

Implementing the Mulkerrin Recommendations

March 2012



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Introduction

In January 2012 the Policy Council published a document entitled “Review of Education Services in Guernsey” (the “Report”) undertaken by Mr Denis Mulkerrin. The Policy Council commissioned a focussed independent review of secondary education as a result of public concern at the apparent low level and deteriorating trend in GCSE results in the Island’s three High Schools.

Following publication of the Report, the Policy Council instructed the Education Department (“the Department”) to report back to Policy Council by 30 June of this year. The Education Board announced on 17 January that it would present its response to the Report and general action plan to Policy Council and States Members in general before the end of this political term. It is important to note that this report represents the views of the current Education Board but any new Board would reserve the right to review the proposed action plan.

Any external review prompted by an event such as the GCSE results of the High Schools last summer is likely to make stark reading. The Board has had an opportunity to discuss its initial views on the recommendations included in the Report at a special workshop with Headteachers, Heads of Service and the Department’s Senior Management, with assistance from officers from Policy Council and Treasury & Resources. The workshop considered the main themes of the Report with the aim of identifying how best to move forward and implement the recommendations.

The Department has also commenced discussions with the Housing Department (at both political and officer level), Law Officers’ Chambers and the Scrutiny Committee (at officer level) to discuss certain aspects of the Report.

In such a short space of time it has not been possible to implement all the necessary changes required, but it has been possible to identify a direction of travel which has support from all parties.

In adopting a change management agenda within the Department, the Board believes it essential that all change should be based on two underlying principles:

- **Any changes introduced must have a positive impact on pupils’ educational experience and outcomes; and**
- **That to be successful, change should be evolutionary rather than revolutionary so that new practices and ways of operating become successfully embedded within Guernsey’s educational system.**

Part I of this document sets out the Department’s consideration of each of the nine main recommendations in the Report with the actions and commitments the Department will pursue in the coming months. However, the Report also contains a number of comments, which, whilst not explicit recommendations, require consideration and action. The Department’s comments and responses to these issues are set out in Part II of this document.

The Department has set out a number of actions in response to the Report, some of which have already come into effect and some will take longer to implement. It is anticipated that the new Education Board will prioritise these actions and report back to Policy Council by the end of June 2012. The Department believes that a key aspect of the work facing the new Board will be the

production of a 'Vision for Guernsey's Education System' which will establish an overall strategy for the future.

The actions described in this Report represent an ambitious, but achievable work programme which meets the Board's two underlying principles. The challenge facing the Department should not be underestimated as, alongside this change management agenda, it faces a reduction in budget for 2012 with a general efficiency target of £1.6m agreed by the States in December 2011.

PART I

This section highlights the Department's response to the nine main recommendations in the Mulkerrin Report.

1. Excellent Teacher Scheme

The Report recommends *"that the Education Department institutes an 'Excellent Teacher' scheme with a view to retaining the best teachers on a licence"*. The Department concurs that the retention of excellent teachers benefits the students, the parents, the school, the individual teacher and the Guernsey taxpayer, although the Department acknowledges that there are some benefits of staff turnover, for example opening up career opportunities for residentially qualified people. However before addressing this specific recommendation it is considered helpful to provide some background information as context to understand the Department's position.

The Housing Department's licensing policy with regard to teachers and lecturers

The Housing Department's long-standing licensing policy in respect of posts within the Island's schools and colleges (including the College of FE) is as follows:

- five-year licences for classroom teachers/lecturers;
- 15-year licences for Heads of Department/Programme Managers, Deputy Headteachers/Vice Principals and Headteachers/Principals.

In respect of posts falling within this policy, the Department is able to assume that the existence of the policy equates to an 'in principle' agreement that a licence is available for the post, but before that licence can be released it needs to satisfy the Housing Department with evidence as to the reasons why any applicant who would not have required an employment-related housing licence was not considered suitable.

For all other posts falling outside this policy, the Department must make separate application for a housing licence of whatever length it deems fit.

Education Department's recruitment policy

Separately from above, in 2009 the Education Board agreed an overarching policy for the recruitment of staff as follows:

"Wherever possible, the Education Board will seek to appoint a residentially qualified candidate, subject to the proviso that this does not compromise the quality of the service delivery that the Education Department wishes to maintain."

Excellent teachers

The above policies relate to the initial recruitment of teachers and lecturers; however, the issue regarding excellent teachers does not arise at the point of recruitment, but rather where there is a desire to retain an existing teacher, whose time-limited licence is coming to an end.

In such circumstances, the Department has sought extensions to five year licences in the past, although the numbers of such applications have been limited.

In addition, the Department did consider introducing a form of Excellent Teacher Scheme several years ago. A working party produced a framework for the consideration of requests for licence extensions, based on recruitment difficulties and the performance of the teacher whose licence was approaching its end. Although there was opposition to the scheme from the staffing unions, the Housing Department was prepared to operate a pilot scheme.

However, before the pilot scheme was tested fully, it was withdrawn in 2009 by the Housing Department following a Royal Court Appeal case where confusion over the scheme was a contributory factor in the appellants' case being upheld.

Moving forward

It is important to recognise that under the Housing Control Law, the Department is no different to any other States Department and indeed any private sector employer. The Department understands the Housing Department's policy (as set out in the States Strategic Plan), in support of the Population Policy of the States, that extensions to housing licences cannot simply be granted due to excellent performance by the individual in post; rather the key factors considered are whether:

- (i) limiting the licence length would act to the detriment of achieving the States' Economic, Social and Environmental objectives;
- (ii) long-term continuity by one person in the post is essential to the community; or
- (iii) the qualifications or skills required are in short supply on a national basis so that recruiting is exceptionally difficult.

The Housing and Education Departments have met at both political and officer level to discuss the Report's recommendation for the introduction of an Excellent Teacher Scheme. These meetings have been constructive and have helped to identify a way forward.

Through those meetings, it was agreed that, rather than introduce a specific Excellent Teacher Scheme, there was scope within the existing licensing framework to allow extensions to housing licences where it was possible to demonstrate skills' shortages that were likely to result in recruitment difficulties.

This would have the advantage of being relatively flexible and allow Education and Housing each to respond to changes in the educational labour market; furthermore, it would accord with the Housing Department's policy in support of the Population Policy of the States (as set out above), and the principles put forward by the Population Policy Group with regard to a future Population Management regime.

Conclusions

Whilst an Excellent Teacher Scheme has merits, the constraints of the Housing Control Law make it difficult for such a scheme to have a positive effect and realise the desired outcomes. In any event, companies in the private sector deal with these issues on a day to day basis and address this through proactive management and planning to identify potential problems and apply for extensions where skills' gaps are likely to occur through the expiry of housing licences. The Department can achieve the desired outcome without recourse to a bureaucratic scheme and instead be more proactive in managing its staff.

We will proactively seek extensions to licences to retain exceptional teaching staff, where we know of and are able to demonstrate existing skills' shortages in the local and national labour market or where long-term continuity by one person in the post is essential to the community.

Additional considerations

As part of the induction programme for its new board, the Housing Department will be organising a series of presentations by public sector employers to enable it to exercise its Housing Control function, with the benefit of appropriate background information. The Department has been invited to be one of the participants in this induction process.

The purpose of the presentation by the Department would be to raise awareness of the structure of Guernsey's education service, its skills needs and the efforts it makes to recruit and retain teaching staff. This will enable us to outline initiatives such as the 'Teaching as a Career' scheme for local students in Years 10/11 and 12/13, the tracking of local graduates through their PGCE year, the launch of the on-Island Graduate Teacher Programme, the learning and development opportunities available to all staff, the appraisal scheme for teachers and lecturers, the succession planning, the post-interview feedback for unsuccessful applicants and the secondments and work shadowing opportunities that are offered in response to an identified need, etc.

We will provide a presentation to the Housing Board, post-election, as part of their induction programme, on the Education Department and its skills needs to give a firm evidence base for future housing licence applications.

In addition, the two Departments have agreed that it would be useful, as a means of building on the evidence base, for the Department to provide an update on a termly basis of changes in employment levels within the education service and how vacancies have been filled. This will provide the opportunity for us to demonstrate the extent to which we seek the release of licences and evidence how posts are often filled by individuals who do not require an employment-related licence. In addition, there will be a termly exchange of data, at officer level, showing licences that will be expiring over the forthcoming 18 months, thereby enabling recruitment to be planned more accurately.

We will provide the Housing Board with termly updates on employment levels within the Department and evidence of ongoing shortages in local and national labour markets.

2. Education Law

The Report recommends that *“the 1970 Education Law should be urgently reviewed and updated.”*

The Department fully concurs with this recommendation and has already started discussions with HM Procureur and the Law Officers’ Chambers on the process that will be required to bring new legislation to the States for consideration. The Department hopes that the States will recognise the importance of this workstream and will support the project in the Legislation Prioritisation process.

The Department will proceed with the following work programme and timetable for developing a new Education Law:

Q4 2012	Publication of a consultation paper on overarching policy to inform a future Education Law. This will be heavily informed by the Department’s vision for Education in Guernsey and Alderney (see section 13);
Q1 2013	End of consultation period;
Q2 2013	Submission of a States Report for the Board for consideration and approval;
Q3 2013	States Debate.

To achieve this timetable the Department will establish a Working Group comprising Department staff, representatives from the Law Officers’ Chambers and Headteachers.

We will progress the work programme for reviewing and updating the Education Law.

The Department recognises that the existing Education Law, 1970 does not prevent some of the actions set out in this document. For example section 6.1 of the Education Law, 1970 would enable the Department to delegate more powers and responsibilities to existing school committees or to future governing bodies without amending the 1970 Law. Similarly, it is possible to implement changes to the current teacher recruitment processes without a Law change. A review does, however, afford an opportunity to examine and if necessary re-determine certain aspects of the current Law and policy in respect of admission to schools; secondary selection procedures; parental preference, inspection of schools; attendance and exclusion processes; and appeals procedures.

3. Remedial Action

Mr Mulkerrin was asked specifically by Policy Council to review the remedial action already underway at the High Schools or planned by the Department to address any shortfalls identified, and the adequacy of such measures. The Report recommends that *“the remedial action undertaken by the Education Department has been comprehensive and should be continued.”*

During the Autumn Term the Department worked closely with both La Mare de Carteret High School and St. Sampson’s High School to examine the actions required in the identified subject areas. This included using external subject specialists to assist in this process. This resulted in comprehensive action plans being developed and these actions to improve outcomes for learners are ongoing.

A School Improvement Partner for La Mare de Carteret High School started work in early January 2012 and specialists in English and Maths are working in La Mare de Carteret High School and the other High Schools as required. Following the retirement of the La Mare de Carteret High School Headteacher, the School Improvement Partner has been appointed as Interim Headteacher until the end of the Summer Term and the Department has commenced the recruitment process for a new Headteacher to be in post for the start of the new school year.

The remedial action with the subsequent appointment of the School Improvement Partner as Interim Headteacher at La Mare de Carteret High School and the support of specialist English and Maths teachers for the three High Schools will continue for the rest of this academic year.

The Department notes that Mr Mulkerrin acknowledges that the additional Deputy Headteacher at Les Beaucamps High School, appointed on a fixed term contract until July 2012, is providing support while the current Headteacher deals with the additional responsibility of managing the final stages of the school’s move into its new buildings.

4. Public Dissemination of Key Education Performance Indicators

Mr Mulkerrin was also asked specifically by Policy Council to review the processes and policies surrounding the public dissemination of key education performance indicators. The Report recommends that:

- a) *“GCSE and A-Level results for schools to be published in a format similar to England”;*
- b) *“The Full Validation Reports (VSSE) to be published and sent to parents of the School”;* and
- c) *“That the Education Department should have ‘Ofsted Style’ inspections, in line with the schools, every four years.”*

Publication of Exam Results

On 17 January 2012 the Board committed to publish GCSE and A-Level results in a format similar to England as soon as was reasonably practical. The Department will in future publish provisional school by school GCSE, A-Level and other results (e.g. BTEC Diploma Level 3).

We will continue to publish GCSE and A-Level results with provisional information released on results day with further, more detailed, publication of individual school results when they are available.

In February 2012 the Department published its first Annual Report “Education Matters 2010/11” which included sections on each of the schools in Guernsey and Alderney and a Statistical Digest providing a wealth of data on educational key performance indicators. The Annual Report is available as hard copy and online at www.education.gg/annualreport. Primary Schools also sent newsletters to their parents providing a commentary on their results.

This is the first time such data has been made available to parents and prospective parents. It will represent a baseline from which future performance can be assessed. The Department believes that the publication of this information addresses the Report’s criticisms of the lack of data and both improves the accountability of the Department and schools and will help to drive up performance over time.

The Department intends to review the structure and contents of the Annual Review and seek to produce the Annual Report as cost effectively as possible.

We will continue to publish an Annual Report with a Statistical Digest on Guernsey’s and Alderney’s educational system including key performance indicators.

Publication of Validated School Self-Evaluation Reports (VSSE Reports)

The Report recommends that the *“Full Validation Reports ‘VSSE’ to be published and sent to parents of the school.”*

Prior to January 2012, the Department only made the Summary VSSE Reports available to all parents with the full report available on request. It is acknowledged that not all parents might have been aware of this. All parents were provided with a hard copy of the Summary Report by their child's school.

The Department announced on 23rd January 2012 that the full VSSE Reports would be published online and so available to all parents and the wider community.

The current phase (Phase 3) of VSSE inspection system has been developed since 2007 and involved a number of pilots to test the process and refine the criteria. It was agreed with the schools participating in the pilot validations that their VSSE reports would not be published, however all parents received a copy of the parental summary reports.

The Department has now published in full all VSSE Reports undertaken since January 2011 (as of March 2012 this includes St. Sampson's High School, Le Murier, La Houquette Primary School, Notre Dame du Rosaire Roman Catholic Primary School, St. Andrew's Primary School and St. Sampson's Infant School). Parents will continue to receive hard copies of the parental summary reports for their child's school but the Department does not intend to send parents hard copies of the full VSSE Reports. This will help minimise costs as Guernsey has high levels of broadband and internet coverage and parents can access the full reports on the internet. We will however provide hard copies on request. The Department believes that this a more cost effective solution to fulfil this recommendation.

We will continue to publish the full VSSE Reports for each school on-line and provide hard copies of the parental summary reports to all parents. We will review the language and format of the full reports to ensure they are accessible to a wider audience.

The Report also makes a number of comments and observations on the VSSE process which, although not explicit recommendations, need consideration by the Department and these are addressed in section 9 in Part II of this document.

Departmental Ofsted-style Inspections

The Report also recommends *"that the Education Department should have 'Ofsted-style' inspections, in line with the schools, every four years."*

The Department concurs with this recommendation and announced on 23rd January 2012 that the Department would be subject to Ofsted-style inspections every four years. Discussions have already started with Scrutiny Committee officers as to whether that Committee might be best placed to commission a review of the Department on a regular basis, similar to that of the schools. Work will continue to develop appropriate and proportionate terms of reference to ensure value for money for the taxpayer.

We will ensure that the Education Department is subject to an Ofsted-style inspection in line with the schools, every four years. The first review will take place during the next political term and that report would be published on the government website.

Summary

In light of the changes that have already taken place and the Department's commitments for the future a revised comparison of public dissemination of key education performance indicators is shown in the table below.

Comparison of Public Dissemination of Education KPIs (adapted and updated from Mulkerrin Report)

	England – as stated in the Mulkerrin Report	Guernsey (post January 2012)
Primary Sector Schools	Key Stage test results published	Bailiwick and individual primary school Key Stage 2 assessment data was published in the Annual Report. This included individual school progress measures and attainment at Level 4+ in English, Maths and Science.
Secondary Sector Schools	% of pupils achieving 5+ GCSE grades A* to C, including English & Maths. Publish A-Level data.	Bailiwick and individual school GCSE results including % pupils achieving: 5+ A*-G GCSEs (or equivalent); 5+ A*-C GCSEs (or equivalent); 5+ A* - C GCSEs (or equivalent), including English & Maths. Bailiwick and individual school/CFE A Post-16 results including % pupils achieving: A Level Grades A*-E BTEC Diploma Level 3.
Inspection of Schools	Ofsted inspect every school after giving two days notice. Copies of inspection reports have to be sent to every parent and all reports are available for everyone to see on the internet.	Full VSSE reports for all schools will be published on-line. VSSE inspection notice period reduced to three working weeks.
Inspection of Education Departments	Every Education Department is inspected by Ofsted every four years.	Education Department will have an Ofsted-style inspection every four years.

5. Teacher Appointments

Mr Mulkerrin states that *“the children are the most important people in the schools – the teacher is the most important asset”*. The Report recommends that *“Teacher appointments should be made by Headteachers, as part of Local Management of Schools, on the same lines as in England.”*

The Department fully agrees with Mr Mulkerrin that the most important asset in any school is the teacher and that successful teacher recruitment is of paramount importance.

Mr Mulkerrin believes *“the length of time the recruitment process takes is far too long and is overly bureaucratic”*. He highlights that the appointment process can take up to eight weeks and more and believes that by far the most important thing that Guernsey can do to improve the quality of education, and exam results in the island’s secondary schools is to improve the way it recruits teachers.

Teacher recruitment and performance management were discussed at the Department’s workshop on 28th February.

The Recruitment Process

It is important to recognise that headteachers are already involved in the recruitment process from identifying vacancies, finalising job descriptions, short-listing, interviewing through to subsequent appointment. The headteacher, or his/her nominee, is involved in every appointment. The Department’s role is to facilitate the process, ensure consistency of approach, adherence to best practice and provide administrative support to the headteachers in recruiting staff.

The introduction of SAP HR later in the year and the creation of a Shared Transaction Service Centre will serve to provide the schools with the back-office support services. These changes will automate the recruitment process and allow vacancies to be filled more quickly in the future.

It was apparent at the workshop that headteachers welcomed the input from the Department’s education officers providing professional advice and input in the process. There is significant scope and appetite for the headteachers to assume much greater responsibility for the recruitment of their staff. However, this will require process changes and training in recruitment and selection for headteachers and their nominees in order to ensure that legal obligations, best practice and consistency are maintained.

We will revise arrangements for the appointment of staff to ensure headteachers remain at the forefront of the process and provide support to them. Education officers will continue to be available as a resource to headteachers for the short-listing and interviewing of potential candidates for positions within the schools.

In order to compete in the national market, there was a recognition that the Department needed to improve the initial stages of the recruitment process in particular.

In the past, the Department had requested applicants to respond to an advertisement by calling the Department and asking for a job description, application form, salary scales, management allowance

amounts and other information. Following the launch of the new States website in January 2012 the Department has been able to launch an online vacancies service which allows interested applicants to download the information at their convenience as soon as they are aware of the opportunity, thereby giving a far more professional first impression to any prospective recruit. Although this initiative does not in itself speed up the process, it allows potential applicants greater time and opportunity to carry out research into the implications of a move to Guernsey, thereby reducing the possibility of time and resources being wasted through applicants withdrawing later in the process.

In due course with the introduction of SAP it will be possible for teachers interested in working in Guernsey to subscribe to a 'talent pool' providing email alerts informing them of suitable vacancies which they might wish to apply for .

We will continue to use on-line facilities as part of the attraction and recruitment of teachers and we would hope to increasingly rely on digital advertising in the future.

The Department recognises that it would be useful to develop a register of on-island resources and teaching skills to help to proactively identify parts of the education labour market where housing licences might not be required.

We will develop a register of acceptable qualifications and teaching experience as part of our system for identifying on-island resources and expertise.

As previously stated in section 1, the Housing Department has a longstanding licensing policy in respect of posts within the Island's schools and colleges (including the College of FE)

When posts fall outside this policy, the Department must make separate application for a housing licence of whatever length it deems fit.

When this application is unsuccessful, the Department recognises that the Housing Department has no obligation to reconsider this application within 12 months of the decision being reached unless there has been a significant change in material circumstances relating to the applicant. Housing must apply the Law equally to all applicants. This legal obligation emphasises the need for the Department to get an application right first time. The introduction of a pro-forma for public sector applications (similar to that in place for the private sector) in April 2012 will assist, but the Department should not make any assumptions about how much the Housing Department knows about the sector, and must, at the time of the initial application, include all information it considers to be relevant. The induction for new Housing Board members, referred to in section 1, will provide the opportunity for members to gain a greater awareness of the education service and an understanding of the challenges faced in recruiting and retaining staff.

We welcome and support the Housing Department's introduction of an Application Form for public sector housing licence applications and this will assist in ensuring that the Department submits quality and comprehensive applications to assist the Housing Department in fulfilling its statutory duties.

In recent weeks the Board has identified that the process for the appointment of senior positions within the schools could be improved and streamlined.

We will review and improve the Department's procedures for the appointment of senior teaching staff within the schools.

Anticipating Vacancies

At the workshop it was agreed that the Department could be more proactive in anticipating vacancies, for example starting the recruitment process when staff retirements are known in advance.

We will start the recruitment process at the earliest and most appropriate opportunity when we become aware of forthcoming vacancies.

Delegates at the workshop also expressed a desire to explore the opportunity of bringing forward notice periods to allow Guernsey to have more notice of vacancies as we are at a competitive disadvantage compared to schools wishing to recruit in the UK . As an island, we suffer from the 'tyranny of distance' with a limited local labour catchment. Teachers in the UK can choose to apply for and secure new positions within schools without necessarily having to relocate their families. Guernsey unfortunately does not have this luxury.

We will explore with relevant parties the possibility of bringing forward the notice period for resignation dates to give ourselves a head start in the national labour market.

Headteachers expressed a desire for all members of the interview panel to have access to any references which have been obtained so that all members of the interview panel have the same information.

We will ensure that all members of the interview panel have copies of references prior to any interview.

During the workshop it was agreed that the production of generic job descriptions, where they do not currently exist, would be beneficial for headteachers to access and allow vacancies to be advertised more quickly.

The Department, in conjunction with headteachers, will develop any outstanding generic job descriptions required.

The retention of staff

It was recognised at the workshop that succession planning within schools was a critically important aspect for Headteachers to consider and that the Department needed to do more to assist the development of teachers' talents and capabilities.

The Department offers a comprehensive programme of professional development opportunities for all teaching staff, including courses for subject leaders, middle managers, those preparing for senior leadership roles and the National Professional Qualification for Headship. We provide supply cover, where necessary, to release staff from their schools to attend training courses.

The Department has recently recruited a new Professional Development Manager who will undertake a review of what is on offer to teachers locally.

We will review the programme of Continuous Professional Development available to staff in schools with a view to ensuring it provides appropriate opportunities for staff development whilst continuing to offer value for money

There was strong support at the workshop for the Department to encourage the development of locally residentially qualified teaching staff.

The Department runs a Teaching as a Career course every year with the general aim to provide students in Years 11, 12 and 13 with the opportunity to find out more about what it is like to work in a school and what is needed to become a teacher.

The Department is supporting another cohort of trainee teachers starting in September 2012 through its on-Island Graduate Teacher Programme. The GTP provides a route for generally more mature students for whom an off-Island training option is difficult e.g. because of family commitments. The GTP is offered in partnership with Brighton University.

The Department has overall responsibility for the supervision, training and assessment of Newly Qualified Teachers (NQTs) employed in the Department's maintained schools managed through the Department for Education, England. The NQT is observed teaching at least once per half term, including once in the first four weeks in post. The Education Officer will undertake two lesson observations: one in the first half of the spring term and another in the second half of the summer term. The remaining four lesson observations will be undertaken by the Headteacher. Formal assessment meetings are informed by written reports from at least two observations and two

progress review meetings that have taken place during the term. Judgements are based on evidence that has been gathered systematically during the induction period and relate directly to the Qualified Teacher Status (QTS) and Professional standards.

The Department recognises the importance and value of maintaining contact with local students who are undertaking either BEd or PGCE courses. A meeting is held in the Christmas holidays for all those who are likely to complete their teacher training course the following summer, in order to provide them with details of the selection process, including interview dates for the 'Primary Pool'.

There was concern at the workshop that the relocation package for off-island recruitment was not sufficient and needed to be revisited.

A Working Party has been examining the relocation expenses paid to an employee who is appointed to the States of Guernsey and is required to transfer residence from overseas to Guernsey. A proposal to harmonize the amounts payable for the various elements of the package across the staff groups will result in an overall improvement in the package for teachers and lecturers, which, if approved, will enhance the offering to the prospective recruit.

We recognise the value in having a diversity of teaching experience and will focus on initiatives which increase the likelihood of locally qualified teachers returning to the island, whilst also acknowledging the value and essentiality of employing non-local teachers.

In the Report, Mr Mulkerrin recommends the introduction of an 'Excellent Teacher Scheme' to help retain the best teachers on a housing licence. The Department's response to this recommendation is covered in section 1 of this document however it would wish to make a few further observations about the impact of the Housing Control Law.

As the Report highlights, the Department has generally been successful with housing licence applications, but the problems the Department experiences arise not from how the Housing Department operates, but from the very existence of the Housing Control Law. Five year licences are generally granted where the Department is able to demonstrate a shortage of skills locally. However five year licences are not always attractive to potential candidates for teaching positions in Guernsey as relocating from primarily the UK to the Channel Islands represents a large disruption to families and lives. Two recent examples illustrate this point:

1. In the first instance there was one particular vacancy for which four off-island candidates were short-listed as there were no suitable candidates with local residential status with the necessary skills and experience. Unfortunately prior to the interview all of the candidates withdrew their applications citing that, on reflection, they were not prepared to relocate to Guernsey for only five years;
2. In the second instance the preferred off-island candidate was offered a position with a five year licence and after much consideration with their family chose to decline the offer of employment as they too were not prepared to relocate for such a short period.

This evidence is provided not to criticise the Housing Department, but to demonstrate the difficulties the Housing Control Law can create with regard to the recruitment of off-island staff. Of course this applies not only to the public sector, but also the private sector and these points were raised in the responses to the Policy Council's Population Policy Group consultation in 2011.

We will seek to apply for eight year permits, where there are skills shortages, if the States introduce five and eight year permits as outlined in the Policy Council's Population Policy Group States Report in November 2011. We believe that eight year permits would be far more attractive to off-island candidates. We believe that eight year permits for teaching staff would enable us to stop wasting scarce time and resources by replacing one off-island teacher with another on a regular basis.

Performance Management

Mr Mulkerrin reports that *'many staff say that Performance Management has no teeth'*.

Headteachers

Performance Review of Headteachers is an ongoing cycle involving 3 stages of planning, monitoring performance and reviewing performance. Performance review is set in the context of a school's plans for development against the background of the Schools and Education Services Development Plan, national and island key performance indicators. Education Officers support the process and meet with Headteachers to review progress against agreed performance objectives.

The Department had already scheduled a review of Headteacher Performance Management to be undertaken during 2012. Further considerations for this review should be performance related incentives, consequences of poor performance and extending opportunities for feedback.

Teachers

The Headteacher/Head of Service is responsible for implementing the Performance Management policy. Performance review is set in the context of a school's plans for development against the background of the Schools and Education Services Development Plan, national and island initiatives and any recent VSSE report for the School.

Each party in the discussion will rate the teacher's performance against the performance indicators for each of the three objectives – Effective teaching and the ability to create a learning environment; Effective learning; Professional characteristics. This results in an agreed review statement. Judgements are based on the 'frequency' with which each standard is met. The categories are: consistently, frequently but not consistently or infrequently. Progression through the Threshold (Guernsey) onto and within the Upper Pay Scale is contingent upon continued good performance against the teaching standards criteria.

Classroom observation is accepted good practice with a minimum of one observation each year required by these procedures.

All recommendations by Headteachers/Heads of Service are subject to the approval of the Director of Education.

The review meeting and review statement do not form part of any formal disciplinary or capability procedures. However, relevant information from review statements may be taken into account by those who have access to them in making decisions and in advising those responsible for taking decisions, or making recommendations about performance, pay, promotion, dismissal or disciplinary matters.

Feedback from the workshop confirmed that performance review should be a process and not just a snapshot. There was some discussion around pay being linked to performance and the opportunity to move staff both up and down the pay scale if necessary as well as making the whole process more rigorous. The process should also continue to help identify where additional support may be needed.

We will review the system of performance management for headteachers and teachers with a view to consider how to reward good performance and how to more rigorously address poor performance.

Staff leaving the service

Upon receipt of a resignation, we send the person an exit interview questionnaire, inviting them to either complete it themselves or to discuss it with the HR Manager. This enables us to capture valuable information about our service from the perspective of the departing employee, who arguably has nothing to lose in providing honest feedback on their experience of being an employee of the States of Guernsey working within the Department. This information helps shape our employment practices and enables us to target areas where improvement is required.

Supply Teachers

In the Report Mr Mulkerrin makes a number of comments regarding “agency teachers” (i.e. Supply Teachers). With regards to teacher recruitment Mr Mulkerrin notes that an unusual aspect of Guernsey’s education system is the extensive use of agency teachers to cover for staff vacancies and absences. Mr Mulkerrin comments that the quality is variable and agency teachers are expensive contributing towards a £1.4m annual bill for the Department.

The Department acknowledges that there is scope for improvement in this area and notes that, as part of the Financial Transformation Programme (FTP), the Department’s Supply Teachers costs was identified as a Summary Opportunity Report and needed to be reviewed. The Department has now commenced this review with the support of the FTP’s Programme Management Office and input from Capita Business Analysts and it is intended that this workstream will be completed by the end of the year. There are close synergies with this particular aspect of the Department’s operations and the opportunities that a Guernsey form of Local Management of Schools will provide.

We will complete the FTP Supply Teachers review to identify a more cost effective and more efficient use of supply teachers in Guernsey and Alderney.

6. Governing Bodies

The Report recommends that *“Guernsey moves to a Governing Body system, initially for the Grammar School and the three High Schools, and then followed by the primary schools”*.

In Guernsey, under the Education Law, 1970, each States’ maintained primary and secondary school (apart from Special Schools) has a School Committee which may, in summary, exercise the following powers:

- Preparation and presentation of an annual budget
- Maintenance of school buildings with the exception of capital works
- Lighting, heating and cleaning of the school
- Inspection of furniture and equipment
- Discipline or conduct of the school
- Assisting in the appointment of a head teacher or deputy

However, in practice, these roles have largely fallen into disuse. Mr Mulkerrin, in commenting that the existing school committees have no power, concludes that a better and proven model would be that of a ‘governing body’.

The role of the governing body is to provide strategic management, and to act as a ‘critical friend’ in supporting the work of the Headteacher and other staff. Mr Mulkerrin believes that there is no reason why schools in Guernsey should not have properly constituted governing bodies, and every reason why they should work.

School governing bodies in England are responsible for working with the school to ensure that it delivers a good quality education. Together with the Headteacher, who is responsible for day-to-day management, they set the school's aims and policies. The role of a Governing Body in England is:

- To provide strategic direction for the school;
- To act as a critical friend to the headteacher;
- To ensure accountability;
- Determining how the school's budget is spent;
- The appointing and dismissing of staff;
- Hearing appeals and grievances;
- Forming policy on the school's curriculum and collective worship;
- Setting standards for pupils' behaviour and discipline;
- Making sure school buildings are welcoming and safe; and
- Setting and monitoring the school's aims and policies.

Governance was one of the four principal themes discussed at the workshop on the 28th February 2012 and generated a wide ranging discussion by the participants.

At the workshop three main options were considered with the focus on achieving a pragmatic and affordable solution for Guernsey:

1. Maintain current advisory School Committees;
2. Strengthen School Committees, giving greater powers by ordinance under section 6.1 of the Education Law, 1970; and
3. Introduce full Governing bodies as in England including legal responsibilities.

There was a general consensus that changes to the current School Committees were required, but the main focus of any new governing body system needed to be on learning and had to benefit the children and young people in our schools.

It was agreed that the composition of the governing body was vital to ensure its success in terms of both the skills and calibre of the individuals and the size of its membership. It would be necessary to provide training to new governors to assist them in the performance of their duties.

If governing bodies were to be successful and an improvement on the current system, the principles, mandate, roles and responsibilities of the governing body needed to be clearly defined and understood by all parties. Similarly the relationship between the governing body and the Education Board and the Department needed to be clearly defined and understood. There was no support for the concept of developing clusters of Primary Schools to share governing bodies.

In summary, there was support for implementing the recommendation, although it was recognised that the introduction of responsible and accountable governing bodies needed to be done in a measured manner.

We will work with Headteachers, the Law Officers' Chambers and existing School Committees to develop clear mandates, roles, responsibilities and training requirements for any new system of governance of schools.

We will identify and implement a training programme for governors appointed to the new system of governance.

7. Local Management of Schools

The Report recommends that *“Guernsey should develop a system of Local Management of Schools (LMS) for the Grammar School and the three High Schools. To be followed by LMS being developed in the primary schools (perhaps via a cluster approach whereby groups of schools would share a finance manager / bursar).”*

The Report highlights a number of benefits that would arise from the introduction of a form of LMS for Guernsey and is linked to a number of other recommendations set out in the Report including teacher appointments and governing bodies. One of the key benefits is that a form of LMS would empower Headteachers and governing bodies.

Attempts to give UK schools greater flexibility in the way they handled financial resources started to surface in the 1970's, and self-management has been developed over the last 40 years from Local Financial Management, to Local Management of Schools onto Grant Maintained Schools and then Fair Funding.

Local Financial Management developed into LMS and the change in terminology is significant. LMS is more than just financial freedom. The political perspective was that LMS would make schools more competitive because their funding would depend very directly on the number of pupils they could attract. The competitiveness would come from having to 'attract' more pupils. This was stimulated by greater freedom for parents to express a preference. The market place philosophy would mean the less successful schools would close. However, there was no clear plan to manage schools in decline.

The introduction of a form of LMS in Guernsey would pose a number of risks and opportunities which would need consideration:

- The establishment of an appropriate Scheme of Delegation- i.e. accountability and the legal framework. What elements of budget responsibility would be devolved to the schools?
- Implications of the roll-out of SAP across the States of Guernsey - what is SAP capable of delivering and what training will be required within Schools?;
- How would budgets be allocated to schools? - i.e. the need to establish a sustainable funding formula;
- It would be essential for the governing body to have the necessary skills and have the necessary training to fulfil their roles;
- Would the staff within the schools have the right skills and to what extent would the Department be able to support the schools?
- Parental preference and choice was a key rationale behind LMS in England where there would be winners and losers. It is envisaged that the primary basis of our admissions policy would remain catchment based.
- What would be the costs of introducing LMS and could we avoid diverting scarce resources away from front line delivery to school administration?

Finance and LMS was discussed in detail at the Workshop on the 28th February 2012 and the following questions posed:

- What features should the Guernsey system of financial empowerment have?
- What do you perceive as the key risks, issues and opportunities for financial empowerment?

As with the discussions on the possible introduction of governing bodies, there was an overwhelming view that the primary objective for any change had to take into account the principle of the 'child at the centre' – i.e. any changes had to be for the benefit of the children in Guernsey's education system.

There was in fact a mixed view on the merits of devolution of funding with strong support both for and against. Those for devolved funding recognised the arguments expressed by Mr Mulkerrin, such as incentives for efficiency and targeting resources where they would have maximum benefit. Those opposed to a form of LMS feared the dilution of Headteachers' time from learning to financial management and the change in focus which would ensue. There was also a view that appointments might be based on financial considerations instead of seeking to appoint the best candidates for a position.

There was a strong view that devolved funding did not necessarily have to include parental choice, as in such a small community, competition which resulted in school closures was not sensible.

In terms of scope of devolution, there were concerns that delegating certain elements of the budget to schools only for them to buy back services from the Department would add unnecessary administrative costs. Others believed LMS for Guernsey had to include staffing costs as this represented between 85-95% of a school's running costs. There was however, as highlighted above, no firm consensus for LMS.

The Department is of the view that there is no doubt that devolved financial responsibility can deliver positive change and the Board is committed to delegating financial responsibility and accountability to the schools. However, it is important that our approach to change is measured, proportionate and considered. By learning the lessons of others, we can assure ourselves of the best chance of success. The introduction of SAP later this year across the States, to which the Department is committed, may facilitate this and will generate training needs across all schools. The Department therefore intends to develop a suitable model of devolved funding that is appropriate for Guernsey and is pragmatic and affordable. The focus will again be on a gradual evolution rather than a single step change in the funding arrangements.

We will work with Headteachers to develop a proportionate and affordable introduction of greater devolved funding for all schools in Guernsey and Alderney.

Next Steps

Looking at the UK, the Education Reform Act 1988 established the LMS scheme for schools. These schools while autonomous still continue to be controlled by local education authorities. The Act allows school governing bodies a limited degree of financial independence and discretion through

what amounts to a form of delegated budgeting. Individual schools may open bank accounts under these arrangements and receive interest. The funds in local management of schools' bank accounts remain in the beneficial ownership of local education authorities. All Local Authorities are required to establish and maintain a Scheme of Local Management of Schools, the purpose of which is to set out the financial relationship between the local authority and the schools it maintains. To progress this workstream further will require the creation of a LMS Advisory Group with representatives from the Headteachers and the Department to report back to the Board with clear recommendations on the next steps.

We will establish an LMS Advisory Group to make recommendations to the Board on an appropriate form of Local Management of Schools for Guernsey.

PART II

The Department's comments and response to other issues raised within the Mulkerrin Report.

8. Data

The Report states *"There is not enough focus on target setting and benchmarking by the Education Department and schools, nor in ensuring these targets are met. Part of the reason for this is insufficient use of data."* The Report also makes a number of comments on the quality of data within schools and how this used internally and by the Department.

The Department had previously recognised that there has been inconsistent use of data across the schools and services and that its central ICT infrastructure does not meet the current management of information needs. The Department has been working with external partners and schools to further develop its management information system (MIS) which, when concluded, will give the Department much of the functionality of "RAISE online", the product mentioned in the Report and adopted in England and Wales. The further development of the Department's SIMS (Schools Information Management System) in schools and the central MIS function will better enable schools and the Department to track pupil progress at individual pupil level, to whole Island cohort level. Most importantly this will enable improved targeting of teaching, resourcing and intervention, again at a range of levels. Training and support will continue to be provided for school staff.

With the agreement of the Education Board in December 2011 on clear progress measures and KPIs for schools, expectations on schools in their tracking of pupil performance is now much more explicit but is still being developed further.

In addition, whilst there has been an increased emphasis on target setting for pupil progress and attainment in Headteachers' Performance Management, it has been recognised that this needs to be more rigorous. A review of Headteachers' Performance Management (Guernsey) was identified as a requirement in 2011 and is scheduled to be completed by the summer.

We will continue with the MIS project to ensure clear expectations for schools in their use of pupil performance data and to ensure the correct level of support and training is available. The ICT infrastructure will continue to be enhanced to enable more efficient and effective use of data within the Department and within schools and services.

We will conclude, as noted earlier, the review of Headteachers' Performance Management by September 2012. Target setting and the use of data to monitor pupil progress and outcomes will be a key element of performance management.

9. Validated School Self-Evaluation (VSSE)

In considering the Phase 3 Validation Process Mr Mulkerrin identified five perceived weaknesses:

- The absence of subject-specific information;
- VSSE process based on a five point scale;
- Expensive and no consequences for poor performance;
- Education Department commissions the validations; and
- Process is too user friendly with too much notice given to schools for inspections.

Each of these perceived weaknesses is considered in turn below.

Subject-specific information

Whilst there are no subject specific elements to the validation framework, where subject specific areas of development are found, they are clearly identified in the report and in feedback to schools and the Department

We will consider subject-specific cross-Bailiwick inspections if other indicators e.g. VSSE reports, examination or assessment results suggest that this would be necessary.

Five point scale

The Report highlights that it is difficult to compare English Ofsted inspections, which have four grades (outstanding, good, satisfactory and inadequate, with two categories: special measures and notice to improve), with Guernsey's inspection system, which has five levels (excellent, well developed, proficient, less than proficient and underdeveloped). Guernsey's VSSE inspection has been developed with Tribal Education, the largest provider of services for Ofsted in the UK who currently work across five continents with a range of education providers. After prolonged discussion, it was decided to go for a five grade scale with clear criteria developed for each level.

Phase 3 of the VSSE inspection only came into effect in January 2011 and to date six schools have participated in the initial pilots between June 2009 and October 2010 and eight schools have had Phase 3 validations. Introducing any changes to the current system before all schools have been through the VSSE process would not be appropriate at this time. The Department believes that it is more valuable to have a system which is consistent and embedded within Guernsey's Education system rather than adapting our system to the English Ofsted grading scheme.

We will continue with the current five point scale for the VSSE inspections and review the grading scheme at an appropriate time.

Mr Mulkerrin refers to the period between inspections, citing seven years between inspections as too long a gap. The Department agrees that this is not acceptable although there has been a period of transition as the VSSE process has been developed. The Department intends for each school to be inspected every four years, as a minimum, with inspections brought forward where performance is believed to be deteriorating.

We will ensure every school has a VSSE inspection at least every four years with more frequent follow-up when required.

Expense and no consequences for poor performance

Mr Mulkerrin believes that the VSSE process is expensive and that there do not appear to be any clear consequences for poor performance.

The Department does not have directly comparable costs available to benchmark Guernsey's VSSE as it is significantly different to the standard Ofsted inspection process. However, costs have not increased since 2008 and an agreement for no increased cost is in place until 2014. The figure of £25,000 for an inspection in the Report is at the top of the range relating to the inspection of one of our largest schools and this total cost also includes follow up visits. Costs for validations range from £16,000 up to £25,000. The Department believes that the validation process represents good value for money as it provides an independent view of a school in key areas but is also developmental in approach. The process is instrumental in assisting schools' drive for continuous improvement.

As already outlined the Department will be publishing all VSSE reports online which will help to improve the accountability of both the Department and the schools. In addition the VSSEs will form an important element of the Department's performance management system for Headteachers.

We will ensure that the VSSE inspections and the school's REP form an integral part of each school's Headteacher's performance review. Governing bodies will similarly be held to account for VSSE results.

Commissioned by Education Department

Mr Mulkerrin believes that it is inappropriate for the Department to commission Tribal to undertake the independent inspections when Tribal has to report back to the Department. The Department has reflected on this view and considered whether commissioning of the inspections should be transferred to another part of the States. The Department believes that the VSSE Phase 3 inspections to date do not demonstrate any interference with the independent judgements by the Department and all inspections are quality assured.

We will continue to commission the VSSE inspections, until such time as a suitable alternative commissioning body is identified.

We will ensure that VSSEs are independent professional opinions of the inspectors.

Process too user friendly

Mr Mulkerrin's particular criticism of the VSSE is that schools have up to six months notice of inspections and that in England schools are given only two days notification of the Ofsted inspection.

The Department has reflected on this aspect of the inspection process and it was considered at the Workshop on 28th February. There was a consensus that it would be beneficial to reduce the notification period from the six months, but the current Ofsted minimum two-day notice period had many drawbacks and would not be compatible with the self-evaluation aspects of the Guernsey approach and not support the developmental focus of Guernsey's VSSE system). It was agreed that six months was too long a period and that instead three working weeks would be an improvement and fair to all parties.

We will reduce the notice period for inspections from up to six months to three working weeks from the start of the new academic year in September 2012.

10. The Link Centre

The Report contains a section on the Link Centre making reference to the staff numbers, its annual running costs and the poor communication between the Centre and the schools. The Report notes that the Link Centre is unique to Guernsey and suggests that the Department's budget might be better spent on additional support and teaching assistants across the three high schools.

The primary role of the Centre is to support pupils between the ages of 5 and 16 with social, emotional and behavioural difficulties, their schools and families. The Link Centre has a maximum of 56 full-time places for pupils between the ages of 5 and 16. Details of its activities in 2010/11 are set out in the Department's Annual Report www.education.gg/annualreport.

The Link Centre is unique to Guernsey in that as a concept it has no direct equivalent in England. It is, in fact, a Guernsey solution to the sort of issues that would be addressed by a Pupil Referral Unit or PRU in England, however, a much wider range of need is catered for in the Link Centre. The Centre offers a specialist educational provision for pupils with social, emotional and behavioural difficulties (SEBD), who are struggling to maintain a successful placement within their own school. The Link Centre was established in 2009, following significant development within the Reorganisation of Special Educational Needs and move from the SEBD Centre's former premises at Granville House.

In terms of staffing numbers, the Link Centre currently comprises: Centre Manager, Deputy Centre Manager, three Primary teachers, five Secondary teachers (1 supernumerary), 10 Teaching Assistants (eight full-time, two part-time), a Technician, two Administration Assistants (one full-time, one part-time), a Caretaker and a Cleaner (part-time). Many of the staff are not working full time at the Link Centre and will be, as part of the Outreach aspects of its work, located and working to support children and staff in Guernsey's schools. This is known as the Schools Liaison Team.

The Department currently believes that the Link Centre is an integral part of Guernsey's education system and plays an important role in supporting young people with SEBD needs. The Department is aware that as an island we suffer from diseconomies of scale but maintains that the concept of an on-island alternative provision represents value for money. The annual running costs of £1.3m would only pay for a small number of off-Island placements which would be required if such a resource is not available in Guernsey. Such off-Island placements may cost up to £300,000 per pupil per annum. This situation is similar to the one faced by the Health and Social Services Department with respect to off-Island placements for acute care and complex needs. Such placements will always be more expensive than on-Island provision wherever that is feasible.

The Department will examine the recommendations in the recent Scrutiny Committee Review Report on Managing Disruptive Behaviour and School Exclusions, in addition to comments made in Mr Mulkerrin's Report, to assist in enabling the Link Centre and the SEBD Schools Liaison Team to become as effective as possible and offer better value for money. There is recognition that there is no doubt scope for improvement and we will work with the new Head of the Link Centre to see how we can make better use of the organisation to improve the educational outcomes and experiences of our children and young people.

We will work collaboratively with key staff in schools and the Link Centre to formulate and implement procedures to enable best practice in working between schools and the Centre. This will improve educational outcomes for pupils/students identified as having significant social emotional and behavioural difficulties.

We will work closely with the Head of Service and Link Centre staff to review and develop more effective provision for all students attending the Link Centre whether full-time, part-time or fixed-term. This will improve educational outcomes for these pupils/students.

We will further develop an effective system of monitoring the work of the SEBD Service, including the Link Centre provision, with agreed Key Performance Indicators and Service Level Agreements in place.

We will ensure that the new Education Law will set a legal basis for exclusions with responsibilities for both the Schools and parents of pupils.

Deputy David de Lisle wishes to close The Link Centre.

11. Reading Ages

The Department agrees with Mr Mulkerrin that a child's reading age is critical to how they will progress at school.

However, the results represented in the table within the Report did not include the 40% of pupils attending either the Grammar School or one of the grant aided Colleges.

The reading test taken is a norm referenced test where a pupil's chronological age is an **average** level and not an **expected** level, i.e. we would expect a certain number of pupils to be below average and around the same to be above average. Therefore, the percentage of pupils reaching their chronological age in the test in at least two out of the three High Schools was encouraging, with the other being closer to what would be expected.

However this does not mean that the schools and the Department are complacent in this area. The development of pupils' literacy skills is a priority across all the phases of education with particular emphasis on reading. This will continue. The work of the Literacy Support Service and the outsourced Dyslexia Day Centre are also important in supporting pupils with reading difficulties and in better enabling schools to deal with these issues. Early intervention in High Schools, as stated in the Report, is also important and the secondary schools endeavour to work effectively with students with reading difficulties using a range of strategies. Different models of increasing community involvement in the schools to support one-to-one reading are currently being explored to enable volunteer support to be well trained and targeted.

We will continue to prioritise the development of reading skills as being very important for pupil progress at all stages.

We will continue to explore and implement a range of strategies, such as structured volunteer reading programmes, to enhance the one to one support available to schools.

We will be considering the recommendations in Mr Mulkerrin's Review of Primary Schools in Guernsey and Alderney.

12. The 11+ Selection Process

The Report makes no recommendations regarding Guernsey's 11+ selection process. Mr Mulkerrin has been requested as part of the Review of Primary Schools to comment on the transition from primary to secondary school and the Department will consider any recommendations in due course.

The Department believes that in the coming months it has a full work programme to implement the changes identified in this document, and those changes need time to be successfully introduced.

In the meantime, the Department believes that there would be merit in seeking to streamline the existing procedures for conducting the 11+. The current process commences in October of each year with two practice papers and seven full papers starting in October and finishing in February with parents informed of the results in May. The Department is concerned that the process is spread over too long a time period with a potential negative impact on the learning of those taking part and with unnecessary additional costs to the Department. In other jurisdictions that use the 11+ selection process, fewer papers are usually used and there is a shorter timescale for the process.

We will explore, in consultation with key stakeholders, whether there is merit in introducing an alternative 11+ selection process which is rigorous but is of shorter duration with fewer test papers.

13. Role of the Board including Board-Department-School Communications

The Report contains a section with Mr Mulkerrin's views on the modus operandi of the Education Board and again there are no explicit recommendations. The Department has reflected on these observations and has set out its thoughts below and how it intends to address the constructive criticism in the Report.

Main Function of the Board

Mr Mulkerrin correctly states that the main role of the Education Board is to develop and approve policy and strategic direction linked to budget availability. Elsewhere in the Report Mr Mulkerrin considers that the 2011 GCSE results were *"a symptom of a much larger problem in the monitoring, management and structure of education in Guernsey"*.

It must be recognised that the Department provides a range of statutory and non-statutory education and training services which encompass the duties and powers of a number of different UK authorities and agencies. These include the Department for Education, Local Authorities, the Skills Funding Agency (formerly the Learning & Skills Council), Schools and Colleges Governing Bodies, Ofsted, Standards and Testing Agency (formerly QCDA), Connexions, the Training and Development Agency for Schools (TDA), National Employers Organisation for School Teachers (NEOST), Student Loans Company etc.

The Education Board, like all other political boards, is tasked with ensuring that the Department's policy and strategic direction is aligned with the States Aims and Objectives as stated in the States Strategic Plan. The Board is also responsible for ensuring that the States receives value for money from its investment of public funds and resources. To this end it must maintain a financial overview of the Department.

We will publish an Education vision statement setting out the strategic direction and objectives for education in Guernsey and Alderney.

We will review the structure of the Department to ensure that the organisational structure is properly aligned with the Department's Strategic objectives.

We will ensure that the Education Board continues to hold regular Policy Workshops to be briefed on and discuss the workings of the Department and for policy development.

Communication with Schools

Mr Mulkerrin comments that the Education Board has not been adequately briefed and needs to be better aware of what is happening in the schools. He believes that to do its job effectively, the Education Board needs to visit schools far more often.

There has always been a programme of Board visits to schools when members have the opportunity to meet the headteacher, staff and pupils and tour the school visiting lessons and other activities. Schools welcome these visits.

We will establish a regular programme of visits to schools by individual Board Members and the Chief Officer.

The full VSSE reports contain a wealth of information about the conduct and performance of a school.

We will continue to ensure that the full VSSE reports for schools are presented by the headteachers to the Board for discussion in advance of their publication.

14. Summary of Actions

- We will proactively seek extensions to licences to retain exceptional teaching staff where we know of and are able to demonstrate existing skills' shortages in the local and national labour market or where long-term continuity by one person in the post is essential to the community.
- We will provide a presentation to the Housing Board, post-election, as part of their induction programme, on the Education Department and its skills needs to give a firm evidence base for future housing licence applications.
- We will provide the Housing Board with termly updates on employment levels within the Department and evidence of ongoing shortages in local and national labour markets.
- We will progress the work programme for reviewing and updating the Education Law.
- The remedial action with the subsequent appointment of the School Improvement Partner as Interim Headteacher at La Mare de Carteret High School and the support of specialist English and Maths teachers for the three High Schools will continue for the rest of this academic year.
- We will continue to publish GCSE and A-Level results with provisional information released on results day with further, more detailed, publication of individual school results when they are available.
- We will continue to publish an Annual Report with a Statistical Digest on Guernsey's and Alderney's educational system including key performance indicators.
- We will continue to publish the full VSSE Reports for each school on-line and provide hard copies of the parental summary reports to all parents. We will review the language and format of the full reports to ensure they are accessible to a wider audience.
- We will ensure that the Education Department is subject to an Ofsted-style inspection in line with the schools, every four years. The first review will take place during the next political term and that report would be published on the government website.
- We will revise arrangements for the appointment of staff to ensure headteachers remain at the forefront of the process and provide support to them. Education officers will continue to be available as a resource to headteachers for the short-listing and interviewing of potential candidates for positions within the schools.
- We will continue to use on-line facilities as part of the attraction and recruitment of teachers and we would hope to increasingly rely on digital advertising in the future.
- We will develop a register of acceptable qualifications and teaching experience as part of our system for identifying on-Island resources and expertise.
- We welcome and support the Housing Department's introduction of an Application Form for public sector housing licence applications and this will assist in ensuring that the Department submits quality and comprehensive applications to assist the Housing Department in fulfilling its statutory duties.

- We will review and improve the Department's procedures for the appointment of senior teaching staff within the schools.
- We will start the recruitment process at the earliest and most appropriate opportunity when we become aware of forthcoming vacancies.
- We will explore with relevant parties the possibility of bringing forward the notice period for resignation dates to give ourselves a head start in the national labour market.
- We will ensure that all members of the interview panel have copies of references prior to any interview.
- The Department, in conjunction with headteachers, will develop any outstanding generic job descriptions required.
- We will review the programme of Continuous Professional Development available to staff in schools with a view to ensuring it provides appropriate opportunities for staff development whilst continuing to offer value for money
- We recognise the value in having a diversity of teaching experience and will focus on initiatives which increase the likelihood of locally qualified teachers returning to the island, whilst also acknowledging the value and essentiality of employing non-local teachers.
- We will seek to apply for eight-year permits, where there are skills' shortages, if the States introduce five and eight-year permits as outlined in the Policy Council's Population Policy Group States Report in November 2011. We believe that eight-year permits would be far more attractive to off-Island candidates. We believe that eight-year permits for teaching staff would enable us to stop wasting scarce time and resources by replacing one off-Island teacher with another on a regular basis.
- We will review the system of performance management for headteachers and teachers with a view to consider how to reward good performance and how to more rigorously address poor performance.
- We will complete the FTP Supply Teachers' review to identify a more cost effective and more efficient use of supply teachers in Guernsey and Alderney.

- We will work with Headteachers, the Law Officers' Chambers and existing School Committees to develop clear mandates, roles, responsibilities and training requirements for any new system of governance of schools.
- We will identify and implement a training programme for governors appointed to the new system of governance.

- We will work with Headteachers to develop a proportionate and affordable introduction of greater devolved funding for all schools in Guernsey and Alderney.
- We will establish an LMS Advisory Group to make recommendations to the Board on an appropriate form of Local Management of Schools for Guernsey.

- We will continue with the MIS project to ensure clear expectations for schools in their use of pupil performance data and to ensure the correct level of support and training is

available. The ICT infrastructure will continue to be enhanced to enable more efficient and effective use of data within the Department and within schools and services.

- We will conclude, as noted earlier, the review of Headteachers' Performance Management by September 2012. Target setting and the use of data to monitor pupil progress and outcomes will be a key element of performance management.
- We will consider subject-specific cross-Bailiwick inspections if other indicators e.g. VSSE reports, examination or assessment results suggest that this would be necessary.
- We will continue with the current five point scale for the VSSE inspections and review the grading scheme at an appropriate time.
- We will ensure every school has a VSSE inspection at least every four years with more frequent follow-up when required.
- We will ensure that the VSSE inspections and the school's REP form an integral part of each school's Headteacher's Performance Review, where available. Governing bodies will similarly be held to account for VSSE results.
- We will continue to commission the VSSE inspections, until such time as a suitable alternative commissioning body is identified.
- We will ensure that VSSEs are independent professional opinions of the inspectors.
- We will reduce the notice period for inspections from up to six months to three working weeks from the start of the new academic year in September 2012.
- We will work collaboratively with key staff in schools and the Link Centre to formulate and implement procedures to enable best practice in working between schools and the Centre. This will improve educational outcomes for pupils/students identified as having significant social emotional and behavioural difficulties.
- We will work closely with the Head of Service and Link Centre staff to review and develop more effective provision for all students attending the Link Centre whether full-time, part-time or fixed-term. This will improve educational outcomes for these pupils/students.
- We will further develop an effective system of monitoring the work of the SEBD Service, including the Link Centre provision, with agreed Key Performance Indicators and Service Level Agreements in place.
- We will ensure that the new Education Law will set a legal basis for exclusions with responsibilities for both the schools and parents of pupils.
- We will continue to prioritise the development of reading skills as being very important for pupil progress at all stages.
- We will continue to explore and implement a range of strategies, such as structured volunteer reading programmes, to enhance the one to one support available to schools.
- We will be considering the recommendations in Mr Mulkerrin's Review of Primary Schools in Guernsey and Alderney.
- We will explore, in consultation with key stakeholders, whether there is merit in introducing an alternative 11+ selection process which is rigorous but is of shorter

duration with fewer test papers.

- We will publish an Education vision statement setting out the strategic direction and objectives for education in Guernsey and Alderney.
- We will review the structure of the Department to ensure that the organisational structure is properly aligned with the Department's Strategic objectives.
- We will ensure that the Education Board continues to hold regular Policy Workshops to be briefed on and discuss the workings of the Department and for policy development.
- We will establish a regular programme of visits to schools by individual Board Members and the Chief Officer.
- We will continue to ensure that the full VSSE reports for schools are presented by the headteachers to the Board for discussion in advance of their publication.