settings with clarity for the curriculum content which must be taught as part of the Bailiwick curriculum.

Secondary schools will continue to develop greater alignment across the curriculum in Key Stage 3 and Key Stage 4 to prepare for changes to the future structure of secondary schools and to ensure that students and staff can move seamlessly between schools, as required.

We will review the post-16 offer to ensure that it is aligned to the transformation programme and the development of the Secondary School Partnership and the shared post-16 campus.

We will continue to play an active role in the Human Capital Development Plan so that we can directly contribute to the development of skills in Guernsey.

We will continue to provide robust challenge and quality assurance across all settings to support improved inspection outcomes.

Commitment

Developing partnerships within and beyond the Bailiwick to provide effective validation, challenge and support to improve the quality of education

Where are we now?



Evidence of positive impact but requires further development



We know this because

We have introduced Ofsted as a rigorous new partner for the external validation and quality assurance of standards across all settings. Inspections of schools began in April 2022. This followed an absence of inspections due to the previous inspectorate withdrawing its services and the impact of COVID-19 preventing school inspections. To date four settings have been inspected since April 2022.

The Secondary School Partnership has continued to develop and there is an Executive Leadership Team in place which meets weekly to consider school improvement and continued transformation across all secondary schools. We continue to encourage all of our schools and settings to remain outward facing so that we can learn from what is happening elsewhere and be aware of best practice beyond Guernsey. A number of partnerships are developing with external school-based colleagues and advisors in local authorities, education trusts and multi-academy trusts across primary, secondary and post-16 education elsewhere.

Education Development Officers have carried out a programme of review and validation of all settings and the States Early Years Team continue to inspect Early Years providers as part of their Quality Assurance Framework, alongside providing a comprehensive package of CPD. The States Early Years Team has also continued to develop its links via the British-Irish Council and through partnership working with the Crown Dependencies so that we benefit from expertise and the continued development of practice beyond the Bailiwick.

Next steps

We need to continue to encourage all our settings to remain outward facing and to take up opportunities to develop partnerships beyond the Bailiwick so that we remain abreast of best practice nationally and internationally.

We will explore opportunities for peer-led review and quality assurance across schools to support continued school improvement

We will continue to ensure that the new inspection approach is firmly embedded which will provide schools and settings with stability and clarity in relation to standards.

The rigour and challenge provides review and validation of educational standards across all settings.

Our CPD offer will continue to evolve and will include a broad range of activities, some of which will be led locally, and others by colleagues external to Guernsey. This will ensure that staff in Guernsey continue to be exposed to a range of views and best practice in Education to support continued development and improvements.

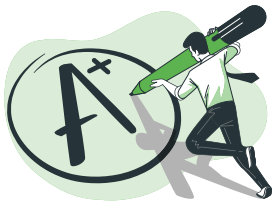
We will continue to develop partnerships with external colleagues in local authorities, education trusts and multi-academy trusts across primary, secondary and post-16 education to provide further support and challenge for settings.

Education Development Officers will continue to carry out a revised programme of rigorous review and validation of settings which enables both leaders and governors to be clear about strengths and weaknesses.



PRIORITY 3

HIGH QUALITY LEARNING & EXCELLENT OUTCOMES



A rigorous and challenging inspectorate is in place to review and validate educational standards across all settings



Partnerships are developing with external colleagues to provide further support and challenge for settings



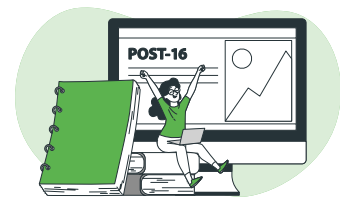
Education Development Officers are carrying out a revised programme of rigorous review and validation of settings



Ongoing planned curriculum development work is already in place



Curriculum Entitlement documents are being developed with the profession, with some now published and in place



We are reviewing the Post-16 offer as part of the transformation programme



A much improved training programme is in place for all staff



Workload is still an issue that we need to address



We need to continue to develop a highly skilled education workforce



Early Years have continued to develop links with the British-Irish Council and partnership work with the Crown Dependencies



School self-evaluation, officer quality assurance and inspection judgements highlight that settings require improvement in this area.

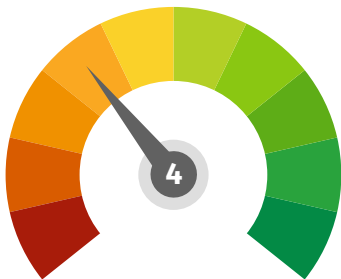
PRIORITY 4

OUTSTANDING LEADERSHIP & GOVERNANCE

Commitment

Developing cultures, reviewing frameworks and investing in leadership development at all levels to empower leaders to lead

Where are we now?



Limited evidence of impact or substantial development required in this area

We know this because

There has been a significant focus on developing a comprehensive programme of Continuing Professional Development (CPD) for settings-based senior leaders which will help ensure that leaders across the system can draw from evidence-based best practice to monitor and improve their settings. The refreshed CPD programme for leaders is in its infancy but over three months at the end of 2022, over 82 hours of training was delivered. The impact will be evidenced through Ofsted leadership and management judgements being at least 'Good' or better following inspections against the Quality Assurance Framework. Based on the four inspections to date, 50% of settings have been rated 'Good' for leadership and management.

As part of the work to embed the Education Strategy, a network of settings-based colleagues has been established. This group of aspiring systems leaders continues to raise its profile, acting as a source of challenge and support to Headteachers and Principals around the visibility of the Strategy in their settings. This group has received over 20 hours of dedicated leadership training and development to help lead activities which support the continuous improvement of our settings, including the delivery of the Cultural Values Assessment in January 2022. The review of the Education Law has provided the

opportunity to consider governance arrangements for our settings both in the short term and to develop a robust model for the future.

As part of this work, an interim model of governance has been established where members of the Committee *for* Education, Sport & Culture act as governors as a way of strengthening the oversight of education settings. This has provided Headteachers and Principals with increased challenge around their decision making and school improvement activities to help improve strategic planning. To date, two rounds of governance meetings for each setting have taken place, totaling over 80 hours of scrutiny.

Next steps

We will work with settings leaders to understand the impact of the Education Strategy network in our schools and The Guernsey Institute. We hope to see members of the network being promoted into senior leadership positions in our education system and we know that some members have already made this step.

To fully understand the impact of the interim governance model, analysis of feedback is being undertaken following each cycle of meetings and the model adjusted to account for this. Any common themes which arise from meetings are reported to the Committee *for* Education, Sport & Culture so that system-wide policy can be adjusted or introduced as required. This provides a formalised reporting and monitoring process.

Following the States debate on the proposals for the new Education Law, work will begin in 2023 to

develop the agreed future model of governance for our education settings.

We will implement a revised meeting structure for primary leadership and deputy headteacher leadership.

We will develop an enhanced leadership development offer and ensure that all staff receive appropriate appraisals and time with their line manager.

Commitment

Review and develop appropriate education governance systems for settings and across the States of Guernsey

Where are we now?



Evidence of positive impact but requires further development

We know this because

We know that this is a work in progress, however in 2021/22 the Committee *for* Education, Sport & Culture began the process of exploring what a context-specific model of education governance might look like. Proposals are in development, and we expect more progress later this year when the Committee submits its Policy Letter on the Education Law Review.

The Education Office continues to provide scrutiny and oversight at a settings level through the structured programme of visits which sits at the heart of the Education Improvement Policy. Education Development Officers explore and challenge leaders' assessment of performance through the validated self-evaluation cycle.

As part of the governance of the Education Office, the Committee *for* Education, Sport & Culture provides a level of oversight and scrutiny through the challenge process as part of performing its mandate. Officers provide regular updates on how the system is performing and improving which are subject to challenge. This year the Committee *for* Education, Sport & Culture time spent more than 80 hours scrutinising education settings.

Next steps

The proposals for the future model of governance will be submitted to the States in the second quarter of 2023. Following States consideration, it is anticipated the new Education Law will be enacted in 2025. Development of this governance model will further strengthen the oversight and scrutiny of our settings.

Part of the work on the interim model of governance includes the development of dashboards which members of the Committee *for* Education, Sport & Culture and our settings leaders use as an important tool in scrutinising data and understanding emerging trends. The dashboards will continue to be developed to ensure that they remain fit for purpose.

The Transforming Education Programme work on the Secondary School Partnership, including the

introduction and transition to new organisational structures will provide improved leadership, governance and strategic direction across secondary education delivery.

Commitment

Reporting regularly, accurately and meaningfully on the quality of education across the Bailiwick

Where are we now?



Evidence of strong impact and continued progress/development in this area

We know this because

This baseline report setting out the current position against the Education Strategy and annual standards and performance information is the first in an ongoing cycle of reporting and it is anticipated that this report will be produced annually. Key stakeholders and the community will be able to monitor the progress we make towards achieving the ambition of excellence across our education system.

The Performance Measures and Assessment Policies have been published and will continue to be updated on a regular basis. The performance measures set out what is reported to community annually and included in this report. The

Assessment Policy provides a framework for meaningful reporting of our learners. These policies are available to all education staff.

Standardised assessments are in place at key points across primary and secondary phases which provide a richness of detail which will help inform the development of benchmarking across Guernsey and Alderney.



Next steps

Annual reporting against the Education Strategy and on performance and standards will become embedded so that we continue to provide the community with meaningful information about the education system in Guernsey and Alderney. We are recording information about the progress of key central workstreams to inform the development of reporting against the priorities and commitments in the Strategy.

Over the course of this year we can expect more of our education settings to be inspected against the new Ofsted quality assurance framework. The resulting reports will continue to be published so the community can understand where our schools are doing well and where there are opportunities to improve.

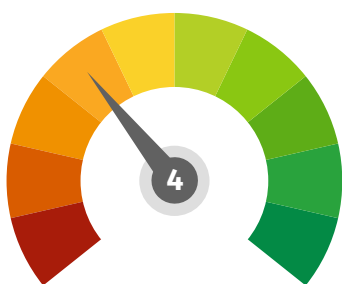
The benchmarking information from standardised assessments will enable more meaningful comparisons with outcomes in other jurisdictions. This will help us understand how our system is developing and check that our young people are equipped to succeed in the next stage of their life.

To bring together all the work on reporting across services, a Data and Reporting Strategy is in development. This will ensure all our staff, partners and stakeholders understand what information we collect, how frequently and why. It will also provide a mechanism for internal challenge, to ensure that we are tracking and monitoring what is important in driving improvement across the system.

Commitment

Developing a shared culture of trust, honesty and reflection across the whole education sector that embraces and promotes continuous improvement and accountability at all levels

Where are we now?



Limited evidence of impact or substantial development required in this area

We know this because

This commitment is developing. Following the significant uncertainty surrounding the future of secondary and post-16 education and the relatively short turnover of successive political Committees, relationships between the central education office and settings were unclear due to a lack of overall strategy and direction. Following the election of the current political Committee, progress has been made in setting the strategic vision so that the senior leadership team can use this as an agreed framework for establishing priorities. A three-year workstream is in place, so that leaders across all settings understand immediate and medium-term workstreams.



The appointment of the permanent Director of Education and his new leadership team has created much needed additional capacity and stability, during a period of rapid change and improvement.

A three-year plan has been established by the new education senior leadership team so that our settings leaders understand immediate and medium-term workstreams and are able to plan appropriately.

Regular communications with settings have been agreed and are in place so there is a clear and consistent route for important messages between settings leaders and central education services staff. Regular meetings also take place with staff representatives so there is a clear feedback route for concerns.

The leadership team has met with all central education services staff to share the strategic workstreams so service areas understand how work undertaken at a settings level fit in with overarching priorities and to ensure service planning is focused on the areas that have the biggest impact on learners.

Education became the front line against COVID-19 in the later stages of the pandemic and there is still a fragility in maintaining education delivery in the winter months. This continues to impact the morale of the workforce and, alongside other ongoing education improvement workstreams including preparation for inspection.

The Director of Education has a scheduled visit programme to all schools and settings to meet with all staff on a regular basis. This helps develop a shared understanding of priorities both from a central service perspective and at a settings level.

All Headteachers, Principals and Heads of Service benefit from a regular meeting with a member of the central senior leadership team. New Headteachers receive mentoring from experienced Headteachers as part of their induction programme.

Next steps

We will ensure that processes are in place to support staff and embed strong working relationships.

All Headteachers, Principals and Heads of Service will benefit from a regular meeting with a member of the central senior leadership team as part of good practice line management arrangements and new Headteachers receive mentoring from experienced Headteachers as part of their induction programme.

We will ensure all staff have a clear and detailed induction process so they are equipped with the tools to be successful in their roles and to be well supported in their development.

Our 'One Team' Partnership approach to working across the system will continue to be embedded. Key groups, including our Education Strategy Network help to forge strong links not just between settings-based staff and those in the central office, but also with colleagues in partner organisations such as the Sports Commission, the Youth Commission and the Health Improvement Commission. By working closely together on joint initiatives such as the development of the Mental Health and Wellbeing Plan for the sector, we can build our knowledge and understanding.

The delivery of the Transformation Programme for secondary and post-16 education will be key in creating stability for staff, students and their families after an extended period of uncertainty. While there was a setback with the construction project for the post-16 campus at Les Ozouets in December 2022, delivery of the remaining projects continues at pace with significant milestones achieved, including the beginning of the transition process to the new organisational structure for the Secondary School Partnership.

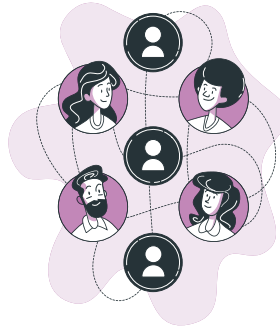


PRIORITY 4

OUTSTANDING LEADERSHIP & GOVERNANCE



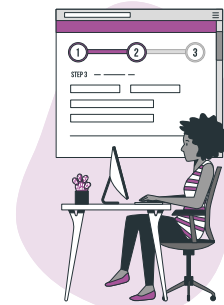
We have a programme of senior leadership training in place



We have developed an Education Strategy network



Plans to delegate through a governance system are being developed



Interim Governance is in place to support the development of a fit for purpose process of Governance and to challenge and support leaders



Our use of data is developing, and annual reporting is in place



Assessment and system benchmarking is under development



We are committed to increased levels of delegation to leaders

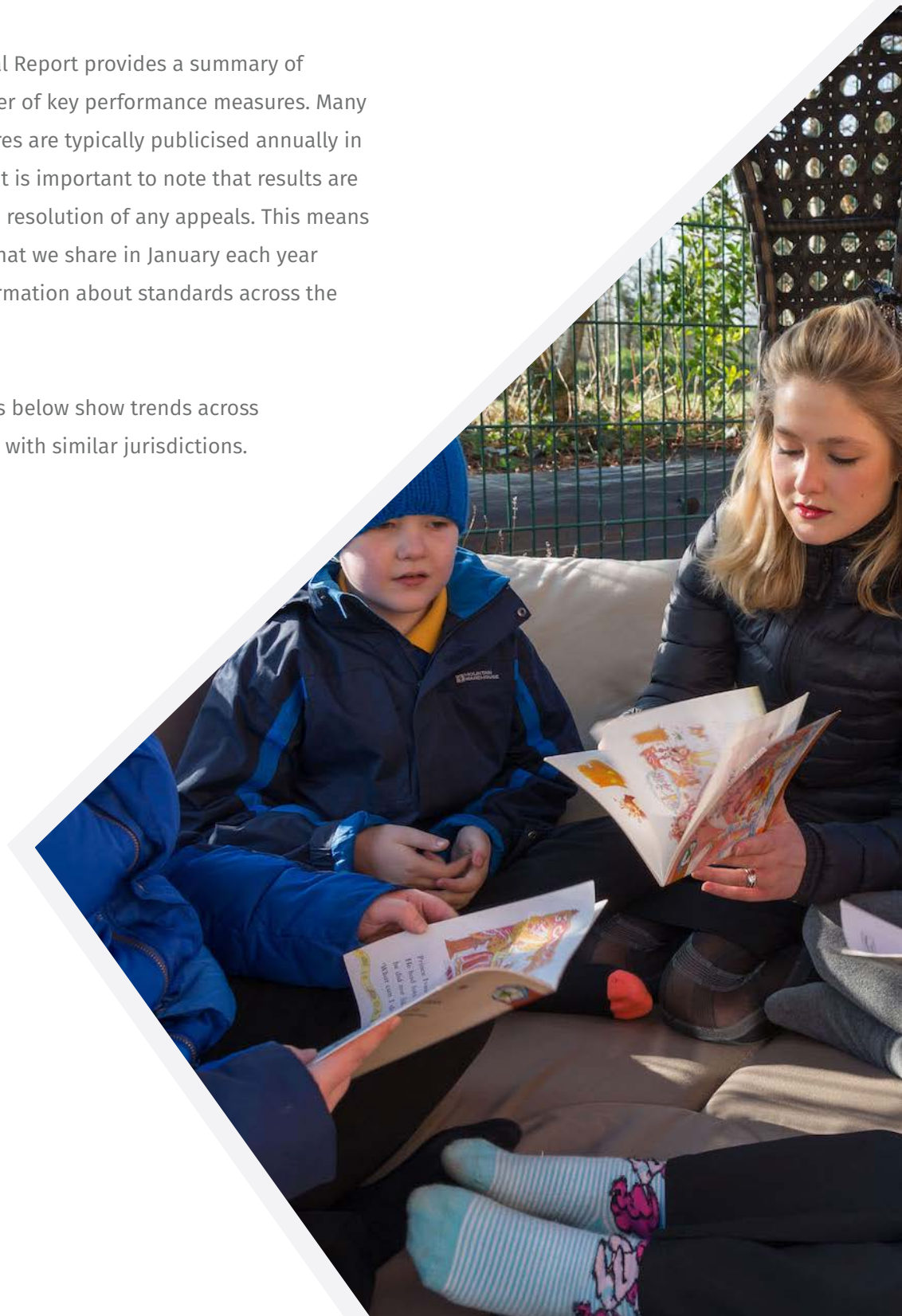


We are consulting with the whole community on proposals for a new Education Law

KEY PERFORMANCE INDICATORS

This section of our Annual Report provides a summary of outcomes across a number of key performance measures. Many of these headline measures are typically publicised annually in the summer months but it is important to note that results are agreed only following the resolution of any appeals. This means that the outcomes data that we share in January each year is the most accurate information about standards across the education system.

Where possible the tables below show trends across our data and comparison with similar jurisdictions.



OUTCOMES

2021/22

Early Years

The table below shows the key performance indicators (KPIs) measured for the early years. Early Years refers to children below the age of 5 years old who attend pre-schools, day nurseries and Childminders and to the children in the Reception year at school. Research has shown that children who experience high quality early years provision are well placed to achieve better outcomes throughout their school life. To achieve this the States Early Years Team have a set of KPIs which include information such as the number of children accessing pre-school education.

*Results show a percentage point increase. Results for 2019/20 are omitted due to COVID-19

Key Performance Indicators*	2018/19	2020/21	2021/22
Increase the number of children accessing preschool education	97%	99%	Remained at 99%
Reduce the Bailiwick's % gap of vulnerable children achieving typical levels of attainment for their age on entry to school in the Prime Areas	Decreased by 0.6	Increased by 0.3	Decreased by 1.4
Increase the % of children who attend a preschool entering school at a stage which is typical for their age in the Prime Areas	Increased by 5	Decreased by 2	Increased by 0.2
Increase the % of children achieving a Good Level of Development at the end of the Early Years Foundation Stage (EYFS) in Prime*, literacy and maths	Increased by 1.4	Decreased by 3.4	Increased by 8
Increase the % of children achieving a Good Level of Development in Prime areas at the end of the EYFS	Increased by 0.5	Decreased by 2.7	Increased by 5
Reduce the gap of vulnerable children achieving typical levels of attainment for their age at the end of the EYFS	Decreased by 0.6	Increased by 1.5	Decreased by 2

* The Prime areas are: communication and language, physical development, and personal, social and emotional development

Key Stage 2

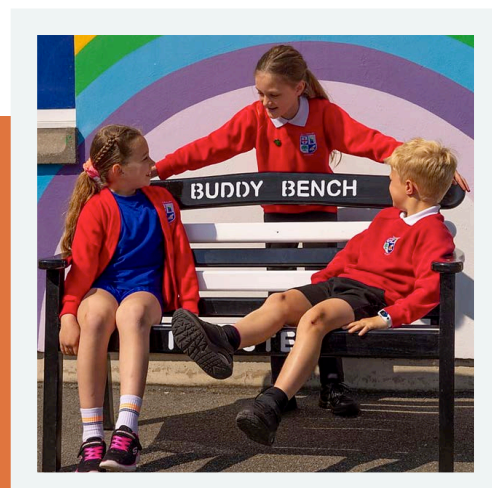
The table below shows Key Stage 2 reading, writing and maths results for the States of Guernsey primary schools. Key Stage 2 describes primary education between the ages of 7 and 11 (year groups 3 to 6), capturing attainment at the end of primary school. Level 4b+ is considered the age-related expectation for these students.

The rolling averages use results from the following academic years: 2018/19, 2020/21, 2021/22. Results for 2019/20 are omitted as the end of year results were not extracted due to COVID-19.

% Reading Level 4b+	2018/19	2020/21	2021/22	Three Year Rolling Average
Bailiwick	71.3%	69%	69.9%	69.6%

% Writing Level 4b+	2018/19	2020/21	2021/22	Three Year Rolling Average
Bailiwick	64.6%	52.6%	56.4%	57.8%

% Maths Level 4b+	2018/19	2020/21	2021/22	Three Year Rolling Average
Bailiwick	71.9%	69.4%	66%	69.1%



Key Stage 4

Key Stage 4 describes secondary education between the ages of 14 to 16 (year groups 10 and 11). It is an important stage as learners study for external examinations. The most well used KPI to report School Performance at Key Stage 4 has been 5 A* - C GCSEs including English and maths. This records the percentage of learners who achieved five C grades or better, at GCSE (or equivalent) including in English and maths. From 2017, GCSEs and vocational qualifications in England have been reformed with a gradual introduction of a new grading system. From 2020, all GCSEs in England are now graded using the new system. Rather than awarding grades A* – G, grades 9-1 are used and this had led to a change in the way performance is evaluated.

Results in 2019/20 were centre-assessed grades and 2020/21 were teacher-assessed grades due to COVID-19. External examinations returned in 2021/22. This year was considered a “transition” year by England’s exams regulator, Ofqual, with grades being re-evaluated from the previous two years to be more in-line with pre-pandemic results.

Bailiwick figures include results from the Grant-Aided Colleges. English and maths refers to GCSE English Language and GCSE maths. Functional skills qualifications are not included. Key Stage 4 outcomes are validated and will differ from those published on results day.

Bailiwick Level 1	2018/19	2019/20	2020/21	2021/22
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% 5+ Grades 9-1 GCSEs or equivalent - Bailiwick	92.1%	95.0%	91.9%	90.7%
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Bailiwick Level 2	2018/19	2019/20	2020/21	2021/22
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% 5+ Grades 9 – 4 GCSEs or equivalent	70.7%	79.2%	75.0%	74.0%
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% 5+ Grades 9 – 4 GCSEs or equivalent (for States maintained schools only, excluding Le Murier)	62.3%	70.5%	70.0%	65.8%
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% 5+ Grades 9 – 4 GCSEs or equivalent including English and maths	64.4%	73.2%	69.6%	67.4%
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Bailiwick English and maths	2018/19	2019/20	2020/21	2021/22
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% Grades 9 – 4 IGCSE English and maths ****	58.4%	64.5%	62.0%	60.6%
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% Grades 9 – 1 IGCSE English and maths ****	95.7%	96.0%	94.3%	95.8%
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****Excluding Les Voies

States maintained Schools Level 1 & Level 2	Grammar	Les Beaucamps High	Le Mare de Carteret High	St Anne’s	St Sampson’s High
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% 5+ Grades 9-1 GCSEs or equivalent	100%	84.8%	90.8%	100%	88.1%
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% 5+ Grades 9 – 4 GCSEs or equivalent including English and maths	97.3%	55.6%	39.8%	81.8%	46.9%
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Key Stage 4: Attainment 8

Attainment 8 evaluates a student's average grade across eight subjects. This indicator is designed to ensure that schools to offer a broad, well-balanced curriculum. The advantage of broadening the focus to attainment in eight subjects rather than in five means that schools are incentivised to ensure all students achieve the highest possible grades, at every level, rather than creating a disproportionate focus on those who attain in grades at the C/D (or 3/4) borderline.

Attainment 8 with adjustments includes IGCSEs and Attainment 8 without adjustments does not include IGCSEs. IGCSEs are not used in English maintained schools. This data does not include the grant aided colleges whereas data in England will include independent schools.

Attainment 8 with adjustments	2021/22
Grammar	69.0
Les Beaucamps High	39.5
La Mare de Carteret High	38.9
St Sampson's High	38.2
St Anne's	50.4
Les Voies	12.1
States Maintained School Average	43.9
England National Average	48.7

Attainment 8 without adjustments	2021/22
Grammar	40.0
Les Beaucamps High	22.2
La Mare de Carteret High	21.7
St Sampson's High	21.2
St Anne's	50.4
Les Voies	8.3
States Maintained School Average	25.3



Key Stage 5 and Post-16: Sixth Form Centre

Key Stage 5 describes education undertaken in a post-16 setting, this encompasses all learners over the age of 16 and includes a number of qualifications including both vocational and academic. Typically, post-16 education in Guernsey is carried out in the Sixth Form Centre and College of Further Education (The Guernsey Institute).

Percentage of A-Level A* - E	2018/19	2019/20	2020/21	2021/22
A level A* - E	99.1%	100%	100%	98.6%
England				98.4%

Percentage of A-Level A* - A	2018/19	2019/20	2020/21	2021/22
A level A* - E	22.1%	33.5%	41.2%	27.4%
England				35.9%

The International Baccalaureate (IB) is a Level 3 qualification offered between the Sixth Form Centre and College of Further Education in which learners study a range of academic subjects.

Percentage of IB Diploma	2018/19	2019/20	2020/21	2021/22
International Baccalaureate diploma Pass	100%	100%	100%	100%
Percentage attaining 38+	17%	22%	47%	35%
Percentage attaining 30+	65%	57%	100%	85%

Key Stage 5 and Post-16: The Guernsey Institute College of FE

National Achievement Rates Tables (NART) are summary indicators of performance used for apprenticeships and further education. Data is only shown for 1 year because new performance measures are being used for The Guernsey Institute for the first time.

Achievement rates GCSE English % grade 4+	2021/22	NART
Adult part-time learners aged 19 years and above	80%	80%

Achievement rates GCSE maths % grade 4+	2021/22	NART
Young full-time learners 16 -18 year olds	80%	83%
Adult part-time learners aged 19 years and above	84%	80%

Achievement rates Functional Skills: English % pass+	2021/22	NART
Young full-time learners 16 -18 year olds	57%	48%
Adult part-time learners aged 19 years and above	55%	69%

*Level 2 Pass

Achievement rates Functional Skills: maths % pass+	2021/22	NART
Young full-time learners 16 -18 year olds	26%	48%
Adult part-time learners aged 19 years and above	31%	69%

*Level 2 Pass



Achievement rates Level 1, 2 & 3	2021/22	NART
Young full-time learners 16-18 year olds: Level 1	89%	82%
Young full-time learners 16-18 year olds: Level 2	73%	82%
Young full-time learners 16-18 year olds: Level 3	81%	85%

Achievement rates Level 1-3 combined (excluding English and maths retakes):	21/22	NART
Young full-time learners 16-18 year olds	80%	83%

Achievement rates Level 1, 2 & 3	2021/22	NART
Adult part-time learners aged 19 years and above: Level 1	N/A	91%
Adult part-time learners aged 19 years and above: Level 2	86%	88%
Adult part-time learners aged 19 years and above: Level 3	81%	79%

Achievement rates Level 4+ HNC	19/20	20/21	21/22
Adult part-time learners aged 19 years and above	96%	83%	67%

Achievement rates Level 5 HND	19/20	20/21	21/22
Adult part-time learners aged 19 years and above	100%	100%	100%

Post-16 The Guernsey Institute - Apprenticeships	19/20	20/21	21/22
Overall achievement	88%	91%	84%

Post-16 The Guernsey Institute - Adult Learners	21/22
Number of adult learners enrolling in courses	651
Number of adults who achieved the qualification they enrolled for	88%*

*Not all courses are qualification based. This percentage only reflects courses with qualifications



Post-16 The Guernsey Institute - Partnership courses for learners aged 14-16

2021/22

Percentage of learners who achieved the qualification for which they were enrolled by the end of their 2-year course

86%

Key Stage 5 and Post-16: Destinations and Participation

Destination and Participation figures focus on the destination of the education leavers aged 16-18 as of the 1st November (destinations census point) and record whether leavers are in education, employment or apprenticeship training. The 2020/21 data includes those leaving full-time education in the Summer of 2021. The 2021/22 dataset continues to be compiled for publication in next year's report.

Key Performance Indicators	2018/19	2019/20	2020/21
16 year old island participation rates in post-16 (full time education and apprenticeships)	86%	89%	88%
Participation rates in Higher Education**	29%	28%	27%
Apprenticeships - Island***	5.9%	6.2%	6.1%

** 18-year-old cohort

***16-18-year-old education leavers

Key Stage 5 and Post-16: Destinations and Participation: Employment by Sector

Key Performance Indicators	2018/19	2019/20	2020/21
Wholesale, retail & repairs	22%	24%	12%
Finance	15%	12%	14%
Construction	14%	11%	23%
Professional, business, scientific & technical services	13%	13%	16%
Public Administration	5%	9%	4%
All other sectors	32%	31%	32%

Attendance

The table below shows attendance figures for each school for the academic year 2021/2022.

Primary School	% Attendance
Amherst	91.75
Castel	91.49
Forest	91.43
Hautes Capelles	91.62
La Houquette	91.68
La Mare de Carteret Primary	91.44
Notre Dame du Rosaire	92.20
St Anne's (Primary)	88.55
St Martin's	92.25
St Mary and St Michael	91.76
Vale	92.04
Vauvert	89.50
Primary average	91.53

Secondary Schools	% Attendance
Grammar	88.61
Les Beaucamps High	84.02
La Mare de Carteret Secondary	84.95
St Sampson's High	87.16
St Anne's (Secondary)	90.60
Secondary average	86.61

SEND Schools	% Attendance
Le Murier	84.11
Le Rondin	89.97
Les Voies	69.39
SEND average	84.54

Ofsted Judgements

All States maintained schools and settings for children and young people aged between 5 and 18 in Guernsey and Alderney are subject to inspection against a quality assurance framework by Ofsted who are our independent inspectorate.

The current external inspection agreement was introduced last year and over the next four years all settings will be subject to an inspection. The table below shows judgements where inspections have already taken place. Our current framework has been designed specifically for Guernsey and Alderney and differs slightly from the framework used in England.

The quality assurance framework covers four key elements:

- Quality of Education
- Behaviour & Attitudes
- Personal Development & Welfare
- Leadership & Management

As part of the framework, Ofsted also inspect Early Years provision in primary schools and Sixth Form provision within the secondary phase. The College of Further Education which is part of The Guernsey Institute will also be inspected against a specifically designed Further Education quality assurance framework.

The four inspection grading categories by which settings are judged are:

- Inadequate
- Requires Improvement
- Good
- Excellent.

More information and individual inspection reports are available on the States of Guernsey website at <https://gov.gg/inspections>

Setting	Early Years Provision	Quality of Education	Behaviour & Attitudes	Personal Development & Welfare	Leadership & Management
St Martin's Primary	Good	Requires Improvement	Good	Excellent	Good
Vale Primary	Good	Good	Good	Good	Good
St Sampson's High	N/A	Inadequate	Inadequate	Requires Improvement	Inadequate
Les Voies	N/A	Inadequate	Inadequate	Requires Improvement	Inadequate

Strategic Priority Workstreams and Actions

In order to meet the priority areas and the commitments within each area we have in place a number of activities which will ensure that we are able to meet our objectives.

The table below details the headline workstreams and activities planned for 2023. We have comprehensive operational plans in place that detail how we are achieving each of these activities.

These actions will be reviewed as part of our annual report in 2024.

Priority 1 - Equity Safety and Inclusivity

Workstreams	Activity
Leadership	Develop a strategic approach to support positive health and well-being for all in our settings
nasen Review	Develop and prepare to implement the new SEND Code of Practice
Discrimination Legislation	Implement the requirements of the new Discrimination Ordinance
Inclusion/SEND	Ensure all schools achieve Silver Rights Respecting Schools Award by the end of 2023
Inclusion/SEND	Develop an improved referral pathway for children with SEND in the Early Years Foundation Stage (EYFS)
Integrated Services	Review speech and language provision in the EYFS
Curriculum Development	Complete curriculum entitlement documents for identified subjects
Evidence Informed Practice	Focus on improving inclusive classroom practice ensuring it is universally available
Safeguarding	Embed safeguarding checkups as part of the Quality Assurance Framework in the EYFS
Quality Assurance Framework	Develop processes for capturing the child's voice (5 and under)
Safeguarding	Maintain a strong focus on safeguarding, with reference to Keeping Children Safe in Education (KCSIE) guidance, neglect and record keeping
Safeguarding	Continue to improve school attendance
Safeguarding	Develop a revised Single Central Register (SCR) process

Safeguarding	Develop appropriate registration procedures for all childminders
Safeguarding	Continue our Health and Safety Strategy Development
Performance Management	Ensure there is an entitlement to high quality performance management for all staff
Performance Management	Develop and enhance managing staff capability/conduct process and procedures

Priority 2 – Meeting the Needs of our Community

Workstreams	Activity
Assessment	Develop and deliver a consistent understanding of the new assessment policy
Leadership	Implement COVID recovery actions
Leadership	Contribute to the Human Capital Development Plan workstream
Safeguarding	Develop online registrations for Early Years Providers and individual Childminders
Communication & Transparency	Ensure that the structure of roles and responsibilities across Education staff are shared and understood
Communication & Transparency	Develop and implement a communications plan and annual calendar
Curriculum Development	Ensure settings continue to develop curriculum plans in all subjects
Improving systems/ processes	Support consistent and effective use of the School Management Information System across all sectors
Workforce Planning	Develop and implement a workforce strategy to include, ITT, recruitment and apprenticeship programmes
Improving systems/ processes	Review business continuity and major incident planning in all settings
Inclusion	Ensure alignment of the Children and Young People's Plan (CYPP) with the Education Strategy
Inclusion	Develop a corporate parenting strategy in partnership with Health & Social Care (HSC) colleagues
nasen Review	Develop strategic and operational alignment between HSC and Education, Sport & Culture services (nasen review)
Ordinance	Establish a clarity and understanding of the changes within the Children's Law

Priority 3 - High Quality Learning and Excellent Outcomes

Workstreams	Activity
Curriculum Development	Implement and embed the Raising Early Achievement in Literacy project (REAL)
Evidence Informed Practice	Develop teaching and learning practice in all secondary schools
Evidence Informed Practice	Review all new and early teaching programmes (ITT, NQT and NQT +1)
Curriculum Development	Undertake a collaborative maths review with all settings
Digital Roadmap	Prepare to deliver the outcomes of digital reviews and plan a high quality professional development programme to support roll out of new equipment
Assessment	Develop a consistent approach for reporting to parents
Curriculum Development	Finalise and implement the Literacy Development Framework
Curriculum Development	Continue with the ongoing review of KS3, KS4 and KS5 curriculum development, aligning to reorganisation where appropriate
Curriculum Development	Ensure a strategic alignment of qualifications with Key Performance Indicators across secondary and post-16 education
EYFS Framework	Develop an EYFS Framework with Crown Dependencies



Priority 4 – Outstanding Leadership and Excellent Governance

Workstreams	Activity
Leadership	Develop a 'one team' partnership approach across all stakeholders within education
Leadership	Implement revised primary subject leaders meetings
Leadership	Develop and implement a Leadership Development Strategy
Performance Management	Implement regular Line Management and entitlement to 1:1 meetings for all staff
Governance	Continue the development of Governance Boards
Quality Assurance Framework	Embed the States Early Years Team Quality Assurance Framework
Leadership	Create opportunities to reflect on and learn from external Inspections
Improving systems/ processes	Develop a central data and reporting strategy
Improving systems/ processes	Develop clear induction processes for all new starters
Integrated Services	Establish Early Years strategic planning across Education, Sport & Culture and Health & Social Care through the States Early Years Team
Governance	Finalise Education Law proposals, following community consultation and publish a Policy Letter
Leadership	Deliver reorganisation and transformation of secondary and post-16 education



O EDUCATION STRATEGY