



EDUCATION

A STATES OF GUERNSEY GOVERNMENT DEPARTMENT

# EDUCATION MATTERS 2012-13

*The Annual Report of the Education Department, its schools and services 2012-13*

EDUCATION  
MATTERS 2012-13

## CONTENTS

<b>Introduction from the Minister</b>	<b>3</b>	<b>All Age</b>	<b>42</b>
		St. Anne's School, Alderney	42
<b>The Education Board</b>	<b>4</b>	<b>Primary</b>	<b>43</b>
<b>Who We Are</b>	<b>5</b>	Amherst Primary	43
The Department Structure	5	Castel Primary	44
<b>How We Spend Public Money</b>	<b>7</b>	Forest Primary	45
Overview of the Budget 2012	7	Hautes Capelles Primary	46
The General Budget	8	La Houquette Primary	47
Staff Costs	9	La Mare de Carteret Primary	48
Financial Transformation Programme	10	Le Rondin	49
<b>Reports and Consultations 2013</b>	<b>12</b>	Notre Dame du Rosaire Catholic Primary	50
<b>Education Support Services</b>	<b>14</b>	St. Andrew's Primary	51
Careers Guernsey	14	St. Martin's Primary	52
Communication and Autism Support Service	16	St. Mary & St. Michael Catholic Primary	53
Educational Psychology Service	17	Vale Primary	54
Education Welfare Service	18	Vauvert Primary	55
English as an Additional Language	19	St. Sampson's Infant	56
Literacy Intervention Service	20	<b>Statistical Digest</b>	<b>57</b>
PSHCE Advisor	21	Bailiwick KS2 assessment data and individual school progress and attainment data	57
Schools' Library Service	22	Bailiwick and individual school GCSE results	72
Schools' Music Service	23	Post-16 results	79
SHARE	24	Island-wide participation rates full-time education or apprenticeship Post-16 2009-2013	80
Sensory Support Service (Hearing)	25	Island-wide participation rates full-time education, further education or apprenticeship Post-18 2009-2013	81
Sensory Support Service (Vision)	26	Employment by occupational classification – all leavers 2013	82
Social, Emotional & Behavioural Difficulties	27	Top 10 employment sectors – all leavers 2013	83
<b>Youth Commission</b>	<b>29</b>	Apprenticeships by age and type 2013	84
<b>Schools</b>	<b>32</b>	Top 20 most popular HE institutions 2013	85
<b>Secondary &amp; Post-16</b>		Work experience top choices for placements 2012/13	86
Baubigny Schools – St. Sampson's High	32	Bailiwick and individual school exclusion statistics 2011-2013	87
Baubigny Schools – Le Murier	33	Bailiwick and individual school attendance statistics 2011-2013	88
College of Further Education	35	Pupil: Teacher ratios and average class sizes 2012-2013	89
La Mare de Carteret High	38		
Les Beaucamps High	39		
The Grammar School & Sixth Form Centre	40		

# Introduction from the Minister

The academic year 2012-2013 has been a busy and challenging one for both me as the Education Minister and my colleagues on the Education Board.

On behalf of the Board, I would like to thank all our staff across the service for their hard work and dedication over the last year.

It has been our first full school year at the helm and I am delighted that the Assembly gave our Vision for the future of education delivery in Guernsey their unanimous support when it was debated in July.

We believe there is a compelling case for us to enhance and build upon the Bailiwick's past education successes if we are to continue to be successful in the future. Education is constantly changing. Our world has moved in a new direction, and education must keep pace. It is no longer enough for us just to look at our near neighbours in the United Kingdom; we must look further afield for inspiration and opportunities.

We have started the process of transforming our education system to ensure that it is not simply fit for purpose, but will provide Guernsey and Alderney with an education system which will enable us to thrive and prosper in the years ahead.

We understand though that change can be unsettling and appreciate the importance of involving our workforce and the wider community in any proposed changes and will continue to seek their views on options for the future.

One of this Board's main priorities is to see a marked improvement in education standards across all schools. We are delighted at the continued increase in attainment and progress at primary level and although our schools achieved the second highest ever percentage of students achieving five or more GCSEs including English and Maths at grade C or above, we were disappointed that the results were below what we expected. We will be keeping the pressure on schools and the Department to ensure these results improve in 2014.

One of the most challenging aspects of this year was the debate on transforming Primary Education. The Board takes no pleasure in closing two schools but we believe the right decision was taken and moving towards all two and three-form entry primary schools will lead to better educational outcomes for all our children. As a Board we are committed to continuing to work with those parents whose children will be moving schools because of the closures to ensure a smooth and successful transition.

Other major workstreams for the year have included the successful outsourcing of the Youth Service to create a new Youth Commission which is already delivering real improvements in the way we support our young people. We have almost completed the construction of the new sports block at Les Beaucamps High and are well on the way to drawing up plans for the redevelopment of La Mare de Carteret Schools and will bring these proposals to the States for approval during 2014.

We have continued to work on further transformation of the education service and expect a number of projects to come to fruition during 2014. As highlighted in the Vision we are looking at the structure of secondary and post 16 education as well as considering options for a new curriculum, qualifications and assessment framework. We are also continuing to develop our plans for greater empowerment of schools through a Bailiwick form of Local Management of Schools and new governance arrangements. On top of this we still have the challenge of achieving further savings on our budget as part of our commitment to the Financial Transformation Programme. 2014 is going to prove to be the most difficult year yet in terms of hitting our targets.

So it's clear to see we have a busy year ahead and one that I'm sure will present further challenges to the Board, Department officers and Education Service staff.

**Deputy Robert Sillars**



# The Education Board

The Education Board is responsible for setting the policy framework in which the Education Department and its schools and services operate.

The Board is made up of a Minister, Deputy Minister and three ordinary members, all of whom are sitting members of the States. The Department may nominate up to two non-voting members to sit on the Board.

As at the end of December 2013 the Education Board membership was:

Deputy Robert Sillars – Minister  
Deputy Andrew Le Lievre – Deputy Minister  
Deputy Richard Conder  
Deputy Chris Green  
Deputy Peter Sherbourne  
Mr Denis Mulkerrin CBE – non-voting member

All Board members are represented on a number of education sub-committees and school committees:

**Deputy Sillars** – Skills Strategy, Pre-School Working Party, Les Beaucamps High School Project Board, La Mare de Carteret High School Project Board, Higher Education Working Party, Guernsey Training Agency and the following School Committees: Les Beaucamps High School, Grammar School & Sixth Form Centre, Notre Dame du Rosaire Catholic Primary School, St. Martin's Primary School and the Blanchelande College Board.

**Deputy Le Lievre** – eLearning Steering Group, GILE2 Project Board, Joint Advisory Committee, SACRE (Standing Advisory Council for Religious

Education), Higher Education Working Party, Les Beaucamps High School Project Board, La Mare de Carteret High School Project Board and the following School Committees: Hautes Capelles Primary School, St. Mary & St. Michael Catholic Primary School, Notre Dame du Rosaire Catholic Primary School, Private Schools Committee.

**Deputy Richard Conder** – College of Further Education Governing Body (and previously working party which developed new governance model), Higher Education Working Party, Skills Strategy and the following School Committees: St. Mary & St. Michael Catholic Primary School, Vale Primary and St. Sampson's Infant Schools, Grammar School & Sixth Form Centre, Private Schools Committee.

**Deputy Chris Green** – Guille-Allès Library, Joint Advisory Committee, SACRE (Standing Advisory Council for Religious Education) and the following School Committees: Forest Primary and Le Rondin Schools, La Mare de Carteret Primary School, Castel Primary School, St. Andrew's Primary School, La Mare de Carteret High School.

**Deputy Peter Sherbourne** – Pre-School Working Party, College Development Committee (ended Dec 2013), Chair of College of Further Education Governance Working Party and the following School Committees: Amherst and Vauvert Primary Schools, La Houquette Primary School, St. Anne's School, St. Sampson's High and Le Murier Schools.

# Who We Are

## The Department Structure

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

The Department is responsible for:

- approximately 8,900 children and young people in one infant, 12 primary schools; an all-age school in Alderney, three high schools, the Grammar School & Sixth Form Centre, the College of Further Education and three special schools; we provide grant-aid to three Colleges.
- a range of support services for children and young people (including Special Needs Support Services, Careers Guernsey, Schools' Music Service, Schools' Library Service etc).
- the provision of help for students for courses not directly provided by the Department.

The Department is headed by the Chief Officer and is organised into four directorates:

- Finance and Resources
- Strategy and Performance
- Inclusion and Support Services
- Communications

## Finance and Resources

Headed by the Director of Finance and Resources, this section includes:

- Business and Education Systems and Technologies (BEST)
- Finance
- Higher Education & Legal
- Human Resources
- Resources
  - Administration

- Estates
- Risk and Health & Safety

## Strategy and Performance

Headed by the Director of Education, this section includes:

- Education Development Centre (EDC)
- Education Development Plan (EDP)
- Standards and Learning Effectiveness
- Strategy and Policy
  - Lifelong Learning
  - Careers Guernsey

The Director of Education is the Head of Profession and also line manages the headteachers of States-maintained schools and the Principal of the College of Further Education.

## Inclusion and Support Services

Headed by the Director of Inclusion and Support Services, this section includes a range of services directly working with and supporting schools:

- Communication and Autism Support Service
- Educational Psychology Service
- Education Welfare Service (*to be renamed School Attendance Service in 2014*)
- English as an Additional Language Service
- Literacy Intervention Service
- Sensory Support Services (Hearing and Vision)
- Sexual Health and Relationship Educators (SHARE)
- Schools' Music Service
- Schools' Library Service (outsourced)
- Dyslexia Day Centre (outsourced)

## Communications

Headed by the Director of Communications, this section has only one member of staff who works across all other sections.

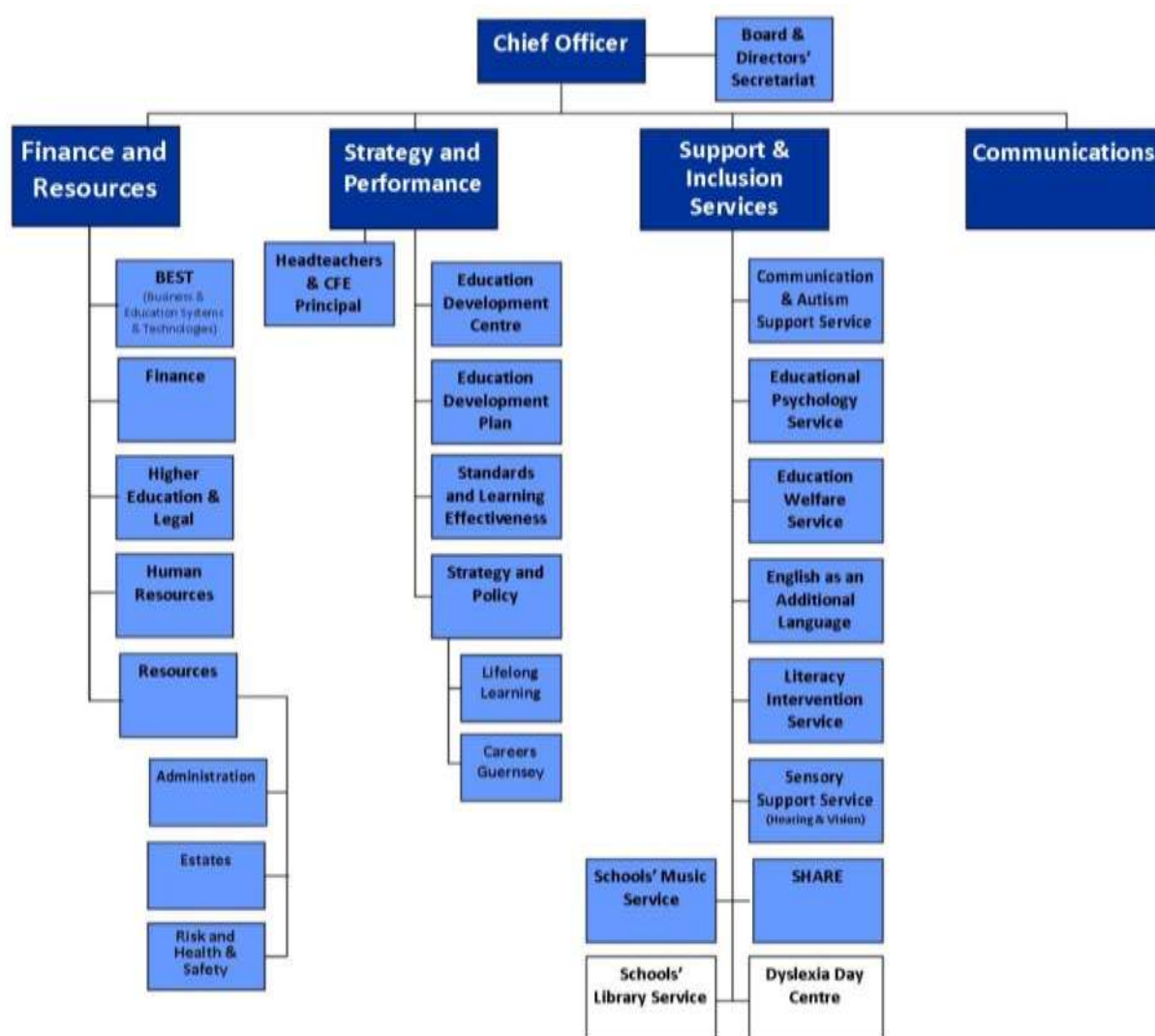
and Resources, Director of Education, Director of Inclusion and Support Services, Director of Communications, Head of BEST, HR Business Partner, Head of Resources, Head of Standards and Learning Effectiveness and Head of Strategy and Policy (Deputy Director of Education).

## Senior Management Team

The Department's Senior Management Team consists of the Chief Officer, Director of Finance

Administration support is provided by the Board and Directors' Secretariat.

A copy of the Department's organisation structure is available below





# How We Spend Public Money

## Overview of Budget 2013

A core commitment of the Education Department is ensuring value for money from the investment in education through careful financial management. This has been clearly demonstrated in 2013 where the need for resource management has had enhanced focus via the Financial Transformation Programme.

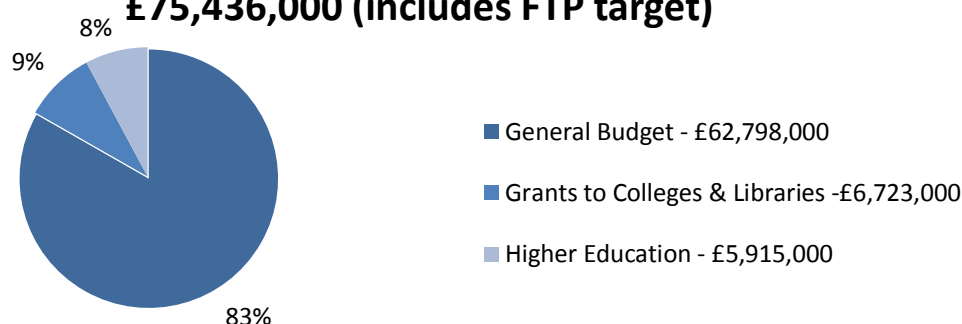
For the last 20 years the Education Department has delivered a financial position within the overall budget; in 2012 it was 1.2% within budget and for 2013 we are set to deliver a

similar position, having also absorbed a general efficiency target budget reduction of £2.15M.

The 2013 revenue budget total for the Education Department is currently £75,436,000\*, split into three main areas: the Grants to Colleges & Libraries, the Higher Education Budget and the General Budget.

\* The budget figures quoted are correct as at 28/01/2014 but are not expected to be the final budget figures. Additional movements are expected which include 2013 pay settlement adjustments and transfers from budget reserve in respect of some voluntary severance arrangements.

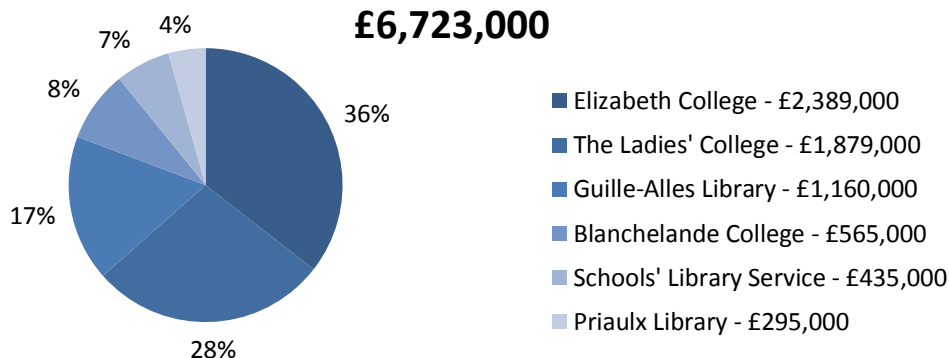
## Education Department Authorised Budget 2013- £75,436,000 (includes FTP target)



The Higher Education budget is mainly focused on providing tuition fee and maintenance grant support to students studying at university.

Grants to Colleges and Libraries are governed by States Resolution and the budget split by College or Library is highlighted in the chart below.

## Grants to Colleges & Libraries 2013 £6,723,000



# How We Spend Public Money

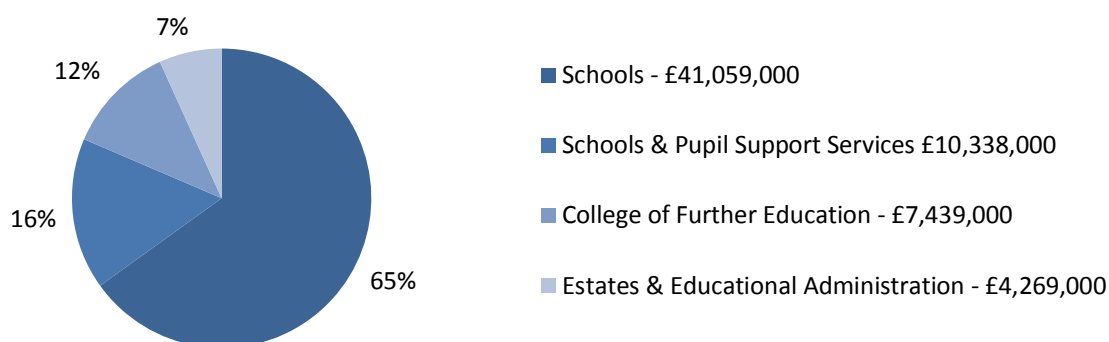
## The General Budget

The General Budget of £62,798,000 supports the Schools, College of Further Education and a range of key support services focused on the pupils and students. Schools & Pupil Support Services includes ICT and a range of support services such as the Special Educational Needs Services, for example, Communication & Autism Support Service, Literacy Intervention Service, and Sensory Support Service as well as the Educational Psychology Service, Education

Welfare Service (School Attendance Service), Careers Guernsey and Schools' Music Service, amongst others.

The chart below shows how the General Budget was allocated during 2013. Included in these figures is £308,000 of the Department's 2013 FTP target savings not yet allocated..

### General Budget - £63,105,000



Over 93% of the General Budget is spent on schools, both directly and indirectly through pupil support services, and the College of Further Education. Schools & Pupil Support Services include the range of services highlighted above and later in this Report.

The School's Budget of £41,059,000 includes £1,228,000 for shared resources such as HR activities. The remaining £39,840,000 is split below to achieve a 'per pupil' direct allocation. This does not include the support via grants to students at the three Colleges or the £10,338,000 we allocate to the services under Schools & Pupil Support Services.

School Type	2013 Budget	Pupil numbers	Per Pupil
Primary (inc Alderney)	£15,405,000	3,396	£4,536
Secondary (inc Alderney)	£18,334,000	2,741	£6,692
Special	£4,410,000	197	£22,385
Voluntary	£1,681,000	386	£4,355
<b>Total</b>	<b>£39,840,000</b>	<b>6,720</b>	<b>£5,929</b>



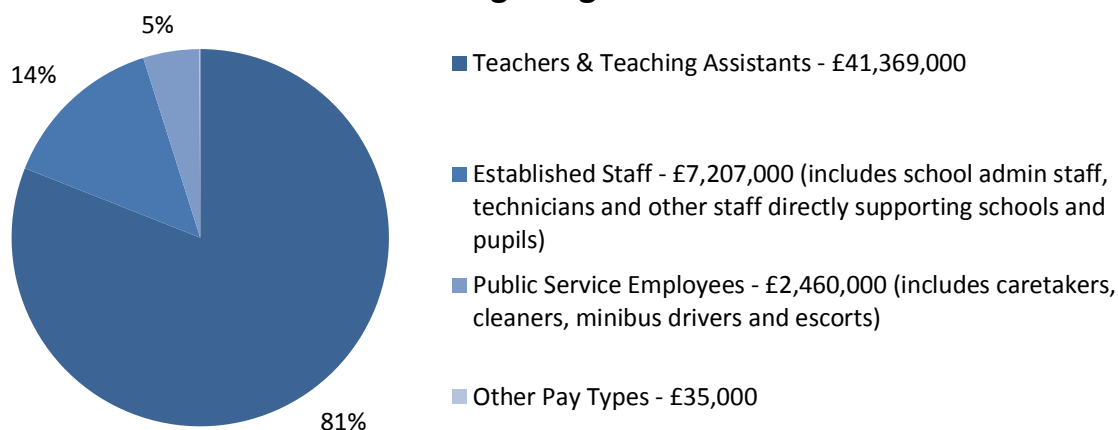
# How We Spend Public Money

## Staff Costs

Pay costs within the General Budget total £51,071,000, so over 81% of the General Budget is spent on staff with 81% of these pay costs relating to Teachers or Teaching Assistants.

The focus of the General Budget is on front-line services but with dedicated professional support to ensure an ongoing focus on improvement and development of the overall educational service provided.

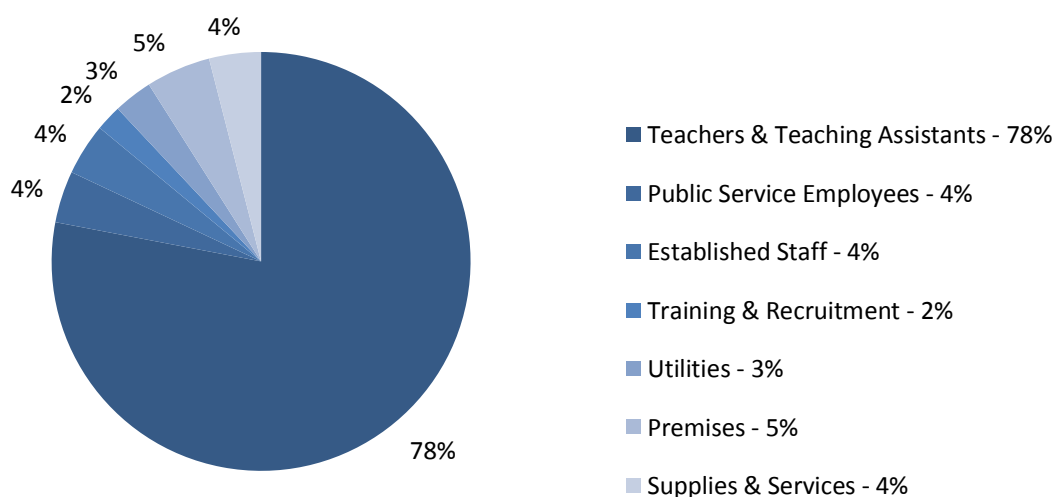
### Staffing Budget 2013



Within the individual School budgets the focus on pay is also clear, with pay-related budgets representing 87% of the overall total.

Excluded from this expenditure is the provision of support services provided centrally and other areas such as transport and ICT.

### Schools Direct Budgets 2013 - £41,059,000



# How We Spend Public Money

## Financial Transformation Programme

In 2013, the Education Department set up a programme of projects that, once complete, will deliver more than £2.74m in efficiency savings benefits. The full impact of these savings exceeds the 2013 target of £1.26m by more than twofold. The efficiency benefits have been achieved with the key objective of providing the same (or more) for less, without adversely affecting educational outcomes.

The Department's achievement is in response to the States' Financial Transformation Programme to reduce the financial deficit by £31m, through a range of sustainable efficiency measures, by 2014. In total, the Education Department has achieved £5.1m of efficiency benefits to date (once the final phases have been fully implemented). This is against an overall target reduction in spend of £7.32m (approximately 10% of the Department's budget) by the end of 2014.

Here are some examples of how the Department achieved the 2013 efficiency savings:

- The Higher Education Grants system (providing assistance with charges for tuition fees and living costs at UK Universities) was reviewed during 2013. The means testing thresholds for the grants were revised to realise a total of £912k annually recurring savings; these savings will be fully realised by 2018, to be phased in gradually, applying to first year students from 2013.
- The Assembly approved a range of recommendations for the transformation of the Primary sector in October. The recommendations include the rationalisation of smaller primary schools, which will see ongoing savings growing to in excess of £700k per annum over the next few years. In addition to making the best use of available resources, by targeting them to pupils more effectively, the

Department will also focus on improving leadership and teaching and learning outcomes.

- In May of 2013, an independent review of the States Apprenticeship Scheme was completed, which considered ways in which the scheme could be improved to meet the needs of employers and apprentices better and to assess value for money. The Department has implemented the key recommendations from the Review, including an agreement to reduce the grant-aid paid to employers by 10% - a saving of £65k per year.
- The Guernsey Integrated Learning Environment (GILE2) is a centralised learning system that aims to provide fast and reliable connections to files and applications from any location. It operates from a central location thereby reducing the need for lots of separate servers in each school. Previously Cable and Wireless (C&W) hosted Education's IT servers, but now these have been relocated to Sir Charles Frossard House. This will save £11k per month in rental fees so saving a total of £132k per year. These savings are measurable, guaranteed and will recur year after year.
- The Education Department is also improving its internal systems, such as the review of overtime policy and practice in 2013. Information gathered from the review was provided to headteachers to help them manage overtime better and implement consistent systems for instances of overtime and approvals. As a result, a budget reduction to overtime has been made – a saving of £80k a year.
- Les Voies School, which was previously the Link Centre, officially opened its doors to students in September 2013. The school is the only centre in the

island which is dedicated to offering support and services to learners experiencing social, emotional and behavioural difficulties. Changing the structure of how we provide such specialised support to young learners has saved £81k. The change to school status took place following an independent review of the Social, Emotional and Behavioural Difficulties Service. The review recommended that the Link Centre should be re-designated as a special school, capable of providing education for those children for whom mainstream education is not viable in the long term. Jonathan Furley, the Headteacher of Les Voies said: 'one of the main advantages of the Link Centre becoming a school is that we can offer public exams such as GCSEs and other formal qualifications to our students, whereas previously our students would have had to register for and sit these exams at other schools as we were not able to register as an exam centre.'

- The States' Shared Services Transaction Centre (coined 'the Hub') was implemented in 2013, providing back office support to a number of service areas at the same time as delivering savings for the Department of £263k.
- The Youth Partnership for Guernsey and Alderney works with young people to assist in their development of life skills. The Partnership particularly targets those who are identified as most in need and supports the work of other agencies and voluntary groups. In 2013, Education outsourced the service to the Youth Partnership for Guernsey & Alderney (YPGA). The YPGA, now re-named the Youth Commission, provides all of the youth services in return for an annual grant of £550k, saving the States £75k on the cost of services. Education Minister, Deputy Sillars, said: 'We are confident that this Youth Partnership agreement provides the best way forward, not only financially but also for the long term future of youth work in the Bailiwick.'

The Department's efficiency programme includes a range of transformational projects as well as smaller projects and initiatives across the primary, secondary and tertiary education sectors. A number of the transformational projects will continue into 2014 and beyond.

There will be a number of significant challenges ahead, whilst the Department will continue to bring together a range of co-ordinated reforms to improve efficiency, educational outcomes and standards for our Island community.

# Reports, Projects and Consultations 2012-13

## School Inspections

We inspect the quality of education provided by States-maintained schools using a system called Validated School Self-Evaluation or VSSE.

The current arrangements for VSSE require that each school carries out self-evaluation on an annual basis and that each school is subject to external validation and inspection every four years by a team of external, experienced validators/inspectors provided by Tribal Group (Education and Technology Branch). Tribal is the largest provider of services for the Office for Standards in Education (Ofsted) in the UK and currently works across five continents with a range of education providers.

Schools and validators use the same common evaluation framework across all phases of education including primary, secondary, post 16 and special schools. Three main areas - outcomes for learners, the quality of provision and leadership and management - which have a total of eight sub-criteria, are evaluated and reported on.

During 2013, six schools were inspected: Vale Junior School, Vale Infant School, Les Beaucamps High, Vauvert Primary (including Herm School), St. Martin's Primary and St. Anne's School in Alderney. Copies of the full validation reports are available on our [website](#).

The Department will be reviewing the VSSE process during 2014 with a view to implementing some changes for Phase 4.

## Education Vision – Today's Learners Tomorrow's World

In March 2013 the Education Board launched its Vision for education in the Bailiwick – Today's Learners, Tomorrow's World. After a period of public consultation and comment the final Vision document was approved unanimously by the Assembly in July 2013.

The Vision outlines the Board's core values and its philosophy for education. It describes how the Department will strive to achieve exceptional outcomes for all learners and sets a timetable for the structural and operational changes that will be required to achieve that aim.

***'Our vision is to create an education system for the Bailiwick of Guernsey which will meet the challenges and demands of the future and provide our greatest asset, our people, with the knowledge, skills and tools to face a complex and challenging future with enthusiasm and confidence.'***

A copy of the Vision document can be downloaded from [www.education.gg/vision](http://www.education.gg/vision)

As at the end of December 2013, the Department has already achieved some of the workstreams set out in the Vision: an update report will be provided to the States during 2014.

## Transformation of Primary Education

This important workstream was highlighted as one of the Board's priorities in its Vision and Business Plan.

Although the States Report was not published until September 2013, and so is not strictly covered by the timescales of this document, the Transformation of Primary Education has been a major focus for the Department and Board for much of the year.

Extensive research and evidence was considered by the Board before agreeing the recommendations in July 2013 to move towards a policy of all two and three-form entry Primary Schools in Guernsey. As part of these recommendations, St. Sampson's Infant School would merge with Vale Primary School in

September 2014 and St. Andrew's Primary School would undergo a phased closure to be complete by September 2015.

Two longer-term recommendations were also agreed unanimously by the Board:

- That discussions should take place with the Diocesan Authorities to consider how Catholic primary provision is provided in future, with a view to determining whether it would be possible to move towards two or three-form entry in line with the Department's other primary schools, for example through federation or merger of Notre Dame du Rosaire and St Mary and St Michael Primary Schools.
- That over the next 5-10 years efficient and effective primary provision in the area served by Forest Primary School and La Houquette Primary School should be revisited by a future Education Board.

The States approved all the recommendations by a convincing majority.

Work will continue during 2014 to implement the recommendations.

## ICT and Technology

The Business and Education Systems and Technology (BEST) team has had a very busy year. The team is responsible for managing the Education Department's Information Technology (IT) in schools and colleges and supporting the Department in making best use of IT.

Unfortunately much of the IT equipment in schools is coming to the end of its useful life and the team has therefore been focussing much of its efforts on replacing the aged kit with new and fit for purpose technologies. Further to discussions with schools it was agreed that we should concentrate replacing the central infrastructure components first and once these have been done, move onto replace teacher and student devices. So over the past year we have replaced all of the wireless networks in schools, the central storage and servers and have been

moved onto the corporate firewall. While these are all important ingredients to provide a fit for purpose IT environment, at first they appear not to make much of an improvement to the user experience because the end user devices are not able to make full use of the improvements that these technologies can deliver. However, early 2014 will see the teacher devices being replaced with current devices and later in the year the student devices will be replaced. This will see a step change in the performance of the technology available within the schools and colleges in 2014. The overall programme of work is referred to as GILE2, which is the second generation of the Guernsey Integrated Learning Environment.

Another major area of work that the team is involved with is supporting the Department to make best use of its technologies and systems. This year has seen the preparation for the introduction of a new Management Information System in the College of FE. The BEST team have been working with college staff over the past year to plan for and implement their new MIS, and this went live in September 2013. We will continue to work with the college to embed and exploit this powerful system. The team have also been working with colleagues across the Department to expand the MIS that reports on Key Stage progress in the schools. The reporting tool takes data from a variety of sources and combines it to provide information that assists in both reporting and performance management.

Much of the hard work that has gone in this year will start to deliver benefits in 2014 as the new systems being delivered under GILE2 start to impact on the quality of the ICT provision in the schools. This will be a key enabler to deliver the Education Board's vision "Today's Learners; Tomorrow's World."

# Education Services

## Careers Guernsey

Careers Guernsey is an all-age careers service providing free, impartial careers information, advice and guidance to help raise aspirations, raise awareness of the labour market and support progression. Guernsey Work Experience (GWEx) is also part of Careers Guernsey co-ordinating work experience for schools and employers.



## Highlights of 2012-13

### Work with schools and Post-16

Careers Guernsey works with schools/Post-16 to provide independent career guidance.

Year 11 student feedback showed that:

- Students felt listened to and they were happy with the service provided
- Students felt more motivated and confident, felt they knew more about their options and had greater understanding and improved skills after meeting with a Careers Adviser
- Students were either very likely or extremely likely to recommend the service to a friend

### GWEx support to schools and Post-16

GWEx found more than 1400 students placements with more than 390 employers to help develop employability skills and awareness of career opportunities.

*'I thoroughly enjoyed my work experience. I felt very welcomed by all of the staff and liked being treated as an adult and having challenging tasks to complete. The team definitely helped develop my skills.'*

### Careers support all-age

Careers Guernsey provided careers support with

over 2200 contacts ranging from face to face guidance interviews, group works, emails, texts and follow up support.

Alongside our work with the schools/Post-16, here are some examples of the people we have supported within an all-age service:

- 40 year old given notice they will be made redundant in 3 months' time
- Prisoner who cannot return to previous employment area due to the nature of offence
- Local person based in UK wants to return to Guernsey and needs advice on employment and training opportunities here
- 50 year old manual worker; needs to stay in employment until at least 65. Beginning to find work a physical struggle
- Parent wishes to return to workplace within 2 years. Current skills out dated and wishes to change direction of previous work
- Person with on-going health problem – told by GP they must find alternative employment within next year
- 22 year old local graduate wants guidance on local opportunities outside of finance
- Local person wants to retrain as a teacher

### Working with Skills Guernsey and Employers

Skills Guernsey provided support to the Careers Show to help highlight the importance of Employability Skills with interactive team challenges. Employer representatives helped showcase the skills and encourage the students to take part.

Careers Guernsey continues to work with Skills Guernsey and employers to help support the transition from education to employment, some



examples are the free job vacancy service and graduate e-mail out service to help increase awareness of opportunities in the island.

GWEx works very closely with local employers and supports placements for students. More than 390 employers were used for work experience which shows the commitment from employers to help young people prepare for the transition from education to employment.

### **Careers Review and Financial Transformation Programme**

The year was dominated by FTP savings and Careers Guernsey were not immune having had to lose one member of staff to meet the savings required. A review of Careers Education, Information, Advice and Guidance was undertaken in April 2013 to check provision was high quality, effective and best value for money to support young people's and adult's career planning and development in the future. The review concluded that Careers Guernsey has earned a good reputation for its work and its services are held in high regard and valued by a wide range of individuals and organisations. It has shown itself ready to embrace change and Careers Guernsey will be working on some of the recommendations to enhance the service even more. Schools/Post-16 and the Education Department will also be taking forward some of the recommendations to enhance Careers Education within schools and Post-16.

### **Website [www.careers.gg](http://www.careers.gg)**

40, 017 visits to the website of which 54% were new visits to the site

22, 810 unique visitors to the website

Most popular pages are:

- WEXBOX – searching for work experience

- HOME PAGE – news updates and vacancy updates

- VACANCIES – job vacancies in the island for those leaving education up to graduate level

- ADULT GUIDANCE – accessing adult guidance

### **Website [www.careersshow.gg](http://www.careersshow.gg)**

2,956 visits to the website of which 75% were new visits to the site

2,275 unique visitors to the website

# Education Services

## Communication & Autism Support Service

Over the academic year 2012-13, the Communication and Autism Service had great successes with the young people it supports. The increased number of children receiving a diagnosis of autism resulted in a 12% increase in the number of children we support.

Pupils attending the Communication Base at Amherst Primary School benefitted from a variety of groups and 1:1 sessions focusing on social skills and emotional literacy as well as receiving support to access the mainstream curriculum. Regular visits to use the hydrotherapy facilities at Le Rondin for children with sensory needs were planned as well as several trips out of school, including a residential camp, to help develop independence skills.

Students from the Communication Base at St Sampson's High School played a full part in the life of the school, ranging from being elected as house sports captains and prefects, through to singing in the choir and acting in school productions. Academically, our students achieved excellent results in public examinations including GCSE grade A's in maths and statistics, and good passes in humanities, English and the sciences. Students are "set" within the curriculum to allow intensive group work to take place within the CAS base on social communication, organisational and memory skills. This is complemented by work related learning PSHE sessions for specific students as appropriate. The summer term saw the first "New Parents Evening", a successful event that marked the start of the transition cycle. This year also saw the launch of a "bespoke" transition process for year 11 students, where staff from receiving establishments visit the CAS Base, and students carry out several "familiarisation" visits to their chosen venue.

The Service supported children with communication or autistic difficulties across the

island's schools. Specialist teaching assistants supported children in class and our teachers offered advice and strategies to schools. We delivered numerous social skills and language development groups.

The Service delivered training on communication and autism and language development to over 160 teachers and teaching assistants. We worked in partnership delivering training with the Speech and Language Service from the Health and Social Services Department and with the Educational Psychology Service. Evaluation of feedback indicated that over 96% of delegates found our training at least very good.

Neil Torode and Chris Curtis joined our service as teaching assistants. Michele Tostevin, teaching assistant, completed her Foundation Degree in Educational Studies.

# Education Services

## Educational Psychology Service

Over the last academic year, the Educational Psychologists (EPs) made a contribution to supporting children and young people to develop their potential and achieve excellence through:

### Casework

- Continued high quality casework and advice in relation to 285 school pupils and pre-school children with additional needs
- increasing use of EPs providing reports and letters written directly to the young person. Feedback indicates that this is appreciated by the young people and has positive impact

### Delivering training

- Topics include ADHD; the teenage brain; dyspraxia; providing evidence for courts; anxiety; attachment; working memory; functional learning difficulties; mindset; mindfulness

### Participation in Education Department activities

- Leading on the review and revision of the Education Department Critical Incident Policy. This document has been extremely well received by headteachers
- The Education Department operational administrative processes related to Formal Assessment and Placement Panel have been developed during 2012/13 and the new EPS Admin. Assistant played a significant role in streamlining procedures
- Leading on developing a project for introducing Mindfulness to schools in Guernsey. The SMT has given approval for the project which will be implemented in 2013/14
- Making contributions to

- The development of SEBD provision, for example, the Link Centre becoming Les Voies School
- The planning and setting up of the Agencies Supporting Education Team (ASET)
- Strengthening links with the Guernsey Disability Alliance
- The development of Literacy Support within schools

### Contributions to the strategic and operational work of non-States Department agencies

- During 2012/13 a member of the EPS jointly developed with a member of the Sports Commission a proposed project about teaching and learning in terms of Mindset. This project has been extremely well received and endorsed by the Education Department and will begin to be implemented during 2013/14
- Guernsey Bereavement and Loss Network. The Principal EP (PEP) was instrumental in ensuring the development of information leaflets for schools and the development and distribution of an information pack for schools, a pack that school staff have said is / will be very useful
- Island Child Protection Committee monitoring and evaluation Sub-group piloted a joint-agency meeting to review child protection cases, which the PEP facilitated. Feedback from all parties is that the meetings were highly effective in the way they were facilitated.

### In addition the Service has undertaken the development of Service Quality Assurance:

- Development of a framework for an EPS Report of Evaluation and Planning (REP)
- Completion of the EPS REP

# Education Services

## *Education Welfare Service (to be renamed School Attendance Service in 2014)*

The core purpose of the Education Welfare Service is to promote and, where necessary, enforce regular school attendance in accordance with the Education (Guernsey) Law 1970 and The Children (Guernsey and Alderney) Law 2008. Each school has a named Education Welfare Officer who monitors attendance in partnership with the school. The officer will support the school and works directly with young people and their families on referral.

### **During 2012-13 the Education Welfare Service**

- Worked directly with 112 young people and their families, the majority of whom were supported to increase their level of attendance at school
- Provided information and reports for the Children's Convenor and attended Child Youth and Community Tribunals, when required, for 40 pupils who are failing to regularly attend school. Eighteen of these pupils were new referrals during 2012/13
- Represented education services at Multi Agency Risk Assessment Conferences (MARAC) held fortnightly to safeguard victims of domestic abuse and their children. Represented education services at Convenor's Referral Meetings (CORM)
- Participated closely in the Education Department development of the Attendance Policy
- Developed and delivered an awareness raising training package about the importance of school attendance. This training package was delivered to schools, Tribunal members, school nurses, social workers, Youth Commission workers, Pre-school Alliance leaders. All those who received the training reported that it opened

their eyes to the importance of regular attendance at school

- Contributed to the work of the Guernsey Bereavement and Loss Network through the joint development of an information handbook for schools. This handbook was distributed to schools during a specialist training session run jointly with other members of the Network
- Contributed to the development of the SEBD Service Agencies Supporting Education Team (ASET)
- Carried out a major revision of the processes and procedures used by the Service, as a result of which the Service has become significantly more efficient and effective in the work carried out.

The Service also administers the Uniform Grant Scheme: in 2012/13, 748 pupils were assisted with the purchase of school uniform, across all schools.

# Education Services

## English as an Additional Language (EAL)

This year has seen a total of 24 pupils on the EAL register.

7 of these pupils were already on roll in September 2012. Support for most of these pupils was a short-term measure with many requiring no further input by the end of the autumn term.

There have been 17 new pupils added to the EAL register during this academic year. For a short time support will resume for some of these pupils in September 2013. The intention is to provide an initial boost to those pupils whose level of English has regressed slightly over the summer and to identify any language areas which are in particular need of attention.

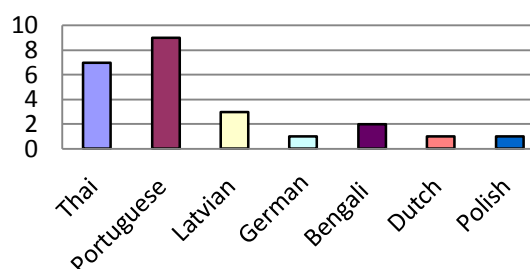
September saw the largest influx of new pupils. However, the EAL register has remained fluid and pupils have been added and taken off the register at various times throughout the year.

Support has been required across the age range. As usual, there have been more pupils at primary than secondary school age. In order to fit in with the timetables at the high schools, sessions for these pupils are generally longer and last for a whole timetabled lesson. These longer sessions normally allow for more than one skill to be practised, as well as a specific grammar point and at least one vocabulary topic to be visited. In primary schools, sessions tend to last for 30 minutes. This amount of time is favourable to perform normally 3 separate exercises addressing 3 different language points or vocabulary topics.

This year there remain a large proportion of pupils who speak Thai as their first language. There have been fewer pupils from Eastern European countries than in recent years but the number of Portuguese speakers has significantly increased. These Portuguese speakers have originated from mainland Portugal, Madeira and

Brazil and many are part of extended families that have relocated to the island.

The first language of EAL pupils  
2012-13



Pupils have received EAL support across the island in a total of 12 Bailiwick schools. The schools with the highest numbers of pupils have been Vauvert and La Mare de Carteret High School. In most other schools there have been only one or two pupils.

The administration for EAL is now firmly in place and working well. An 'EAL checklist' has been created this year which allows for much better tracking of the content of lessons and provides a clear guide for focus areas for the future. The checklist is shared with class teachers on a half-termly basis and has been sent home with end of school reports for some pupils. A 'Discharge Form' has also been created which serves to give a brief summary of the pupil's support and reasons for discharging the pupil.

# Education Services

## Literacy Intervention Service

Whilst individual schools are responsible for the progress and attainment of all pupils in the field of Literacy (Speaking and Listening; Reading; Writing), there will inevitably be a percentage of children who develop at a slower rate or who may experience specific difficulties in acquiring reading and spelling skills.

To meet the needs of some of these pupils, a team consisting of a Head of Service, the equivalent of 5 full-time specialist teachers and a part-time teaching assistant are employed to work in primary and infant schools assessing pupils, providing advice to teachers and offering support for pupils.

The Literacy Intervention Service (LIS) works in partnership with teachers from the Dyslexia Day Centre who provide additional specialist teaching to pupils in Key Stage 2. Teachers from the service also work closely with the *Every Child Our Future* team, providing teaching and expertise in *Reading Recovery*.

The Education Department also recognises that staff in schools may benefit from expert advice about teaching resources and strategies. Teachers from the LIS provide opportunity for teachers and teaching assistants to learn about the latest thinking behind the way children learn to read and spell.

## How we do it

Members of the LIS staff are allocated to schools and visit several times during the week. The Special Educational Needs Coordinator meets with LIS teachers to discuss pupils of particular concern, and prioritises support needs. Diagnostic assessments are carried out to provide advice and recommendations for intervention.

Pupils receiving support, either individually or in small groups, work with the LIS on a regular basis (often several times during the week).

Work is planned in conjunction with the school to address the needs of each individual. There is an expectation that, between sessions, opportunity will be made for pupils to practise with an adult at home. LIS staff are usually available for consultation and advice at parents' evenings organised by the school.

Training is offered to groups of teachers and teaching assistants on request, often delivered to school staff during twilight sessions. Courses on offer include *Dyslexia Awareness*, *Reading and Understanding*, *Working Memory*, *Differentiation* and *Spelling*.

## Actions and Activities 2012-13

- During the last academic year we worked with around 250 children at Key Stages 1 and 2 and fourteen pupils at Key Stages 3 and 4
- More than 600 assessments were carried out, resulting in summary reports for schools and parents
- The Dyslexia Day Centre staff worked with an additional 86 children.
- In Service Training was provided at seven primary schools, one high school and one special school; and at Blanchelande College.
- LIS staff attended and played an active role in school staff meetings and parents meetings.
- Two LIS staff completed training as Reading Recovery Teachers, one of whom also followed an advanced course to become a teacher-trainer.
- The Head of Service worked with staff and pupils at Key Stages 1, 2 and 3 at St. Anne's School, Alderney over six days.
- There were three planning and training meetings between LIS teachers and staff of the Dyslexia Day Centre focusing on shared practice and professional development.
- Further progress was made on developing a training and teaching package for schools, focusing on the teaching of spelling.



# Education Services

## PSHCE Adviser and Support Agencies

The role of Personal Social Health and Citizenship Education Adviser is currently undertaken by 1 full-time qualified teacher. 2012-13 was the second academic year in post for the current PSHCE adviser. The teacher was seconded, from her teaching job, to this role for 3 years, in April 2011. This post is part funded by an annual grant from HSSD.

The role of the PSHCE adviser is to provide;

- Corporate and strategic approach to the development of the PSHE and Citizenship curriculum in schools
- Advice and support on PSHE to the Education Department, Health Promotion Unit, schools and support agencies.

## How we do it

The PSHCE Adviser works closely with PSHE co-ordinators in all schools and colleges, providing training, advice and support where necessary. She also works closely with external Support Agencies that deliver parts of the PSHE curriculum in schools.

## Actions and Activities 2012 - 2013

At various times of the year the PSHCE Adviser met with 12 PSHE co-ordinators on an individual basis to discuss and advise on various PSHE related topics including Healthy Schools, reporting and assessing, a 6th form programme, school council etc. Both the Primary and Secondary PSHE training days, led by the PSHCE adviser, were well attended (83% of Primary co-ordinators and 92% of Secondary co-ordinators attended).

In 2012-13, 17 external Support Agencies (including SHARE, St John Training Services, Drug Concern, Action for Children, CAB, Guernsey Police, Hampton Trust, etc.) delivered a total of 1,776 hours across Primary and

Secondary schools and Colleges, supporting the PSHE curriculum. The PSHCE Adviser met with all 17 Support Agencies at least once during the year and met with most of them on several occasions and observed 16 lessons delivered by various agencies in schools. She also worked with the Support Agencies on evaluating lessons and agreeing generic teacher and pupil feedback forms. These forms are now being widely used in schools by Support Agencies in schools. The Adviser also helped devise end of Year 5 and Year 9 questionnaires to assess the students' learning during sessions delivered by Support Agencies. These were successfully completed by 144 students in July 2013.

The PSHCE Adviser led the pilot of the ASSIST programme (a peer-led smoking intervention programme for Year 8 students) in 1 High School and delivered the STAART programme (an alcohol programme for Year 7 students) in 2 other schools.

She worked with other members of the Guernsey Bereavement & Loss Network to produce a handbook on bereavement and loss for schools. These have now been printed and distributed to all schools.

She assisted the Health Promotion Manager in setting up and running Safety Calling from 3rd – 13th June. In 2013 Safety Calling was successfully delivered to 581 Year 6 pupils from schools across Guernsey and Alderney. We were also successful in gaining accreditation from RoSPA for the event and the PSHCE Adviser assisted in producing a portfolio of evidence for the award.

In 2012-13, she also worked closely with the Health Promotion Manager to review the UK National Healthy Schools Status award to make it more accessible and achievable for schools in the Bailiwick. Together we produced a new Level 1 Guernsey Healthy Schools Award which has been approved by the Education Department and the PSHE Association. One school achieved the Level 1 award in 2012-13 and 5 schools (including 2 Secondary schools) are currently working on the award.

# Education Services

## Schools' Library Service

Over the last academic year the Schools' Library Service has worked with all schools to support them in developing their school libraries. A library has an important role in the development of vital literacy skills, promoting reading for pleasure and in encouraging independent learning.

## What we do in the Schools

We have three full-time qualified librarian posts and these librarians each work with a group of schools. They help to maintain the libraries but they also play a part in the teaching of research skills and fostering reader development within the schools. During the year the liaison officers carried out over 100 research skills lessons. These ranged from simple introductions to how a library is organised with reception and year one classes to personal enrichment programmes with the sixth form at the Grammar School. The liaison officers are working on a whole school approach to the teaching of research skills which we hope will be adopted by all schools.

Reader development is a key part of a librarian's work and we run book groups in most schools. These can either be small groups of interested pupils or whole class activities. Every year we organise the shadowing of the judging of the Carnegie and Greenaway award shortlists. In the summer term 2013 almost all the schools were involved in the shadowing and 18 sent representatives to our literary lunch on the day the award winners were announced. In all we had 70 children and young people in the Guille-Allès Library discussing books. This is a unique opportunity for pupils to discuss titles which



they know well with pupils from other schools as well as having lunch in the Library.

## In the Schools' Library Centre

The Schools' Library Centre is the hub from which loans are administered. We have a stock more than 50,000 items, mostly books, but also software, information packs, photo-packs, posters and artefacts. These are available to all schools and are used either in bulk loans, mostly fiction, or curriculum support loans, mostly non-fiction.

## Bulk Loans

This year we supplied some 16,000 items to schools. Most of these items are put into the School libraries to refresh the fiction stock. This means that schools with limited budgets for library stock can concentrate on purchasing curriculum related materials for their libraries.

## Curriculum Support Loans

During 2012-13 we supplied 664 curriculum support loans. The average size of a loan is 12 items so nearly 8000 items were in circulation with the schools. These loans are requested by individual teachers where they feel that the resources of their school library need to be supplemented for a particular topic they are teaching.

## Book Week

We organise the visiting authors for the annual Book Week held in October each year. In 2012 the visiting authors were Bali Rai who visited secondary schools, Steve Cole who visited the junior departments and Petr Horacek who visited the infant departments. The visitors spent a week in Guernsey and gave three presentations a day in schools. In all, around 5,000 children and young people were able to listen to an author talking about their work and encouraging young people with their creative writing.

# Education Services

## Schools' Music Service

The Schools' Music Service complements and enriches the music curriculum offered by schools and colleges. As well as teaching musical skills, it aims to develop qualities such as confidence, self-discipline and self-criticism, helping pupils to understand the importance of reliability and teamwork through their music-making. Qualities such as these are much in demand by employers.

The Service taught 649 instrumental and singing pupils in schools and colleges, either in small groups or individually, and delivered weekly lessons on a whole class basis to three Year 4 classes. Service staff were also involved in supporting school-based performances and in preparing GCSE and A level candidates for the practical components of their public examinations.

259 pupils were entered for graded examinations, 172 performing at grade 5 and above.

Approximately 891 pupils attended Music Centre where the following ensembles took place:

- 6 Primary groups for beginner pupils
- 6 Orchestras
- 5 Wind Bands
- 2 Jazz Orchestras
- 6 Choirs
- Various chamber groups
- Aural and theory lessons

Music Centre also established an Electric String Quartet, expanding the range of musical genres on offer to pupils.

Masterclasses and lessons by visiting teachers were also arranged, including some provided through the Southbank Sinfonia by Guernsey Bursary Holder, bassoonist Sophie Crawford, and through the Baroque Band by violinist Maggie Faultless, Leader of The Orchestra of the Age of Enlightenment.

Music Centre pupils took part in 2 Music Centre Open Mornings, 4 major concerts at St James, 2

Jazz concerts at the Princess Royal Centre for the Performing Arts, The Guernsey Eisteddfod and a range of other performances including:

Guernsey Symphony Orchestra Concert  
Advanced Performers Concert at Holy Trinity Church  
Youth Chamber Orchestra concert at Capelles Methodist Church  
Performance for Senior Citizens arranged by the Lions Club  
Brock Bicentenary Service at the Town Church  
Celebration of Achievement Evening  
The College of Further Education Dance Show  
Reception for the Association of Guernsey Banks Annual Dinner  
Guernsey Choral and Orchestral Society Christmas Concerts  
Baroque Concert at the Town Church  
Candie Gardens  
Arts Sunday

Guernsey Music Centre gratefully acknowledges the sponsorship of BWCI and Bank of Butterfield.



*Photo courtesy of Chris Tostevin-Hall*

The Service was further supported by the Friends of Guernsey Music Centre in its fund-raising efforts including a successful Annual Dinner Dance and raffle.

A reduction in the budget to the Channel Island Music Council led to fewer concerts that the Service organised through the CIMC. However, two concerts took place at St James attracting around 730 pupils and staff. The Service also organised and delivered performances by its own staff to pupils in their schools.

The sheet music library was administered online and made available to schools and others.

# Education Services

## Sexual Health and Relationship Education Service (SHARE)

SHARE comprises of three part-time qualified nurse educators who are additionally qualified to teach Personal, Social, Health and Citizenship Education (PSHCE). Our role is to offer advice and support to schools in planning and implementing the Sex and Relationship Education (SRE) programme. We deliver lessons in all schools and colleges from age 9 - 16 and to some post 16 students at the College of Further Education.

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

### How we do it

Sessions for each year group are arranged with the school at the beginning of the academic year to complement each school's PSHCE programme. Often two or three educators will attend so that classes can be gender split into smaller groups. When working with students who have special needs, the students are grouped by ability and understanding. Depending on their needs at the time, these students often require additional sessions to enable them to learn according to their own pace.

We also maintain a well-stocked resource centre, with learning materials which are available for schools to loan.

Parents are welcome to contact us if they have particular queries or



would like advice when talking to their child about sensitive issues.

### Actions and Activities 2013

In the spring term, The SHARE team were delighted to be involved with Men Uprising Guernsey Charity (MUG) in making a new film to raise awareness of Testicular Cancer. The film includes interviews with several local sportsmen endorsing the MUG message of checking regularly and that young men should not be afraid to seek medical advice.

SHARE enjoyed a trip to Sark in May where they provided sessions on Growing up and Sexual Health for students aged 9 -14. They also visited Alderney in September and delivered several sessions to students from age 10 upwards.

As well as teaching in schools, the SHARE nurses regularly attend youth clubs, parents' evenings and events, and provide training for newly qualified teachers, student nurses and youth workers on SRE and working with young people.

Recently SHARE has introduced a new session into the secondary Key Stage 3 programme on relationships and teen parents. This session gives the opportunity to highlight important qualities in a relationship and identify good reasons for delaying sex. Students often discuss some of the difficulties that teen parents face and also learn about the local clinics and where to access help and advice. The focus for this year has been to include material on Internet and E Safety with regards to sharing personal information and the impact of pornography on young people. SHARE has also compiled a library of support material available for schools to use in follow up lessons.

# Education Services

## Sensory Support Service (Hearing)

During 2012/13, eleven students received direct, ongoing support from the service; a further 50 are included on the service database for regular monitoring, ranging in age from pre-school to 18+.

The service was involved in many innovations and successes for the children and young people with a hearing impairment that are supported. This was possible due to the hard work, commitment and dedication of all of the staff involved, the pupils and their parents. It should be noted that several staff, including those that made significant long-term contributions to the education and support of Hearing Impaired students on the island over many years, retired during the year. Their dedication, commitment and support to the students, their families, fellow professionals and colleagues will not be forgotten and cannot be underestimated.

The successes for the children we work with varied enormously from passing a higher level apprenticeship, to passing a graded music exam, being a school prefect, to participating in the Guernsey Eisteddfod (as part of a group from Vale Primary School), to performing as part of a British Sign Language (BSL) Choir.

Many students without a hearing impairment have attended a lunchtime Signing Club at Vale Primary School. This, in turn, really helps the children with hearing impairment to integrate more effectively with the other children. Another young person has managed, with appropriate input and support, to successfully undertake work experience in a variety of different working environments.

The Guernsey Deaf Children's Society continued to provide significant financial support to the Service by purchasing additional amplification equipment, which help our pupils hear more easily in the classroom, and also ran the residential camp in June which many of our supported children attended.

Ongoing priorities for the Service are:

- continuing to provide specialist support and assessment,
- suitably differentiated intervention programmes,
- expanding the use of ICT to support learning and assessment,
- ongoing training in British Sign Language for new staff.

The Service has delivered training to schools, parents, Teaching Assistants and newly qualified teachers. Feedback has been very positive and participants have rated the training excellent in the majority of cases.

The Service continues to actively foster and develop close links with other professionals, both on and off island, so that the Service can help to ensure that the team working around each child is providing the best possible support package for them, their family and the school.



# Education Services

## Sensory Support Service (Vision)

This past year, the Sensory Support Service – Vision (VISS) supported approximately 14 children and young people with a significant visual impairment. Many of these children and young people have additional disabilities which affect their physical, cognitive and language development. Therefore, our team encompasses a wide circle of professionals who work with us to develop effective strategies for the delivery of instruction.

Beyond human resources, our support relies heavily on technology as well. The Guernsey Blind Association (GBA) donated 3 iPads for our children following published articles on the effectiveness of the iPads in assessing and stimulating visual development; e.g., they can be used to assess eye-hand coordination or access the classroom Smart Board. We were pleased that the presentation of the iPads to the school and VISS was featured in the Guernsey Press.

The VISS regularly provides training in the use and maintenance of such hi-tech devices as the iPad or Magni-Link magnifying camera, as well as use of low-tech devices such as mobility aids. As in the past, the VISS provided training to staff at The Croft respite centre, Le Murier School, and in homes. For the first time, we were asked to demonstrate mobility techniques for St. John Ambulance after school group. The children enjoyed learning how to provide basic sighted guide for a blind or severely visually impaired person.

Continuing Professional Development (CPD) for VISS staff regularly includes techniques for applying teaching and technology to enhance our children's educational experience. This year, the VISS Teacher in Charge finished a one-year course in the UK focusing on mobility and independent living skills for children and young people with visual impairments. The VISS Team recorded the techniques on DVDs and shared

these with schools, parents and carers. A library of these discs was developed and is kept in the VISS area at Le Rondin School.

Last Spring, one member of our team went from full-time to part-time employment. This reduced our team from 1 Teacher and 2 Learning Support Assistants down to 1 Teacher and 1.5 Learning Support Assistants.

In summary, the VISS has maintained an even keel and we are proud of our accomplishments which include putting useful tools in the hands of our children and schools, strengthening ongoing relationships, and overcoming adversity, with lots of help from our friends.



# Education Services

## Social, Emotional & Behavioural Difficulties Service

The academic year 2012-13 was a year of great change for the Social, Emotional & Behavioural Difficulties Service and The Link Centre.

Throughout this busy period, the Link Centre continued to provide placements for children within the Centre and advice and support to schools.

In order to achieve the Department's FTP target, one of the areas that the Board agreed to investigate further with a view to identifying recurring savings, was the SEBD Service.

The Service had an annual running cost of around £1.35M and the objective of the review was to explore potential savings whilst minimising the impact on service delivery.

The intention was to reduce the service budget while maintaining, as far as possible, the range of provision on offer as well as meeting priorities for the local community and schools. The review focused on Guernsey's response to pupils with SEBD across the continuum, the organisation and structure of the SEBD service and the quality of teaching and learning at The Link Centre, which is Guernsey's only specialist SEBD provision.

The Review Report and Action Plan was presented to the Education Board in January 2013.

The summary report is available on the [Department's website](#) but the key recommendations included:

- The Link Centre should be re-designated as a special school, capable of placing pupils on roll when mainstream education is no longer considered viable in the long-term.
- In the interests of pupils and schools, programmes at The Link Centre should be limited to medium to long-term interventions only, which would mean ending the short-term offer for pupils subject to Category 2 exclusions.

- Staffing should be reduced and restructured to create a more efficient School Liaison Team focused on providing expert advice to build capacity rather than offering direct interventions for individual of groups of pupils.

Considerable progress has been made in meeting these recommendations.

- The Link Centre was re-designated as a special school for pupils age 5-16 to be called Les Voies School from September 2013
- Placement at Les Voies School would be through Formal Assessment
- Les Voies School staffing was restructured to allow for provision of inclusion advice and support to mainstream schools.

## ASET Team

Multi-agency working has also been further developed over the last academic year with the establishment of the SEBD (Social Emotional Behavioural Difficulties) Agencies School Engagement Team (ASET). The purpose of this team of practitioners is to:

- promote inclusion and a joined up approach to breaking down barriers to learning either in mainstream or special schools
- work directly with the young people and/or their families/carers both in and out of school
- address the underlying reasons for the perceived difficulties that the young people may have
- offer a joined up assessment in a common format where professionals can identify, assess and respond dynamically to individual need
- deliver coordinated responses from a range of services to address the holistic

needs of the young people and their families

- make decisions about involvement on a case by case basis
- to share information across services

The team consists of professionals from a wide range of agencies including those within:

- Education – including headteachers, Les Voies staff, Education Psychologists, School Attendance Officers
- Health & Social Services – including Youth Justice/Family Partnership, School Nurse, CAMHS
- Youth Commission
- Police

# Youth Commission

## About the Youth Commission



The Youth Commission for Guernsey & Alderney (YC) was established in January 2011 and combined the previous roles of the Bailiwick of Guernsey Youth Association and the Youth Service Committee of the States of Guernsey. In 2012 the YC took over responsibility for the Youth Services in an innovative partnership with the States of Guernsey Education Department.

As an overarching benefit, the Youth Commission has been established with the founding principal that young people are important members of the community and that they should be properly looked after, treated with respect, listened to and provided with the support and opportunities that they need to fulfil their potential as adults of the future.

This is undertaken in a variety of ways, directly, through the provision of the Youth Commission's staff team of 9 to deliver non-formal learning opportunities through youth club provision at La Moye, the Western Parishes (Styx), Les Ozouets, St Peter Port, in the high schools and through the Duke of Edinburgh's Awards Scheme and indirectly through supporting other agencies, such as The Hub (Barnardos), the Caves Youth Centre in St Peter Port, The Space at The Bridge, and the independent voluntary uniformed organisations such as the Scouts and Guides etc.

The Youth Commission has appointed a Chief Executive Officer on an initial 3 year contract from January 2014 with the primary purpose of providing leadership in the development of a world class Children and Young People's Plan which involves the improved co-ordination of services provided by government as well as through the Third Sector and voluntary organisations. Following the very successful Youth Conference on 4 October, the Youth

Commission believes that it is very well placed to provide support and leadership in this indirect manner. The successful candidate, Roddy Winsor, has had a long and successful career in the British Army and was most recently the Assistant Commandant at Sandhurst Military Academy, having undertaken a wide variety of roles involving leadership, change management and organisational development throughout his career.

Our Youth Offer envisages:

- That more young people have access to, and can shape and engage with positive activities that support their personal and social development;
- That more professionals and volunteers become involved in the delivery of the Youth Offer;
- The creation and operation of a single coherent and integrated Youth Offer;
- A Commission approach to the design, development and delivery of services to young people;
- Facilitating more young people to participate in voluntary activities;
- Improved youth voice to inform and influence the voluntary sector and Youth Service policy and services.

### Board

Jane St Pier	Chairman
Wayne Bulpitt	Vice-Chairman
Peter Bruges	Treasurer/Finance
Robert Sillars, Minister for Education	Director
Denis Mulkerrin, CBE	Director
Andrea Nightingale	Director
Karen Gamble	Director
Julian Winsor	Director
Charlie Cox	Advisor
Roddy Winsor OBE	Chief Executive Officer

### Staff

Dave Le Feuvre Chief Operating Officer  
Team of 9 permanent staff and a network of paid sessional youth workers and volunteers

## **Priorities**

As a result of extensive consultation our initial energies are focussed on developing the following priorities:

Youth Commission capacity building - establishing a corporate governance structure and a staff team to manage and implement Bailiwick youth services.

Providing a 'voice' for young people in the Bailiwick and creating an opportunity for young people to actively engage in their future.

Capacity building of sector - deliver comprehensive training and development and provide high quality training and personal development opportunities

Encourage participation in youth voluntary work, raise awareness and promote opportunities

Provide effective support to Bailiwick youth organisations and deliver a 'one stop shop' style administrative service to voluntary youth organisations

Establishing the YC as a leader in developing services for young people in the Bailiwick. A key step was our conference on 4 October in which 100 leading influencers from the private sector, community and practitioners gathered to promote and debate on how services work together for young people in Guernsey, identify where they are effective and highlight where provision is lacking and to develop priority actions for the 2014-18 Children and Young People's Plan.

We are always very keen to hear from people and welcome all feedback, ideas and suggestions. We look forward to supporting young people in their endeavours and to provide them with greater opportunities.

Here are a few more personalised comments from our Vice-Chairman, Wayne Bulpitt, to bring the Youth Commission alive. He would offer that:

*'It is hard to imagine that it is only a little over 12 months since we consolidated the youth services of the States of Guernsey Education Department into the Youth Commission and yet in that time significant progress has been made and great foundations have been set for the significant development of those services in the coming months and years.*

*In achieving this we have been particularly grateful for the support of our staff, the board of voluntary directors and all of the other staff and volunteers throughout Guernsey and Alderney that have continued to deliver life changing opportunities to the Bailiwick's young people.*

## **Funding**

*We have been particularly grateful for the support of the States of Guernsey Education Department not only through their grant of £557,000 but also for their proactive activity in ensuring that this continues to be a partnership for the benefit of young people and not simply an outsourcing or commissioning arrangement. In addition to that support, we have been delighted with the financial support of the Lloyds TSB Foundation and their donation of £71,000 over a 2 year period towards the cost of the salary of our new Chief Executive. In addition, the Guernsey Community Foundation have matched this funding and also through their training and volunteering strategies have provided additional support in identifying key volunteers and other support for youth work.*

## **Frontline services**

*We never lose sight of the fact that supporting frontline services is the best way that we can provide support and opportunities for young people, and so a primary focus of our activities has been the capacity building e.g. training and support for volunteers and staff through the many organisations within the Youth Commission's umbrella. Total grant funding of £99,000 has been given to organisations across the Bailiwick to support their services as well as a training development programme and occasional meetings and briefings.*

## **Multi-agency working**

*The Youth Commission has successfully developed partnerships with other agencies and in particular, by coordinating outreach work with other voluntary and statutory agencies, coupled with the addition of provisional staff by the Youth Commission, is improving the wider provision of outreach opportunities across the Bailiwick.*

## **Alderney**

*Members of the Youth Commission's Board visited Alderney in May to better understand the needs of young people in the island and to work towards the development of better services. As a consequence, some additional funding has been provided for a part-time sessional worker to provide greater opportunities and to free up the time of our Alderney youth worker, Lisa Oates for other projects.*

## **Celebrating youth work**

*The Seafront Sunday event on 28 July 13 provided an opportunity to showcase the activities and programmes offered by member organisations and the Youth Commission's direct provisions, and our annual Young People's Achievement Awards in November proved as popular as ever and provided an excellent opportunity to showcase the achievements of young people themselves.*

## **The voice of young people**

*A key objective of the Youth Commission is to provide a voice for young people and this has been achieved in part by supporting the current Young People's Survey and, medium term, though the development of a youth forum and councils for Guernsey and Alderney. Work is progressing on this.*

## **Duke of Edinburgh Award**

*The phenomenal success and popularity of the DofE scheme continued last year with 213 awards achieved between April 2012 – March 2013 over the three levels. The breakdown of these was: Bronze 151, Silver 28 and Gold 34. A total of 367 young people registered for a Duke*

*of Edinburgh's Award in the Bailiwick of Guernsey – which means the Bailiwick we are averaging a 58% completion rate – one of the highest in the country. 34 Gold Awards is an amazing success - with more Golds achieved this year than in the last two years combined.*

## **Strategic Leadership**

*Helping to shape and influence the Children and Young People's Plan is considered by the Youth Commission to be the best way in which it can contribute to the longer term provision of enhanced opportunities to the Bailiwicks young people. The Commission was delighted to be invited to join the Children and Young People's Plan Steering Group in the spring and to have started the process on influencing this and the rewriting of that plan.*

*Our conference on 4 October exceeded all expectations with a guest list of 100 covering a broad breadth of key influencers in Government, the community, leading practitioners and member organisations. As a result, the States of Guernsey has been actively discussing what "leadership" of the Children and Young People's Plan should be and where it should come from. The Commission is very much committed to its role in shaping this.*

## **To the future**

*With the appointment of our Chief Executive, Roddy Winsor OBE, on 2 January 2014 we are looking forward with even greater enthusiasm to show some ambitious plans to further develop the work of the Youth Commission and to ensure that the young people of Guernsey and Alderney have the very best youth offer available.*



# Schools

## Secondary and Post-16

### Baubigny Schools – St. Sampson's High School

It has been another rewarding year for St Sampson's High School; the hard work and enterprising spirit of our students and staff makes our school a vibrant and hard-working community.

Alan Titchmarsh visited our school last November. He was our Guest of Honour at the Year 11 Presentation Evening 2012. He was really generous with his time to the students, keen to understand their achievements and build up their successes. In the afternoon and evening he gave dazzling and charming presentations to our audience.

Headteacher, Annabel Bolt, says she has been really impressed with the way the Baubigny Schools together and separately, raise money for charity; whether it was Year 8 collecting pennies to see which tutor group made the longest line in the Hall, Sam Vahey having his head shaved or the whole school striding out on the West Coast Walk. Over £9,000 has been raised for charity this year.

Unusually, we had both Year 10 and 11 out on work experience last year; Year 10 in July for 163 placements and Year 11 for 157 placements in November.

Baubigny Schools PTA organised the first ever Baubigny Schools Summer Fete on Sunday 23rd June. The weather meant that most of it had to be held inside, so the school was buzzing with various entertainment stalls, bouncy castles, raffle and refreshments positioned around the school buildings. Not only was the event enormous fun, but it also proved to be a great fund raiser, with the total estimated at being over £4,500.

Mrs Appelqvist accompanied the Gifted & Talented English club known as "The Dead Poets

Society", to the Carnegie Award lunch and book discussion at the Guille-Allès Library.

Year 9 had a fantastic day when Portsmouth University came in to talk about options. Students were able to look at the way different choices will affect them and how to discuss these choices with teachers, parents and carers. It was a fun-filled day!

Our Duke of Edinburgh Award students took part in a number of expeditions, both on island and in the New Forest, and successfully completed Bronze and Silver Awards.



The Creative Arts Faculty have continued to provide very many opportunities for students to excel through; the excellent Carol Concert, MAD nights where nearly 100 students performed, Art Exhibitions and Year 7 Sweeney Todd and Year 8 Scheherazade performances and many other events. Our school band 'The Doomsday Project' have performed at 'The Doghouse' and Vale Earth Fair, The Parrot and Cobo balcony.

Again our students' achievements on the sports field have been many and varied from individual successes in sports such as golf and swimming to winning the island school football championships; students from St Sampson's have been very active. On Monday 28<sup>th</sup> May St Sampson's High held their annual Sports Day at Footes Lane. The day, including the weather, was superb and made for an excellent day of competition and a great opportunity to observe and celebrate success with track and field events.



# Schools

## Secondary and Post-16

### Baubigny Schools – Le Murier School

Le Murier school places enrichment at the core of its work and the curriculum's focus on personal development and community cohesion helps the students to become confident and responsible individuals. Our curriculum has been re-shaped to offer a clearer and inclusive pathway system focusing on either life or work skills across the whole school.

This important work was recognised by Validators who said that,  
*"A key element in the development of the curriculum has been the introduction of a comprehensive core skills programme. This is highly relevant to the students and is designed to develop life and work skills systematically as they move through the school."*



Outdoor learning is a bespoke part of the curriculum offering, providing new and exciting opportunities for the large majority

of students within school, including canoeing, bouldering, orienteering, sailing and climbing. This programme has now been linked to nationally accredited and recognised awards.

Once again this year, there have been over **600** off-site visits. The focus of these has differed and has included, amongst others, settings to promote physical, social, communication and behaviour skills as well as direct links to specific learning; e.g. environment preservation, places of interest and local history. There have been exciting 'spin-offs' from our many and varied lunchtime clubs including an opportunity for some students to enjoy a cricket tour to Sussex.



Our Residential Education provision this year enabled our students to benefit from and enjoy trips to Lihou Island, Devon, Brighton, Wales, Jersey and France, as well as local camping and in-school residentials. The aim of this programme is to provide all of our students with as many residential experiences as practically possible, thus enabling them to gain the skills necessary to become valued members of our community. Every student in school takes part in one or more residential visits, or an activity suited to their needs, and the school's Everest Challenge mainly finances this. Students actively participate in this fund raising event (which this year raised a record total of nearly £24,000) as well as other charity days during the year, such as Help a Guernsey Child and the Skipton Swimathon.

Many of our students also took part in the annual West Coast Challenge Walk along the coast of Guernsey in conjunction with St Sampson's High School, raising money for charity.

The Baubigny PTA includes both St Sampson's High and Le Murier parents, staff and friends. This summer saw their first Summer Fete and many of our students helped to man the many and various stalls on what was a very successful inaugural event, raising around £4,000 for the two schools.

We continue to maintain strong links with the community and benefit enormously from their generosity and support.

Once again, Northern Trust has been an outstanding example with members of their staff creating a new compost area, renovating the raised beds in the school garden and painting a beautiful mural on our sensory wall.



Access to work placements is based on a student's 'readiness' to be successful within a placement. Students are encouraged to effectively develop the skills and knowledge necessary for the next stage of their lives because of our commitment to high quality work related learning and college links.



In the past school year, students in Years 10 and 11 undertook more than 70 successful work experience placements.

Another exciting development is the inclusion of 10 Le Murier students in a pilot *Entry Level 3 Retail* course run by Waitrose in conjunction with the College of Further Education.

## Attainment and Achievement 2013

This year, the great majority of our leavers continued their education at the College of Further Education, leaving Le Murier students with a wider range of accreditations that they can build upon at the College.

- Three students passed Adult Numeracy at Entry Level 3.
- Two Year 11 students achieved Adult Literacy at Entry Level 3
- All 12 students took ICT Foundation Skills and were successful with 4 passing at Entry Level 2 and 8 at Entry Level 3.
- All 12 Y11 students followed the Edexcel BTEC Entry Level 3 Award for IT Users and achieved a 75% pass rate; all 5 girls passed and 4 out of 7 boys.
- Six Year 11 students completed the Bronze Duke of Edinburgh Award with

an additional four completing 3 out of 4 sections and the other two completed 2 out of the 4 sections.

The final word comes from our Validators, who stated that, *"Principally, the school continues to offer all its students high levels of care, guidance and support in a nurturing and encouraging environment where every student is valued, whatever their needs. Consequently, students thrive at Le Murier. They are happy, polite and extremely welcoming. Students get on very well together and there is a great deal of mutual respect evident in the relationships between staff and students."*

# Schools

## Secondary and Post-16

### College of Further Education

The College year began with a further increase in full time students joining in September 2012 with high numbers joining our Business Studies, Health and Early years and ICT courses. There was also a further increase in students joining our Foundation courses to study Sport, Hair and Beauty, Health and Care and Creative Arts.

Provision in other areas of the College remained strong with groups of 14-16 year old pupils undertaking courses on one afternoon per week, Apprenticeships remaining steady and numbers on part time courses increasing slightly. In the Adult education programme enrolments were a little fewer than the previous year.

It was particularly pleasing to see an increasing number of part time professionals enrolling on Early Years courses which were offered at levels 1, 2 and 3.

The work providing training for the Policy Council also developed strongly this year with a large proportion of their training being delivered by the College, this included CMI [Chartered Management Institute] courses at levels 3 and 5.

#### Les Ozouets Campus

The Brock Road Annexe closed its doors in the summer and courses that had been running there moved to Les Ozouets Campus along with the Business Studies that were previously housed at Les Coutanchez.

The refurbishment of what was St Peter Secondary School enabled some excellent facilities to be created, particularly in the new Hair and Beauty salons but also for students in Administration, Business, Built Environment, Adult Education and Flexible learning. The campus has a vibrant feel to it and is shared

with the Schools' Music Service, the Youth service, the Youth Theatre and SHARE.

#### Retirement of the Principal

Trevor Wakefield retired as Principal of the College at the end of the Autumn term and the College celebrated Trevor's 25 years of service at an event in December.

The PRCPA was full to the rafters with colleagues, States Education Department representatives and special guests all wanting to wish Trevor bon chance!

There were many tributes to Trevor's long service, not only to the College but other island schools and the Performing Arts students performed beautifully "The New World" – a student choreographed piece based on Alice in Wonderland; and "You're the Top" – A song from the Musical Anything Goes performed by current and past students, which is a personal favourite of Trevor's.



The Media department created a medley of video clips of staff leaving personal messages for Trevor, which were both hilarious and poignant.

#### States Registered Apprenticeship Scheme

During the year a review was commissioned to look at the States Registered Apprenticeship Scheme. The review was carried out by Dr Elaine Monkhouse and the College was delighted to work with Dr Monkhouse in her in-depth considerations of all aspects of the scheme. The

report was released towards the end of the summer term and praised many aspects of the Scheme including the curriculum delivery from the College, the partnership with employers and the high level of skills developed by the Apprentices.

At the Apprentice of the Year Awards more nominees were received than ever before and this demonstrated the very high standard of achievements reached by the candidates and their peers. The overall winner was Daniel Kelly who works in the Trowel Trades.

### **Performing Arts**

The Performing Arts groups put on several performances throughout the year and one of the highlights was the 'Cabaret'.

Despite the worst snow that Guernsey had seen in many years and many roads being impassable, the second night of Cabaret was able to go ahead and was enjoyed by an enthralled audience. The performing arts students put on a superb show worthy of the many comments that said that it was 'Just like a West End performance!'

A spectacular stage set was created for the performance which enabled much of the action to take place in the middle of some of the audience who were seated at tables as if they were in the famous Kit Kat club itself. With the set arranged into four areas and with cast members arriving into the action from all directions there was a lot of exciting interaction between the cast and the audience.



### **The 2013 Hair and Make-Up Show**

The eighth year of the Hair and Make-Up show took place in May and the theme for this year

was "A Night At The Movies". The event was a spectacular show for both staff and students of the College and a celebration of the talents of the Hair and Beauty Therapy students.

As well as the student awards, there were six competitions including: one open to all hair and beauty students; one for qualified hairdressers and beauty therapists from the local salons; a salon team event where a local salon was able to showcase their own work; and a level 3 hairdressing competition. This was a College collaboration with Performing Arts students taking part and Media students filming.

### **The Art and Design End of year show**



Once again the standard of work in the Art and Design End of year Show was spectacular with a tremendous variety of work from fine art to installations and photography and printing. Distinguished guests praised the high quality of work and compared the student's efforts to first year degree standards.



### **The Football Academy**

During the year the Football Academy was developed in preparation for a September 2013 launch. This was a joint venture between the College and the Guernsey Football Association and one of the strengths of the programme, it is

hoped, is that it will enable youngsters who are talented and keen sportsmen and sportswomen to continue to develop their sport to the highest level whilst also continuing with their academic studies. Students will attend College for four days a week and follow a BTEC Sports qualification at levels 1, 2 or 3. The students will also participate in timetabled coaching sessions led by GFA coaches of around 10 hours per week.



# Schools

## Secondary and Post-16

### La Mare de Carteret High School

La Mare de Carteret High School is an exciting, vibrant community. Our curriculum has continued to develop and we have a targeted offer for students across all year groups; including strong links with Guernsey College of Further Education and other agencies.

Teaching and learning is central to all that we do and is something that the staff at La Mare de Carteret High School are passionate about. This year our teaching and learning focus is 'differentiation'.

It is our priority to ensure we meet the needs of all learners, not just the least or most able.



We have five staff this year who will engage on a new initiative entitled 'Outstanding Teacher Programme'.

We are also working in partnership with the Educational Psychologist and Guernsey Cricket Club to develop and research Carol Dweck's work on 'Mindset'. This is designed to challenge students' beliefs and the way they perceive their ability.

We have a wide range of extra-curricular opportunities and have enjoyed our school concerts both in school and around the Island including the 'Battle of the Bands', where our latest star performers battle against one another to gain a leading place. We have participated in the National Shakespeare Schools Festival performing an excerpt from 'Titus Andronicus'. Our many successes in sporting achievements are well deserved by students of all ages and abilities.

Our students have gained awards in the 'Eisteddfod' where we showcased our art

students and gained the prestigious 'Mitchell Cup' for the quality of our exhibition. The design and technology department competed in the GMex challenge and



we participated with success in the 'Rotary Chef' awards. Students represented at 'Youth Speaks' and we were actively involved in the BBC Schools News Report.



We thoroughly prepare our students for their progression after high school. Work experience was an absolute success with high praise from local employers for the mature and diligent approach of our students. We have also

had a number of residential visits across year groups including those which support the Duke of Edinburgh award, a joint schools ski trip and some of our students cycled across France to view the Tour de France.

We have been involved in numerous fundraising events for local and national charities, with our 'Coast to Coast' walk raising over £4000.

Partnership is crucial for the school to move forward, and we deeply value strong parental engagement. We have worked hard to improve communication with parents through our website and Parent and Teacher Association who continue to support the school including bingo evening and quiz nights.

We hold regular parent workshops designed to support both the academic and pastoral aspects of development.



# Schools

## Secondary and Post-16

### Les Beaucamps High School

The academic year 2012-13 will go down as a seminal year in the school's history because it was our first year in the new building. In preparation many staff gave up a sizeable chunk of their summer holiday to ensure that the school was ready for opening a week later than normal, on September 10th.

The move from the old building was most definitely not a question of decanting old wine into new bottles. In planning the new building we took the opportunity to re-think all aspects of the school: we introduced a smart new uniform; we developed a new modern logo for the school and we introduced different working practices for staff and students to make best use of the new building.

Over the seven years of working with Design Engine, the Winchester based architects for the school, we were extremely



fortunate to have a productive three way dialogue involving the architects, Derek Neale and his Project team and ourselves. This ensured that we were able to construct a school that was not only architecturally inspiring but, perhaps more importantly, was a good place to work and learn in. Both of these aspects were recently recognised through prestigious awards with RIBA, one for the quality of the architectural design and the other an award for the Client of the Year recognising what happens when architects, school planners and teachers are fully involved in the design of a building.

We were delighted to have the building officially opened on November 17th by Minister Robert Sillars and that later that day thousands of islanders turned up to have a look at the school.

Our annual drama production this year, the popular musical, The Wizard of Oz, was our

opening show in our new school hall. Students also took part in the prestigious Shakespeare in Schools' Festival with a performance of Much Ado About Nothing. We also took part in Youth Speaks and Young Chef competitions. In the latter we continued to perform well with Julia Quevatre taking the title and going on to represent Guernsey.

We were delighted to host over 100 senior citizens who came to a Christmas party at school with Head Boy, Harry Gabriel, again playing Santa Claus. We also supported a number of different charities, notably Dr Wilson's Tumaini Fund which supports children's education in Tanzania. We provided students there with good examples of our old school uniform which gave them the right to attend school but in a very different building to ours!

During the year, students visited local sites as well as venturing off island. Students took part in inter-school ski trips to Italy and the USA. A Psychology trip to London to witness a murder trial in the Old Bailey was also a highlight. Students camped in Sark and Herm during Activities Week and visited a school in Germany, with whom we have twinned, as well as France. A number of Year 10 students visited South Coast universities and whetted their appetite further to plan for Higher Education.

Our most notable sporting achievement was the Y11 Netball Team who continued to win every game they played, matching their performance over five years with just one game lost.

The summer brought an inspection team into our new building. Validators commented on how well we were making use of our new facilities and, for the fourth time in a row over twenty years, commented on how good relationships between teachers and learners continues to be a strength of the school. The Validation helped to confirm our improvement agenda for the next few years and we have made a good start on strengthening teaching and learning practices and improving school attendance with a stricter policy on parental requests for children to take time off school.

# Schools

## Secondary and Post-16

### The Grammar School & Sixth Form Centre

The academic year 2012-2013 has been another tremendously busy and challenging year for the Grammar School and Sixth Form Centre.

As a school we have continued to work on our particular areas of focus as part of our continuous cycle of improvement; improvement in the progress of students, teaching and learning, our use of data to inform planning, and how we can make best use of technology. In November 2012 a visiting team of external validators visited the school for our Post Validation in order to provide an external check and balance of our progress, and we received positive feedback on the improvement we are making, and on our evaluation and strategic planning.

This year we sadly said good bye to a number of teachers in particular Mrs Blin-Bolt, Miss Robilliard, Mrs Falla and Mrs Pugh, who all retired this year having given significant service and dedication to teaching not only to this school but to education across the island. The recruitment and retention of high quality staff remains one of the biggest challenges facing the school and in September 2012, 17 new staff took up their roles across the school with a further seven being recruited through the year.

It was very fitting when, on 12th June, we were able to formally open the memorial garden in memory of Jane Brache our teacher, colleague and friend. It is a lovely peaceful haven in this busy school and we think that Jane would approve and particularly love the mosaic that was created and executed by so many students, staff and friends.



We were delighted that Deputy Christopher Green, a former student of the school, Mr Mike Sebire, former Deputy Headteacher and Mr Roger Berry, Managing Director of Concept Group Guernsey all agreed to present the prizes at our Annual Prize Giving for GCSE, Sixth Form and Years 7-10 respectively. The opportunity to acknowledge the achievement, progress and contributions of many students throughout the school, at all key stages is tremendously important and we are grateful for the bequest from Miss Thorn, Headmistress 1967 – 1981 to acknowledge the contribution that she and Mr Parnaby made as the last headmistress and headmaster of the Girls and Boys schools.

We are a large and busy community where hardly a day passes by without a special event or activity or achievement taking place.



This year alone the following events have taken place: West Side Story, The Spring Concert, the Annual Exhibition by Art, Photography, Media Studies and Technology, all of our many Sporting events, Year 7 performance of Aladdin, Year 9 Macbeth, the Extended Study Project, the Duke of Edinburgh Scheme, the Eisteddfod, the Rotary Young Chef Competition, the Grammar English Speaking Board, Maths Challenge, Science Week, Languages Week, as well as the many on and off island trips that take place. We would also like to acknowledge the many students of the school who took part in the Island Games in Bermuda in the summer, and those performing at national level: Benjamin Foss who is English Schools Table Tennis Champion, Jack Turvey who is ranked Nationally for Squash, Hanako Dickinson who is

a member of the National Youth Orchestra and Sam Wallbridge who, on Saturday 6th July, won the 400 metre hurdles at the English Schools Athletics Association National Championship. We are grateful that the life of the school is again superbly chronicled and recorded in the 19th Edition of the Grammalogue.

We very much appreciate our links with local employers and are very appreciative of the valuable role they play in supporting the development of work related learning through work experience and Management Shadowing placements and real life projects delivered in partnership with school, as well as offering employment routes for young people as they leave school and enter the world of work. Every year we receive very positive feedback about so many of our students. Alongside attaining good qualifications the development of transferrable skills and attributes which enable young people to be ready for the world of work is an essential part of the work that we do.

As the school building approaches its 30th Birthday in two years we all acknowledge that it has stood the test of time and been well cared for and maintained. We appreciate the recent and ongoing projects which include the roof, the car park area, an upgrade of Science, Mathematics and Geography and, most recently the girls' PE changing area.

We are grateful to our parent body for all their support, co-operation and interest in their children's education. The triangle of support between the student, the school and parents is so very important and one which is very valued.



We continue to build our capacity to be a full learning community, reflective about the work that we do and always looking for ways to improve and to move forward in order to ensure that we prepare young people for their future journey in life; to provide them with the necessary skills to be able to deal with whatever life throws at them. We are dedicated to developing in our students the qualities and skills to become confident, self-motivated and independent young people.

# Schools

## All Age

### St. Anne's School, Alderney

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



During the past few years, young people in St Anne's School have been involved in the Duke of Edinburgh's

Award, achieving at both Bronze and Silver levels and going on to Gold as they leave. In fact this year, 2 recent ex-students have achieved the Gold Award. They have undertaken the European Computer Driving License in large numbers and have won Art and Photography competitions; they have been involved in the Rotary Young Chef competition; one student is going through the competition to the mainland on behalf of the Bailiwick. They have helped to create, in collaboration with the Alderney Wildlife Trust, a garden in the school grounds which is designed to attract wildlife. They took part, once again, in the CGI Technology Challenge. A group recently attended the Pandemic Conference and contributed well.

The school's curriculum has developed too, and now includes Drama and Music in Key Stage 2 and 3 and Photography in Key Stage 4 to GCSE. Core subjects are taught largely in a 'stage-not-age' fashion and this is opening the achievement door for all learners. All learners now receive lessons in French, from Reception through to the senior school.

Our learners with special educational needs benefit from a robust support system which includes targeted literacy and numeracy support from a dedicated team of learning support staff.

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

The school is an important part of the community.

We are a small, tightly-knit school, embedded in and firmly linked with the community of Alderney. 'Unique learning in a place that cares' is our proud

boast and we believe that St Anne's School's small size offers enormous opportunities

for everyone involved. Our guiding principles derive from our belief in the value of this size as a positive benefit for the pupils, staff, parents and community of Alderney; barriers to learning are reduced. We aim for all to learn effectively, achieve positively and progress steadily at all times.





# Schools

## Primary

### Amherst Primary School

#### Every Child, Every Chance Every Day

In November 2012 the school was visited by a validation team as part of the schools' validation process. We were delighted with the outcomes of this inspection and are very proud that our Validation recognised...

*"Pupils' progress is accelerating and standards are rising because senior leaders have worked hard to improve the quality of teaching and learning and have well-targeted group activities to support pupils in danger of falling behind."*

*"Pupils' positive attitudes and enthusiasm help them to achieve well in lessons."*

*"Excellent relationships between pupils and staff foster a positive ethos in all classes."*

Our transition work with St Sampson's High has been a real success! Higher achieving children in Maths in years 5 and 6 are taught at St Sampson's High each week by a specialist maths teacher allowing them to access the secondary curriculum. We are confident that many of these children will be achieving level 6 by the end of the year. Specialist staff from St Sampson's High have also been teaching additional French to our Year 6. This has enriched our curriculum and given our children increased confidence in spoken French.

In an attempt to engage and motivate children to write, our Year 6 children have produced E-Books for their Reading Buddies. This involved them understanding the needs of younger readers and designing a book that would appeal to them. The books were created on ipads complete with sounds and illustrations. The project gave a real purpose for writing whilst motivating our younger children to read.



Reading Recovery and Better Reading Partnership have been introduced through the ECOF charity. Both initiatives are proving very successful in supporting children to develop their reading skills.

Max's Marvellous Maths is an intervention we have introduced to develop Maths confidence for children in Year 1. Volunteers from Investec and our teaching assistant deliver the programme 4 times a week in a fun and interactive way. Max the giraffe puppet learns along with the children!

Layered Maths targets have been introduced across the school to ensure all pupils are clear on what they need to work on in order to progress.

One of our key areas of work was to ensure all children are active in their own learning. Staff have now been trained in KAGAN, a programme designed to encourage cooperative learning and ensure all children are involved throughout the lesson. Levels of enjoyment and engagement have risen as the children become more familiar with the structures.

As part of our work to improve children's resilience we have introduced NED across the school. NED (Never give up, Encourage others, Do your Best) is a programme originating in the USA which aims to develop children's work ethic. This is delivered through a series of stories and assemblies and is helping children to have a go when challenged with new situations.

# Schools

## Primary

### Castel Primary School

According to research conducted by Peter Girard, a former Headteacher of the school, Castel School, in various buildings, has been in existence for at least three centuries and probably for longer than that.

Its current incarnation is a 340 strong Primary School, with our eyes very much to the future whilst not forgetting our past and the community we serve.

Academically we have had a good year with children making good progress in Key Stage 1 and Key Stage 2.

We have continued with our layered targets focussing on the key skills, such as punctuation and times tables, that underpin the development in English and Maths. We have concentrated our work this year on looking at the quality of our teaching, learning and marking.

The introduction of our creative curriculum has allowed the children to embed their learning into real life situations and then share this learning with their parents. This has been developed into our skills based curriculum which ensures that all children are provided with the skills and knowledge they need to become successful learners and meet the needs of the 21st century.

The school also feels it has an important role in helping to model how children behave and interact within society. The school continues to look at ways of developing these vital dispositions.



The school takes a leading role in outdoor learning. We currently have three orienteering courses, a

traversing wall, two trim trails, a nature reserve and a developing programme of outdoor activities that we are very proud of. We also provide opportunities for children to climb, sea swim and attend a residential week in England, thanks to the dedication and work of the staff in the school. We recently added an overnight stay for our Year 4 pupils in Lihou.



Sport also plays a major part in the school with children from Year 2 and upward provided with opportunities to take part in Football, Tag-Rugby, Athletics, Cricket, Squash, Netball and Hockey. Many of these sports are offered as after school activities provided by our dedicated staff. As one of the four schools representing Guernsey against Jersey in football this year, it is clear this provides opportunities to excel and experience sport at the highest level possible in Guernsey.

The Arts also play their part. We have had a school choir for four years and we now hold a music concert that celebrates the school's singing and instrumental talents. All year groups were represented at the Eisteddfod in the Art exhibition.

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



# Schools

## Primary

### Forest Primary School

At Forest Primary we strive to ensure all pupils are successful learners. 2012/13 was an excellent year for us with strong achievement both academically and socially, achieved through a broad array of learning opportunities and experiences.

The school's validation in November endorsed the school's self-evaluation and gave us greater focus when developing the school in the coming years. Successful implementation of our school improvement plan continued the development of a key-skills based curriculum, strengthened



the monitoring of learning, and also enhanced the quality of teaching.

The purchase of 18 iPad

minis and 8 iPad 2s to enhance learning and teaching began to reap rewards as staff explored their use within the classroom. Other initiatives included the introduction of 'Groupcall' to communicate more effectively with parents and the greater use of itsLearning to develop more successful home-school learning. The use of Mathletics was also developed to develop pupils' Mathematical understanding.

'Joining the Learning' projects continue to be a major focus of the school year. Designed to engage and enthuse pupils and to provide a stronger focus than usual on team work, self-directed learning and quality, the projects reflect the creativity of the excellent teachers in our school.

Projects included Fairyland in Key Stage 1, Charlie and the Chocolate Factory in Years 3 and 4, and Year 5 and 6 used technology to teach 'usual' learning intentions 'differently'. The culmination of this final project was a black-tie

'Night at the Oscars' when awards were presented to celebrate success and achievement.

The Year 6 camp, Year 5 trip to France, Year 4 trip to Lihou, Year 3's challenge day at Rue Maingy and the Key Stage 1 trip to the park all continue to broaden the pupils' learning and to focus on the requirements of the Guernsey Curriculum.

Extra-curricular activities included clubs in cooking, gardening, art, tag rugby, football, netball, guitar, Guernsey-French, Fit Kids, chess and

Mathemagicians.

We are very grateful to the staff, parents and friends who help to run these clubs.



As the year came to a close, we said "Goodbye," to three of our staff: two to work in Dubai and the third, our Headteacher, Gary Le Huray, retired after leading the school for the past 17 years. Celebrations included a school-community barbecue and outdoor concert, as well as the presentation of a pink table in the final school assembly.



# Schools

## Primary

### Hautes Capelles Primary

The main focus of our School Development Plan in 2012-2013 was Numeracy. In particular we focused on raising the attainment of more able pupils and developing the teaching of mental maths skills. This ongoing focus enabled the children to make good progress across the school and a significant improvement in the attainment at the end of the key stages.

Throughout the curriculum we endeavoured to develop independent learning skills. Children developed their questioning, research and presentation skills in a range of activities. We also held our first Take Home Challenge in connection with the Guernsey Museum. The



Hidden History Challenge involved children and their families researching local history sites and

presenting their findings as an information booklet, poster or model. This culminated with an exhibition of their projects for the parents and children who were all incredibly impressed with the quality of work exhibited.

As part of our drive for developing independent learning skills the children held their first Christmas Fayre. Each class had a budget in which to make things to sell or set up a game. The children threw themselves into the challenge with Year 6 running games, other year groups made crackers, gift tags, flapjacks or decorations for sale. The children ran their own stalls as well as visiting the other stalls around the school. The event was a huge success where we were joined by most families in our school community. This was validated by the parents comments such "this is wonderful, the children are so proud of themselves". The children also then calculated their profits after the event whilst the school council completed an



evaluation to ensure the next one was just as successful.

Parents have regularly been invited into school to share in the children's learning throughout the school providing the children with a perfect opportunity to demonstrate the depth of their knowledge and understanding. Parents also undertook their own learning through maths workshops run by Ray Maher and Lyndsey MacDonald. Over 500 parents attended the sessions enabling them to gain an understanding into the way in which we teach calculations.

The school set up a twitter account (@HautesCapelles) and website to enable parents to receive regular information about school events and news. A move was also made to emailing newsletters to ensure that all parents could receive information effectively.

Our PTA continue to provide invaluable support to the school raising over £10,000 over the year through disco's, film nights, family bingo and the Summer Fun Day. They have developed the nature area into a useable space, provided ipads and a traversing wall for the junior children.

In March we received a Post Validation visit to check the schools progress against the action points from 2012. This highlighted good progress against all areas and the Validators making one final observation "There is a tangible 'buzz' of excitement and zest for learning from all the pupils and the staff."

# Schools

## Primary

### La Houquette Primary

At La Houquette we believe the curriculum encompasses all that children experience at school. This extends beyond formal lessons and learning in the classroom and includes a broad range of extra-curricular opportunities. Through the enthusiasm and generosity of all our staff, parents, volunteers from our community and Schools' Services, we are able to provide a rich programme of activities and clubs, recognised by validators as 'excellent'. With many and varied strengths and interests to draw on, we offer a breadth and diversity of opportunities to appeal to a broad range of children's interests. Over 90% of pupils are involved in some form of extra-curricular activity.

During our validation, inspectors observed 'the very high level of participation in sporting events such as athletics, football and netball that strongly aid the pupils' team-building skills and personal leadership qualities'. We also offer gymnastics, tag-rugby and cricket on a seasonal basis and take part in all local tournaments and competitions. Our sport provision is strengthened by the contribution of the Sports Commission, parent volunteers, and students from the College of FE. Our PTA organise our annual triathlon event together with the Guernsey Triathlon Club.

With the help of members of the local community we encourage children's appreciation of their local heritage. Guernsey French is offered to children from Year 2 with several children attending the weekly lunchtime club until they leave us in Year 6. Lace-making appeals to both boys and girls and encourages a



great deal of patience and tenacity. Both Guernsey French and lacework are show-cased at the annual Eisteddfod. Links with the local community are

strengthened through the gardening club as volunteers from the Floral group work alongside the children. Club members have enjoyed considerable success in providing the vegetables for a celebration meal, which complements classroom learning about plant life cycles and the best conditions for growing.

With the support and encouragement of teachers, parents and the Music Service, music tradition at La Houquette is strong. During the summer months we enjoy outdoor lunchtime concerts in our Gunpit, while in the festive season the orchestra and recorder group practice hard to be ready to accompany the carol concert in the parish church. Choirs lead the parish Christmas tree-lighting event and brighten the day for those in residential homes. Currently our recently formed Houquette band are working towards performing their own song.

The Schools' Library Service helps us to encourage children to enjoy books and read for pleasure. At a weekly reading circle led by our school's librarian, children choose a book to read at home and talk about with others. The children say it is great fun and introduces them to a range of authors, genres and interests.

Provision is not exclusively the responsibility of adults at La Houquette as children running their own clubs for younger children has become quite a school tradition. Initially Year 6 ran dance and games clubs for younger juniors, but now we have children as young as Year 2 organising activities for Reception children, under the watchful eye of teachers on playground duty. One boy told validators that 'Everyone loves the dancing club at break times as it is so much fun!'

After their visit validators concluded that 'work in class is supplemented by an excellent programme of activities and clubs that contribute much to pupils' all-round development'. We believe that this broader interpretation of the curriculum contributes to what the validators observed to be 'confident, well-adjusted, respectful individuals' with the skills necessary to lead a productive and fulfilled adult life.



# Schools

## Primary

### La Mare de Carteret Primary

La Mare de Carteret Primary is a happy inclusive school believing in the development of the whole child while striving to ensure that each child reaches their academic potential. At our post validation visit in November the validators commented that effective improvement measures had been put into place even though their visit came only 13 weeks after the validation report was published and were pleased with the overall progress made.

As always we took every opportunity to enrich our pupils' lives through a wide variety of cultural experiences, linked to the creative curriculum, through visits, visitors and field trips. We have a very long tradition of dancing the Maypole at the Viaer Marche with



enthusiastic girls, boys and staff who did a wonderful job. Our residential visits to Lihou (Y4), France (Y5) and Camp (Y6)

were exciting adventures extending our commitment to outdoor learning for all year groups. These experiences encourage our pupils to be independent learners and responsible citizens.

We are committed to supporting the Eisteddfod with winning entries in both the choral speaking and the writing events. Both Staff and pupils entered teams in The Everest Challenge and the Swimarathon raising money for the wider community.

Our Breakfast Club has proved to be a continuing success, is well attended and very much appreciated by busy parents.



This year the ECOF trained reading volunteers from the Royal Bank of Scotland International (RBSI) supported children's reading in Year 2. The intervention programme achieved remarkable success in its first term. We look forward to continuing to work in partnership with ECOF and RBSI.

At the end of March, we celebrated 'National Science and Engineering week.' The theme was 'invention and discovery.' Each class enjoyed a week of exciting experiments, wonderful investigations and exciting competitions. We were also fortunate enough to receive a visit from the 'Explorer Dome' which was kindly sponsored by Guernsey Electricity. The children had a great time learning all about the human body, different environments and habitats and space.



All our Year Groups took part in an Enterprise Project where they adopted a cause/charity. They had to prepare a 'business plan' to borrow money from the Headteacher to fund their ideas and then carry out their plans. There were so many diverse ideas from making friendship bracelets helping GAA Cats; knitting blankets for Help the Aged and the Priaulx Baby Unit to a Victorian Sports Day which the whole school (and the Lieutenant Governor's wife) enjoyed and raised money to help an orphanage in South Africa.

We are grateful to our committed and supportive PTA who help in a variety of ways to enrich our pupils learning as well as raising money to help us improve our resources and facilities.

# Schools

## Primary

### Le Rondin

#### **“Being the best we can be”**

We aim to provide a bespoke curriculum that meets the needs of our individual learners and enables them to be confident individuals, successful learners, responsible citizens and effective contributors.



Good use is made use of modern resources and techniques. The development

of the VLE and our iPad project has engaged and interested a wide range of pupils, enabling us to continue our drive to make improvements in learning.

Through focussing on Restorative approaches, we build positive relationships to support the development of self-esteem and confidence. We use cooperative learning techniques to encourage pupils to work in more independent ways and develop the pupils' voice. A significant number of staff, teachers and teaching assistants are trained in the use of sign supported speech and we have found that this has supported our pupils' language development greatly.

We are pleased to be able to offer all our pupils a number of lunchtime clubs every day. These are chosen by pupils who can opt for their own choice of activities. They range from football, music-makers, cookery, art, ICT and film-making to board games, books and stories, dance and Fit Kids and of course, there is also the playground where pupils are able to meet with friends, making up games of their own.

The school is undertaking the RHS Benchmarking scheme. We are proud to have already achieved Levels 1 and 2. Plans for a major initiative to create a Garden of Reflection are well underway for the year ahead. The

pupils in all classes have taken part in Island-wide growing schemes; we also held our own sunflower growing competition which was won by a plant almost 3 metres in height.

Le Rondin School Choir is proud to have retained its unbroken record of gaining 1st at the annual Eisteddfod when our pupils were again commended for their singing and our music teacher acknowledged for her skills. The choir also has been able to visit elderly residents at local care homes, performing seasonal songs.

The support we get from our parents and friends is wonderful, and the PSFA strives to raise funds in order to provide enhanced opportunities for our pupils. Working in partnership with our local community has been invaluable as many groups and organisations have been involved with several school based events and we are thankful of their support.

Our pupils are always keen to take on new challenges and opportunities. A number of sporting achievements have made it a busy year for Le Rondin School. We were fortunate to have had judo mats donated to the school through a local charity, enabling pupils in KS2 to benefit from weekly tuition where they learn skilful techniques and self-control. The pupils have also benefitted by making full use of tuition in football, cricket and sailing with support from the Guernsey Sports Commission.



We are delighted with everything that we have achieved during 2012-2013 and look forward to the exciting learning and challenges ahead for 2013-2014.

# Schools

## Primary

### Notre Dame du Rosaire Catholic Primary

2012-13 has been designated by the Catholic Church as the “Year of Faith”. We started the year by seeing just how much good a little faith can do! Our lower junior children were the first to use our wonderful new classroom which had been provided by converting the top floor of the former Convent building. This project, costing over £100,000, was made possible through the “Living our Faith” scheme whereby parishioners pledged to give very generously over a five year period. We also held several very enjoyable and well supported fund-raising events to make the final total.

Once the classroom was occupied we were able to turn our attentions to the junior library. This was formerly located in a dingy cloakroom area but it was now possible to move it into the old Convent chapel. This needed £10,000 from our school building fund for a new ceiling, carpets, windows and lighting and an equal amount from the PTFA for the shelving and furniture. We are indebted to them and the Schools’ Library Service who helped with the design and commissioning of the layout and the relocation and cataloguing of the stock.

Our school continues to be a very busy place. We work very hard and our academic successes speak for themselves. We also have a very wide range of other activities, too many to list here, including many sports, gardening, cycling, musical and literary activities. Our children



excelled on the sports field with our footballers winning the Island 7-a-side competition and the indoor 5-a-side.

We publicly declared our faith with another wonderful Catholic Schools Mass to mark the solemnity of All Saints. In the summer we welcomed the very talented musicians from CJM Music who led our children in worship and then held a very productive in-service day with our staff.

For the second time we entered children in Years 3 and 5 for English Speaking Board assessments.



The results were outstanding with a very high percentage of children achieving merit and distinction, including several with English as an additional language.

Once again all junior children were able to take part in a residential experience. Years 3 and 4 spend a night in Lihou, Year 5 travel to France with pupils from St Mary and St Michael School and Year 6 have a camping trip to Herm.



Following our very successful States validation in 2011 and Diocesan validation in 2012 we finished the year with the follow up to our 2011 inspection. We were delighted to hear that we had very successfully achieved all the goals in our action plan.

A small group of children were privileged to meet our new Bishop, Philip Egan at the annual Good Shepherd Mass. We are now looking forward to meeting him during his forthcoming visit in 2014 when he will bless our new facilities.



# Schools

## Primary

### St. Andrew's Primary

#### All Different, All Special

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

Last year, the school was a hive of mathematical activity, as we focussed on raising attainment and improving our children's calculation skills. Our revised Calculation Policy was shared with our parents and carers at a very successful workshop evening. This was followed by "Inspiration maths lessons" where children were able to bring their Mums and Dads to school to join in a maths lesson. The year culminated in the launch of a number of differentiated outdoor maths trails which were designed to not only to support the learning and teaching of maths but also to make the most of our school's fantastic outdoor environment. These trails were then shared with our whole community during another very successful Open Day.



Jungle explorers in Year 1 and St Andrew's own West End style production of "Victorian Values" written, directed and produced by Year 6 were among some of the motivational experiences our children enjoyed last year through our creative, thematic approach to the curriculum. We focussed on developing and mapping out key skills in order to ensure progression across each subject area.

We continued to promote our pupils' understanding of citizenship and global awareness through our support for charities in Guernsey: such as making and designing loud ties to wear for Guernsey Bowel Cancer Awareness, and further afield, by holding workout sessions to raise money for Leprosy.

The summer term ended on a high as we experienced a whole school Occupation theme.

Our children learnt more about the occupation of Guernsey through research, practical experiences



such as making potato peel pie, and by listening to first-hand accounts from grandparents. The highlight involved the whole school dressing up in 1940's costumes and experiencing education "Occupation" style! Thankfully, it only lasted for the morning, before we were liberated by a cavalcade of military vehicles. This experience promoted some excellent writing; four of our pupils were awarded top prizes in the Occupation Words competition run in association with the Guernsey Museums Service.

The PTA have continued to play to an active role in the life of the school, arranging many social and fund raising events. Alongside Nigel Clarke from Queux Patio Plants, they have helped us to develop an educational playground to enhance learning. Our focus on outdoor learning has continued; in July we were pleased to be awarded with a trophy for making an outstanding contribution to the community and another trophy for the Best Floral Establishment in the parish.

# Schools

## Primary

### St. Martin's Primary

We are a successful, happy primary school and we aim to give our children the very best possible start in life. The school is at the heart of St Martin's parish and enjoys excellent support from parents and the local community. We offer a broad curriculum that has a strong emphasis on literacy and numeracy and which promotes creativity and independent learning. We are very proud of our latest inspection of validation report: *'this is a happy and calm school where pupils behave exceptionally well, and develop into very polite, thoughtful and considerate young people'* (VSSE report Nov 2013).

We are an inclusive school and we aim to meet the individual needs of every child. We deliver challenging, carefully planned lessons in literacy and numeracy and see these as essential skills for later success in learning. We track each child's progress and ensure that we give targeted support to children who needed extra help.

We believe that active engagement is key to good progress and the school has embraced 'Kagan' co-operative learning strategies. These are now embedded in our practice and it is having a very positive effect on our children's progress, social skills and wellbeing; *'St Martin's pupils are not only successful in their academic learning but are also confident, highly responsible and exceptionally effective contributors who work extremely well with each other'* (VSSE report Nov 2013).



Our youngest children in Year R and Year 1 have an excellent start to their schooling through

child initiated play. Both year groups have wonderful 'Discovery Zones' where learning is active, fun and hands on. This is matched with more formal teaching sessions to ensure children begin to develop essential reading, writing and mathematical skills.

ICT is an important part of our curriculum. All children use lap top computers regularly and they are a key tool in their learning. Science, history and geography are enquiry-led and the children use technology to research, record and share their learning.

We are keen to promote a creative approach to learning and ensure music, drama and art are part of our curriculum both within and outside of school. For instance, the Year 4 history topic on the Tudors culminated in a 'Tudor Day' where the children danced, played Tudor music and showed off their independent research findings to family and friends.

To keep learning fresh and exciting we also ensure we provide a variety of enrichment activities throughout the year. These include themed weeks and days such as 'The Great Victorian Exhibition', Chinese New Year and 'Guernsey Week'.



The school is very fortunate to be well supported by an active PTA, through their excellent fund raising efforts the school facilities have been greatly enhanced with climbing apparatus, trim trial, and ipad computers to name but a few!

# Schools

## Primary

### St. Mary & St. Michael Catholic Primary

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

Our mission statement lies at the heart of our school and is shared by every member of our community.

Pupils have been learning new and interesting facts about volcanoes, castles, Tudors, Black history, mini beasts whilst acquiring and enhancing their skills of research, presentation and team work to name a few. Our pupils and staff work very hard and our academic achievement remains a highly successful aspect of our school.



Helping those less fortunate than ourselves is a fundamental aspect of our Catholic ethos.

During the liturgical year we focus our energies on raising funds during the time of Advent and



Cancer Research.

Lent. Our pupils enjoy the opportunity to create exciting fundraising challenges such as cake sales, Bring and Buy sales and talent shows. Over the past year, the school donated just over £2,000 to various charities - CAFOD, Oxfam, Cabrini, LEPR and

During this year of Faith pupils thought of ways in which they could let their faith shine for all to see. We doubly focused our efforts in using our talents and time to help others. We decorated our classroom doors as ‘doors of faith’; we prayed the Angelus daily, celebrated Mass for All Saints with our fellow Catholic pupils on the island and increased our liturgical musical repertoire with the help of CJM music.

Our Year 5 annual joint trip to France with Notre Dame pupils was once again a huge success with pupils using their language skills and immersing themselves in French culture - a great time was had by all. Year 6 marked their end Primary education with a farewell residential on the beautiful island of Lihou experiencing the great outdoors. Other classes enjoyed trips to the farm, the park, garden centre, Castle Cornet to learn archery.

Our PTFA are a great support to us and continue to raise funds for our school in providing much needed equipment, whilst our School Building Fund enabled us to re-carpet the junior classrooms and attend to repairs and maintenance in the school. We are ever grateful to our parents who support our school both financially and with their time and enthusiasm. By working together we achieve a great school which is deeply rooted in our Catholic faith and academic success.





# Schools

## Primary

### Vale Primary

The Vale Primary School is a caring school which aims to provide a happy, safe and inclusive environment that encourages our school community to be supportive of one another. Pupil attainment continues to accelerate enabling children to be successful learners whilst also becoming confident, responsible and contributing citizens. Our pupils are enthusiastic to engage in a range of activities, eager to try out new ideas and learn from their mistakes. Our vision is for all our pupils to be equipped with the key skills to progress in life and to be



lifelong learners making the most of every opportunity they are given.

The school values the importance of good numeracy and literacy skills and standards in both mathematics and English are now higher as a result of initiatives implemented

over the last two years. During the last academic year the school focused on raising the profile and standards in maths and reading.

Our children are caring and supportive of both the local community and wider world. The children have taken part in activities such as 'baking week' - a whole school enterprise, using mathematical skills applied to real life problems. This raised £157 for 'Red Cross International', a charity of their choice. The children also collected over 10,000 stamps for Action Aid resulting in £570 for child workers in Pakistan. Collections from mufti days and other school events have supported 'Help a Guernsey Child'. The school is currently working hard to raise money for The Channel Islands Air Search, the victims of the Philippines following Typhoon Haiyan and Great Ormond Street Hospital.

Our school community is extremely supportive of all that happens in school and plays an important role in encouraging our pupils to become responsible citizens. Parents give up

their time to work in school and always support our well attended and popular PTA events. They give generously and encourage their children to do so too, for which we are extremely fortunate and grateful.

Parents regularly attend many school events which last year included a wedding ceremony in Year 2, a Story Land assembly in Year 1, an 'Evening of Entertainment' for all of Key Stage 2, 'Leavers Services' for Year 2 and Year 6 and an excellent end of year musical production.

Our school prides itself on its involvement with the island community including supporting the various Eisteddfod events and regular visits to Maison Maritime. Visiting theatre companies, the Explorer Dome, artists and poets along with a range of extra-curricular activities including Keep Fit, Guernsey French and a variety of sports help to enhance the curriculum and impact positively on the abilities of our pupils to gain confidence, develop independent learning and social skills.

Towards the end of the Summer Term a special guest, Mrs Bynam, returned to the school. The children put on a performance to celebrate the hard work, care and dedication she had devoted to Vale Primary School over the last 25 years.

Finally, in the last few weeks of the summer term, Year 1 and Year 5 pupils worked with UK based artist Emily Spruce and two Guernsey based artists, Eleanor Lane and Antonia Ramseyan on a mural for our school playground. The art project, inspired by the merger of the Vale Infants and Vale Junior schools, incorporated the pupils' ideas about sharing, making new friends and working together.

We can celebrate a very successful year and look forward to new challenges and opportunities in the future.



# Schools

## Primary

### Vauvert Primary

When considering the achievements over the 2012 – 2013 academic year, it is firstly worth recognising the positive impact that our previous Headteacher, Mr Lowe, had upon this school. Mr Lowe retired at the end of the Autumn term 2012, with a rousing send-off by staff, pupils and parents. Mr Walters joined us in January 2013, having moved over from a headship of a large primary school in Somerset.

The school has continued to build upon the strong foundations that have been in place, which can be encapsulated in a commitment



that each and every child shall strive to do the best s/he can.

This fundamental aim extends to ensuring each

child has a firm grounding in the key skills, whilst having a keenness for continued learning.

We achieve this by focusing upon a literacy and numeracy rich curriculum, which engages the pupils through stimulating and exciting themes, whilst simultaneously connecting with each pupil by pitching the work to provide an achievable challenge. All this is within an ethos where each child feels valued for their individual strengths, and is well cared for by both staff and other pupils.

This focus has led to pupils continuing to be highly engaged in learning at all times, and showing very positive attitudes to their learning in all subjects. Pupil progress is closely tracked, to ensure each pupil is making the progress we strive for, and help or challenge is thus targeted.

The focus on literacy during the academic year has led to improved teaching and outcomes. The Reading Volunteers, improved phonics teaching and the implementation of Talk for Writing, have all contributed to these improvements. We have begun to make similar

improvements in maths, which will continue into the next academic year.

We have been pleased with the continued improvements in attainment and the progress made by pupils across the school, and particularly those at the end of Key Stage 2.

The curriculum continues to be the mainstay of the vibrant teaching across the school. From

Romans to Explorers, local studies to Castles, World War 2 to people who help us, plus residential visits



to Herm and France, teachers provide a rich and broad curriculum which encapsulates the Guernsey Curriculum and makes learning fun!

The extra-curricular activities are equally well supported, with many clubs providing for the numerous varied talents of pupils at the school.

Vauvert pupils play a big role within the local and global community, supporting charities both here and abroad, taking part in the Eisteddfod, music opportunities and sporting competitions.

We benefit from a committed PTFA who fully support us in our work.

We were pleased that the validation in May 2013 confirmed our view, that Vauvert is a strong and improving school. We aim to continue to improve in 2013- 2014.

We are proud of the many academic, sporting, musical and theatrical achievements and events which have all made this year so

successful for our pupils, but we have run out of room to tell you. Would you like to know more?

Please visit our many Vauvert class blogs and the [school website!](#)



# Schools

## Primary

### St. Sampson's Infant

St Sampson's Infants is a successful school which aims to give children the best possible start to their learning journey by giving them opportunities to be confident individuals, effective contributors, responsible citizens and successful learners.

We believe that for our children to make the best progress they must be fully engaged and enthusiastic about their learning. It has been shown that motivation is the most important



factor in determining a love of learning. The importance of a growth mindset and how learning potential is viewed is fundamental to creating an ideal learning environment. St Sampson's Infants is teaching and celebrating

the skills needed to be a successful learner by encouraging the children to take risks and embrace challenge.

We have been developing our creative curriculum and this is now embedded throughout the school. Reception children follow topics which are led by their own interests such as Cowboys and Indians which developed the Personal, Social and Emotional aspects of their development through making friends and working together. The year ended with learning about vehicles which included an enterprise activity to raise money for Channel Island Air Search and a bus tour which all enhanced the learning.

We have developed the Quigley skill based curriculum in KS1 and follow topics such as Castles, St Sampson's bear, Journeys, Beatrix Potter, World Kitchen and Seaside Rescue. These topics have been chosen to particularly engage and interest boys and all begin with a home learning challenge. Learning is often cross curricular and is supported by a range of hooks which give quality learning experiences for

example visits to the animal shelter and Castle Cornet and visitors such as a member of the Lifeboat crew and a vet. All topics end with the learning being celebrated and shared with parents and grandparents.

We continue whole school Super Learning Weeks which raise the profile of specific subject areas or celebrate special events. This year an Island Games week was led by students from the Sports Science department of the College of Further Education. The students devised activities to develop sports skills in tennis, Frisbee, basketball and football and included after school sports sessions. The week ended in a closing ceremony with medals for all.

Enterprise education has been a key driver for our curriculum this year. We raised money through Enterprise Week for charities chosen by the children: the Salvation Army, Animal Shelter and the RNLI. Biscuits, cheese straws, lettuce, herbs, fridge magnets and windmills were all made and sold by the children whilst developing an enterprising attitude.



The addition of an outdoor classroom for Y2 allows all

classes to have an environment which gives the children experiences outside the classroom. The development of our outdoor learning areas is another example of a curriculum driver which has shaped and added value to our classroom learning.

The PTA continue to support the school in so many ways and this year raised money to provide the Y2 outside classroom. The children's families are welcome to participate in and fully enjoy the life of the school. Our home school challenges have been well supported this year particularly the snowman challenge and the photo of reading a book in an unusual place. As St Sampson's Infant School begins its last two terms we thank all in our community who have supported the school in any way.



# Statistical Digest

## Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

### Key Performance Indicators for 2013

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

The cohort size varies from year to year and between schools of different sizes and one pupil can make a big difference in the final percentages. For example, at St. Anne's school, one pupil counted for 10% in 2013 whereas one pupil at Hautes Capelles Primary counted for 1.54% in the Key Stage 2 attainment and progress data.

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

### Key Performance Indicators – Primary Schools

#### Bailiwick End of Key Stage 2 Attainment

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

##### Teacher Assessment

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

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

Year Group	Age of Pupils	Key Stage	Expected Level of attainment
Year 3-6	7-11	KS2	Level 4 or above
Year 9/10-11	14-16	KS4	GCSE grades A*-G
Year 12/13	16-19	KS5	A Level or BTEC Diploma Grades A*-E

# Statistical Digest

## Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

### % of Bailiwick pupils achieving Level 4 or above in English, Mathematics and Science in 2013 at the end of Key Stage 2

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

	2011	2012	2013
English	67%	79%	86%
Mathematics	71%	77%	85%
Science	79%	86%	89%

### Three-Year Rolling Averages

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

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

The average percentage of pupils achieving Level 4 or above at the end of Key Stage 2 over the last three years in English, Mathematics and Science is shown below

	Three-year period		
	2009-11	2010-12	2011-13
English	70%	73%	77%
Mathematics	72%	73%	78%
Science	79%	81%	85%

### Progress Measures Two levels of progress across Key Stage 2

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

#### % of pupils achieving 2 levels of progress across KS2

	2012	2013
English	85%	88%
Mathematics	79%	88%

# Statistical Digest

## Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

Amherst Primary School 2012-13		
Results – Attainment (End of Key Stage 2 Year 6)	Amherst Primary	Bailiwick Average
% Level 4+ English	84%	86%
% Level 4+ Maths	74%	85%
% Level 4+ Science	84%	89%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English	79%	88%
% 2 Levels of progress Maths	84%	88%
1 pupil/student at this school is equal to 2.33%		
Commentary on Results		
<p>We are very proud that our English Level 4 results remain broadly in line with the Bailiwick average. The percentage of children making 2 Levels of progress is below the Bailiwick average, however, 41% of this cohort made above expected progress (more than 12 points) in reading and 23% made above expected progress in writing. This can be attributed to the 'Big Write' and our continuing drive to improve reading across the school.</p> <p>In Maths although we are below the Bailiwick average at Level 4, we are broadly in line for children making 2 Levels of progress. We are delighted that the number of children attaining Level 5 has doubled. This can be attributed to revised planning, focused teaching through setting and the introduction of layered targets. We have also seen an increase in the number of children across the school meeting age related expectations. For the first time this year we expect to have children achieving Level 6 in Maths.</p>		
Next Steps for Amherst Primary School		
<p>Implementation of layered spelling targets for all children across the school</p> <ul style="list-style-type: none"> <li>• Implementation of individual writing targets for every child</li> <li>• Continue targeted intervention groups supporting 2c readers and writers</li> <li>• Develop the use of ICT to motivate and engage reluctant writers</li> <li>• Continue to develop 'Better Reading Partnership' to improve reading confidence and standards in Key Stage 1</li> <li>• Introduce 'Every Child Counts' into Year 3 to support children achieving 2c in Maths</li> <li>• Develop problem solving skills in Maths</li> </ul>		

# Statistical Digest

## Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

<b>Castel Primary 2012-2013</b>		
<b>Results – Attainment</b>	<b>Castel Primary</b>	<b>Bailiwick Average</b>
End of Key Stage 2 (Year 6)		
% Level 4+ English	<b>87%</b>	<b>86%</b>
% Level 4+ Maths	<b>90%</b>	<b>85%</b>
% Level 4+ Science	<b>92%</b>	<b>89%</b>
<b>Results – Progress (End of Year 2 to End of Year 6)</b>		
% 2 Levels of progress English	<b>87%</b>	<b>88%</b>
% 2 Levels of progress Maths	<b>92%</b>	<b>88%</b>
1 pupil at this school is equal to 2.08%		
<b>Commentary on Results</b>		
<p>In a year where, once again, island averages have risen dramatically, children at Castel continue to do well and make good progress.</p> <p>This is due to the hard work of the children, teachers and parents. The school seeks to produce well rounded children and places equal emphasis on academic success as well as personal and social skills. Every cohort is different and should be celebrated for all their achievements. This cohort also excelled in the sporting arena and individually in the musical sphere.</p>		
<b>Next Steps for Castel Primary School</b>		
<ul style="list-style-type: none"> <li>• Improve communication channels with our parents</li> <li>• Revisit our Maths teaching</li> <li>• Develop our differentiation strategies</li> <li>• Continue to nurture ‘Successful Learners, Confident Learners, Responsible Citizens and Effective Contributors’</li> </ul>		

# Statistical Digest

## Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

<b>Forest Primary 2012-2013</b>		
<b>Results – Attainment</b>	<b>Forest Primary</b>	<b>Bailiwick Average</b>
End of Key Stage 2 (Year 6)		
% Level 4+ English	<b>93%</b>	<b>86%</b>
% Level 4+ Maths	<b>87%</b>	<b>85%</b>
% Level 4+ Science	<b>100%</b>	<b>89%</b>
<b>Results – Progress (End of Year 2 to End of Year 6)</b>		
% 2 Levels of progress English	<b>93%</b>	<b>88%</b>
% 2 Levels of progress Maths	<b>93%</b>	<b>88%</b>
1 pupil at this school is equal to 6.67%		
<b>Commentary on Results</b>		
<p>The school is extremely pleased with the attainment and progress of the 2013 Year 6 cohort. The hard work of the pupils, parents and staff is reflected, not only through the results, but also in the activities and wider opportunities that pupils have undertaken, both in school and the wider community.</p> <p>The Level 4 results were very positive and showed the impact of support and intervention work that had taken place throughout Year 6 and before. This is also reflected in the progress data which is above Bailiwick average.</p> <p>100% of pupils achieving Level 4 in science was very positive.</p> <p>The excellent Level 5 results: 47% for English and 47% for Maths are a cause for celebration and reflect the consistent learning by the higher achieving pupils.</p>		
<b>Next Steps for Forest Primary School</b>		
<ul style="list-style-type: none"> <li>• Following a large change in staffing, revisit key policies and procedures, including the school's vision statements.</li> <li>• Further develop strategies to ensure boys' progress during the initial years at school is at least in line with girls'.</li> <li>• Develop a consistent approach to phonics teaching across the school enabling accelerated progress and earlier intervention.</li> <li>• Implement a wide ranging monitoring programme, enabling targeted actions to raise pupil attainment in all subjects.</li> </ul>		



# Statistical Digest

## Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

### Hautes Capelles Primary 2012-2013

Results – Attainment	Hautes Capelles Primary	Bailiwick Average
End of Key Stage 2 (Year 6)		
% Level 4+ English	79%	86%
% Level 4+ Maths	79%	85%
% Level 4+ Science	89%	89%
<b>Results – Progress (End of Year 2 to End of Year 6)</b>		
% 2 Levels of progress English	88%	88%
% 2 Levels of progress Maths	83%	88%

1 pupil at this school is equal to 1.54%

#### Commentary on Results

It was a successful year for the school. Attainment at the end of each Key Stage has been consistent and we have successfully developed our curriculum. A post validation report noted positively that there was a real determination amongst all staff to ensure that the children reached their potential.

In particular we are very proud of the marked increase in Maths attainment across the school and the 11% rise at the end of Key Stage 2. This is a direct outcome of the school development work completed by staff. In addition, due to a focus on the more able children there was an increase in the percentage of children attaining Level 5. This is consistent with the 12% increase in children making sustained progress across Key Stage 2 in Maths.

It must be noted that each cohort of children has very different characteristics and should be judged on their own merits. This cohort of children was affected by the persistent absence rates of a small group of children (7.5%) However, this is not a common factor in all cohorts at the school.

We are pleased that our efforts with data tracking and quality teaching and learning have enabled a percentage increase in our progress data from KS1 to KS2. This is a measure of the children who are making the expected progress against their individual ability and potential.

#### Next Steps for Hautes Capelles Primary School

Our School Development Plan focuses on several elements for 2013-2014 which include:

- To accelerate the progress made in writing, speaking and listening
- To embed a Creative Curriculum and develop Collaborative Learning throughout the school
- In addition we will focus on high attendance and punctuality across the school.

# Statistical Digest

## Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

<b>La Houquette Primary 2012-2013</b>		
<b>Results – Attainment</b>	<b>La Houquette Primary</b>	<b>Bailiwick Average</b>
End of Key Stage 2 (Year 6)		
% Level 4+ English	<b>97%</b>	<b>86%</b>
% Level 4+ Maths	<b>95%</b>	<b>85%</b>
% Level 4+ Science	<b>97%</b>	<b>89%</b>
<b>Results – Progress (End of Year 2 to End of Year 6)</b>		
% 2 Levels of progress English	<b>92%</b>	<b>88%</b>
% 2 Levels of progress Maths	<b>92%</b>	<b>88%</b>
1 pupil at this school is equal to 2.7%		
<b>Commentary on Results</b>		
<p>While the attainment of this cohort was good at the end of Key Stage 1, the percentage of children attaining age-related expectations at the end of Key Stage 2 reflects significant value added due to the effectiveness of tracking pupil progress and the success of well-timed intervention to prevent children falling behind.</p> <p>Effective teaching across Key Stage 2 ensured the children's very good progress, increasing their attainment to above average at both Level 4 and Level 5 by the end of Year 6.</p>		
<b>Next Steps for La Houquette Primary School</b>		
<ul style="list-style-type: none"> <li>• Increase the speed and accuracy of children's Maths calculation</li> <li>• Ensure all children are appropriately challenged in Maths</li> <li>• Develop the Virtual Learning Environment (VLE) so that all children are able to access their learning from home</li> <li>• Extend the use of ipad technology</li> <li>• Enhance the consistency and effectiveness of feedback marking to move learning forward</li> </ul>		

# Statistical Digest

## Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

### La Mare de Carteret Primary 2012-2013

Results – Attainment End of Key Stage 2 (Year 6)	La Mare de Carteret Primary	Bailiwick Average
% Level 4+ English	71%	86%
% Level 4+ Maths	71%	85%
% Level 4+ Science	86%	89%
Results – Progress (End of Year 2 to End of Year 6)		
% 2 Levels of progress English	86%	88%
% 2 Levels of progress Maths	76%	88%

1 pupil at this school is equal to 4.76%

#### Commentary on Results

We are pleased that our results have improved again this year. We will continue to put in place interventions, to enable pupils who are not achieving the expected levels, to make accelerated progress.

Results for 2012-13 in Maths show an improvement of 18% on the previous year, with the number of pupils achieving the higher Level 5 rising to 29%. In English we doubled the percentage of pupils achieving Level 5+ in reading to 33% and 24% of pupils achieved Level 5+ in their writing with a slight increase of pupils achieving Level 4+.

The progress our pupils have made in English is broadly in line with the Bailiwick average and is due to the successful reading interventions we have had in place for the past 3 years, which this year, have been enhanced by the Every Child Our Future (ECOF) programme. Our Maths attainment and progress is improving and this continues to be a high priority for us for next year.

#### Next Steps for La Mare de Carteret Primary School

- Relaunch 'Maths Passports' throughout the school, with a higher profile, to engage pupils and parents more with Maths learning
- Apply a consistent approach to planning for Maths and English across the school
- Improve teacher assessment through regular moderation and training
- To investigate targeted intervention groups for Maths and implement 'Every Child Counts' programme
- Introduce the 'Reading Recovery' programme for Year 1
- Implement the 'Better Reading Partnership' programme
- Continue to strengthen our partnership with ECOF and target readers effectively
- Improve the use of data to analyse the progress of vulnerable groups

# Statistical Digest

## Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

<b>Notre Dame du Rosaire Catholic Primary 2012-2013</b>		
<b>Results – Attainment</b>	<b>Notre Dame Primary</b>	<b>Bailiwick Average</b>
End of Key Stage 2 (Year 6)		
% Level 4+ English	<b>100%</b>	<b>86%</b>
% Level 4+ Maths	<b>92%</b>	<b>85%</b>
% Level 4+ Science	<b>89%</b>	<b>89%</b>
<b>Results – Progress (End of Year 2 to End of Year 6)</b>		
% 2 Levels of progress English	<b>100%</b>	<b>88%</b>
% 2 Levels of progress Maths	<b>100%</b>	<b>88%</b>
1 pupil at this school is equal to 3.85%		
<b>Commentary on Results</b>		
<p>Once again our hard-working and motivated Year 6 have achieved exceptionally good results. In addition 42% achieved the higher Level 5 in English and 54% in maths. We are pleased that all children made at least two levels of progress in Key Stage 2 and some have made considerably more than this.</p> <p>The school's policy of mixed age classes and allowing children to work in ability groups for English and maths ensured that more able children can move forward at their own pace and those with additional needs can access the help they need.</p> <p>This was the first cohort of children to have completed the English Speaking Board (ESB) programme at the end of Year 5 and this has made a significant contribution to their excellent attainment in English.</p>		
<b>Next Steps for Notre Dame Catholic Primary School</b>		
<ul style="list-style-type: none"> <li>Continue to monitor the progress and attainment of all pupils and to refine the Assessment Manager 7 programme to give accurate information on the effectiveness of teaching in ability groups</li> <li>Continue to offer the English Speaking Board programme in Years 3 and 5. The 2014 cohort of Year 6 will be the first group to have experienced this twice and we are expecting a very positive outcome</li> </ul>		

# Statistical Digest

## Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

<b>St Andrew's Primary 2012-2013</b>		
<b>Results – Attainment</b>	<b>St Andrew's Primary</b>	<b>Bailiwick Average</b>
End of Key Stage 2 (Year 6)		
% Level 4+ English	<b>64%</b>	<b>86%</b>
% Level 4+ Maths	<b>73%</b>	<b>85%</b>
% Level 4+ Science	<b>68%</b>	<b>89%</b>
<b>Results – Progress (End of Year 2 to End of Year 6)</b>		
% 2 Levels of progress English	<b>73%</b>	<b>88%</b>
% 2 Levels of progress Maths	<b>86%</b>	<b>88%</b>
1 pupil at this school is equal to 4.55%		
<b>Commentary on Results</b>		
<p>The standard of attainment was as expected due to the nature of the cohort who have a wide range of specific needs. This group was a very transient class with pupils both joining and leaving from island schools and other jurisdictions.</p> <p>Maths – We were pleased that due to targeted interventions, our pupils' progress was largely in line with the Bailiwick average, with 86% achieving two levels of progress across KS2.</p> <p>English – In reading 81% of our pupils made 12 points progress, which is above the Bailiwick average. This was due to dedicated guided reading sessions, the use of reading volunteers and targeted support using technology such as Kindles to support the development of reading skills.</p> <p>Accelerated progress was made by our pupils (5 terms progress in 3 terms during year 6) due to the targeted individual support and interventions that were put in place to support their learning.</p>		
<b>Next Steps for St Andrew's Primary School</b>		
<ul style="list-style-type: none"> <li>• Continue to raise attainment and accelerate rates of progress in Maths and English</li> <li>• Continue to extend learning opportunities to include greater stretch and challenge for all children</li> <li>• To raise standards of attainment in boys' writing</li> <li>• To use a range of different technologies to enhance learning and teaching</li> <li>• To further develop the assessment of speaking and listening</li> </ul>		



# Statistical Digest

## Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

<b>St Anne's Primary 2012-2013</b>		
<b>Results – Attainment</b>	<b>St Anne's Primary</b>	<b>Bailiwick Average</b>
End of Key Stage 2 (Year 6)		
% Level 4+ English	<b>70%</b>	<b>86%</b>
% Level 4+ Maths	<b>100%</b>	<b>85%</b>
% Level 4+ Science	<b>90%</b>	<b>89%</b>
<b>Results – Progress (End of Year 2 to End of Year 6)</b>		
% 2 Levels of progress English	<b>70%</b>	<b>88%</b>
% 2 Levels of progress Maths	<b>80%</b>	<b>88%</b>
1 pupil at this school is equal to 10%		
<b>Commentary on Results</b>		
<p>As always, we are proud of the achievements of our learners.</p> <p>St Anne's is the only school in the Bailiwick which is not only all age, from 4-16, but is all ability too, with the whole range of learners attending. School meets their needs well and the achievements of learners are remarkable for such a small and unique island community. We are a small, tightly-knit school, embedded in and firmly linked with the community of Alderney. Our guiding principles derive from our belief in the value of this size as a positive benefit for the learners, staff, parents and community of Alderney; barriers to learning are reduced. We aim for all to learn effectively, achieve positively and progress steadily at all times.</p> <p>Our attainment at Key Stages 1 through to 3 is very good. French is studied from Reception, so all of our learners now have a foreign language opportunity. Core subjects are taught largely in a 'stage-not-age' fashion and this is opening the achievement door for all learners. Our learners with special needs benefit from a robust support system which includes targeted literacy and numeracy support from a dedicated team of learning support staff.</p>		
<b>Next Steps for St Anne's Primary School</b>		
<ul style="list-style-type: none"> <li>• To continue to make literacy a priority</li> <li>• To continue with our 'reading with understanding' initiative</li> <li>• To continue to be as involved with the community as is possible</li> <li>• To use data to track and inform learners' progress and to help with any interventions</li> </ul>		

# Statistical Digest

## Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

<b>St Martin's Primary 2012-2013</b>		
<b>Results – Attainment</b>	<b>St Martin's Primary</b>	<b>Bailiwick Average</b>
End of Key Stage 2 (Year 6)		
% Level 4+ English	<b>90%</b>	<b>86%</b>
% Level 4+ Maths	<b>89%</b>	<b>85%</b>
% Level 4+ Science	<b>90%</b>	<b>89%</b>
<b>Results – Progress (End of Year 2 to End of Year 6)</b>		
% 2 Levels of progress English	<b>95%</b>	<b>88%</b>
% 2 Levels of progress Maths	<b>90%</b>	<b>88%</b>
1 pupil at this school is equal to 1.25%		
<b>Commentary on Results</b>		
<p>Standards reached by children at the end of Key Stage 2 at St Martin's Primary school are high and this year more children achieved Levels 4, 5 and 6 than in previous years. We believe that every child can make great progress and that it is our job to ensure that we meet the needs of each child; the progress children have made this year is a testament to this.</p> <p>We use co-operative learning to actively engage children together with a robust system of target setting to give a clear idea of their next steps in learning. Where learners are not making the progress we expect, teams of teachers identify any barriers to their learning and put in place strategies to help the child move on.</p>		
<b>Next Steps for St. Martin's Primary School</b>		
<ul style="list-style-type: none"> <li>• Embed the use of 'Kagan' as a tool to continue the development co-operative learning</li> <li>• Sustain target setting and intervention strategies in literacy and numeracy</li> <li>• Continue to use pupil progress meetings focus on individual children's needs</li> </ul>		

# Statistical Digest

## Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

<b>St Mary and St Michael Catholic Primary 2012-2013</b>		
<b>Results – Attainment</b>	<b>St Mary and St Michael Primary</b>	<b>Bailiwick Average</b>
End of Key Stage 2 (Year 6)		
% Level 4+ English	<b>96%</b>	<b>86%</b>
% Level 4+ Maths	<b>100%</b>	<b>85%</b>
% Level 4+ Science	<b>96%</b>	<b>89%</b>
<b>Results – Progress (End of Year 2 to End of Year 6)</b>		
% 2 Levels of progress English	<b>100%</b>	<b>88%</b>
% 2 Levels of progress Maths	<b>100%</b>	<b>88%</b>
1 pupil at this school is equal to 4.35%		
<b>Commentary on Results</b>		
<p>Yet again, we are very proud of the achievement of our pupils. This success is embedded in an ethos of pupils, school and parents working together.</p> <p>In addition to success at Level 4, our pupils also achieved 34% Level 5 in English, 44% in Maths and 30% in Science.</p> <p>Our pupil assessment and tracking systems ensure that every child is seen as an individual and catered for accordingly.</p>		
<b>Next Steps for St Mary and St Michael Catholic Primary School</b>		
<ul style="list-style-type: none"> <li>• Continue to offer greater opportunities for independent writing across the curriculum</li> <li>• Promote independent learning</li> <li>• Re-introduce whole school themed topics as a stimulus for writing, opportunities for stewardship, confidence building, being responsible and caring for the wider community</li> <li>• Develop greater opportunities for ICT in teaching and learning</li> <li>• Offer curriculum workshops in order to up-skill parents in current methodology</li> <li>• Achieve Quality Mark in Science and renew our Healthy School Award</li> <li>• Continue with the monitoring of standards in subjects across the school</li> </ul>		

# Statistical Digest

## Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

<b>Vale Primary 2012-2013</b>		
<b>Results – Attainment</b>	<b>Vale Junior</b>	<b>Bailiwick Average</b>
End of Key Stage 2 (Year 6)		
% Level 4+ English	<b>89%</b>	<b>86%</b>
% Level 4+ Maths	<b>86%</b>	<b>85%</b>
% Level 4+ Science	<b>90%</b>	<b>89%</b>
<b>Results – Progress (End of Year 2 to End of Year 6)</b>		
% 2 Levels of progress English	<b>86%</b>	<b>88%</b>
% 2 Levels of progress Maths	<b>87%</b>	<b>88%</b>
1 pupil at this school is equal to 1.61%		
<b>Commentary on Results</b>		
<p>We are extremely proud of the children's achievements and congratulate them along with the teachers and staff who contributed to attaining these results across the school. It has been another positive year with attainment again in line with Bailiwick averages in all subjects and with two levels of progress.</p> <p>Maths standards have improved significantly this year compared to last, especially high attaining pupils. Attainment at Level 4+ rose by 10% and two levels of progress by 12%. This is due to a whole school focus on raising attainment in Maths. Careful planning, implementation of new strategies, use of improved resources and meetings for parents to support their child to learn has assisted this process of improvement.</p>		
<b>Next Steps for Vale Primary School</b>		
<ul style="list-style-type: none"> <li>• Continue to develop the tracking system across the whole school for all pupils so that processes are more robust through greater teacher involvement, analysis, improved planning and target setting</li> <li>• To continue to raise standards in English, Maths and Science with particular focus on reading and writing and the level of challenge for our higher attaining pupils</li> <li>• Further develop teaching practices to enable children to become more active learners, participate in problem solving activities and access investigative learning</li> <li>• To develop the school's creative curriculum through forging greater links between different subject areas</li> </ul>		

# Statistical Digest

## Bailiwick Key Stage 2 Assessment data and Individual School Progress and Attainment data

<b>Vauvert Primary 2012-2013</b>		
<b>Results – Attainment</b>	<b>Vauvert Primary</b>	<b>Bailiwick Average</b>
End of Key Stage 2 (Year 6)		
% Level 4+ English	<b>80%</b>	<b>86%</b>
% Level 4+ Maths	<b>78%</b>	<b>85%</b>
% Level 4+ Science	<b>87%</b>	<b>89%</b>
<b>Results – Progress (End of Year 2 to End of Year 6)</b>		
% 2 Levels of progress English	<b>89%</b>	<b>88%</b>
% 2 Levels of progress Maths	<b>80%</b>	<b>88%</b>
1 pupil at this school is equal to 2.22%		
<b>Commentary on Results</b>		
<p>Standards have risen considerably in comparison to 2012, in English, Maths and Science, and are now much closer to the Bailiwick averages.</p> <p>2 Levels+ progress results have also risen compared with 2012, with English in particular now in line with the Bailiwick average.</p> <p>These results reflect the greater focus upon progress in core subjects, linked to developing the use of successful teaching strategies. The implementation of Reading Recovery, reading volunteers and successful writing has had a cumulative positive impact upon standards and progress. Improvements have also been due to a more robust target setting, getting and monitoring process, and greater accuracy and confidence in assessment.</p>		
<b>Next Steps for Vauvert Primary School</b>		
<p>We aim to further improve the rates of progress of all pupils, specifically in the key subjects of English and Maths. We have set challenging and realistic targets for pupil progress for July 2014, which are achievable.</p> <p>The key areas for development are from the positive Validation of May 2013:</p> <ul style="list-style-type: none"> <li>• Assessment: increase the accuracy and use of assessment data in teaching, marking, target setting and getting</li> <li>• Maths: ensure better progress in maths through Continuous Professional Development (CPD), planning and progression and use of maths terminology</li> <li>• Leadership: develop the leadership and management of middle leaders in monitoring and evaluating</li> <li>• Literacy: to ensure the structures/policies/successful teaching strategies implemented in 2012-13 are embedded and sustained; continuing school CPD on key strategies for literacy</li> <li>• ICT: linked to development of numeracy and literacy – successful use as a teaching tool, and as a learning tool; implementation of new hardware.</li> </ul>		



# Statistical Digest

## Bailiwick and Individual School GCSE results

### Key Performance Indicators – Secondary Schools

Bailiwick cohorts are small and can equate in total to three year groups of a single large UK comprehensive.

### Bailiwick – End of Key Stage 4 Attainment Tables

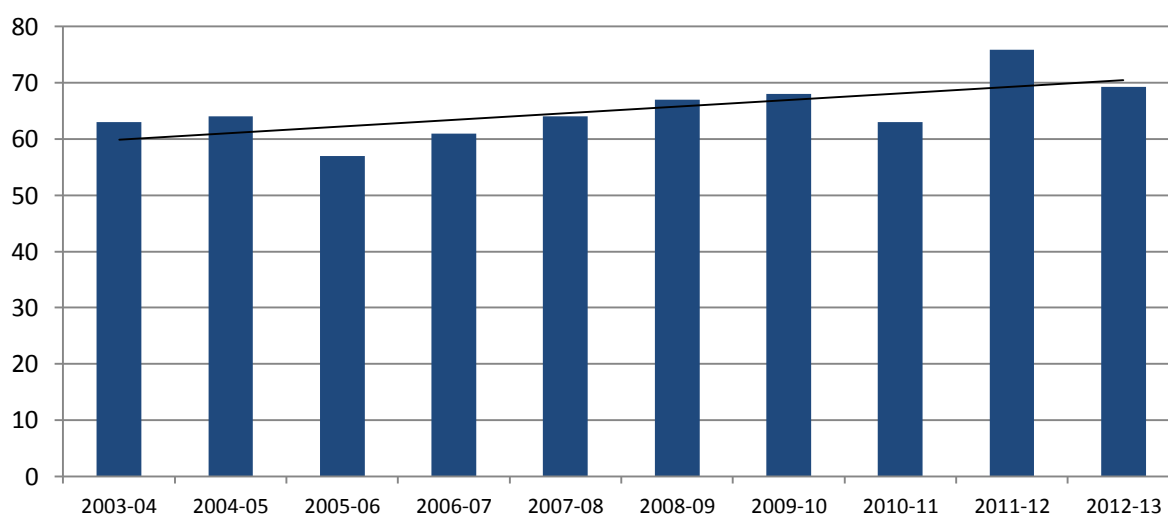
In Key Stage 4 the large majority of students experience a broad curriculum offer which includes a range of GCSE courses and other qualifications. In addition to GCSE courses, students are offered, where appropriate, courses leading to nationally approved non-GCSE courses which enable students to learn in a way that best meets their needs and provides progression to Post-16 learning.

The annual variations in cohort profile can therefore have a statistical significance which in England would not be a factor due to the larger numbers. The three-year rolling average enables a pattern of achievement to be tracked over a period of time.

The Bailiwick data includes those learners attending the Link Centre which provides specialist support for pupils with social, emotional and behavioural difficulties. Young people at a similar provider in England would not be included in the English data.

Year	5+ A*-C	5+ A*-C 3-year rolling average	5+ A*-C (inc English and Maths)	5+ A*-C inc Eng & Maths 3-year rolling average	5+ A*-G
2011	63%	66.0%	50.8%	54.0%	88.9%
2012	75.9%	69.0%	65.6%	57.2%	94.7%
2013	69.3%	69.4%	59.3%	58.4%	92.6%

**Trend data - % Bailiwick 5+ A\*-C of whole cohort 2003-2013**



# Statistical Digest

## Bailiwick and Individual School GCSE results

### Grammar School and Sixth Form Centre 2012-2013

Results – Attainment	Guernsey Grammar	Bailiwick Average
End of Key Stage 4 (Year 11)		
% 5+A*-G GCSEs	100%	92.6%
%5+A*-C GCSEs or equivalent	97%	69.3%
%5+A*-C GCSEs including English and Maths or equivalent	96%	59.3%
3 year Rolling Average %5+A*-C (2011-2013)	97.7%	69.4%
3 Year Rolling Average %5+A*-C including English and Maths (2011-2013)	97%	58.4%

#### Commentary on Results

The results achieved by this cohort of students were broadly in line with expectations. Students exceeded the Yellis predictions in the vast majority of areas, although there was a fall in the number of top grades achieved.

- 92% 7 or more A\*-C grades
- 45.1% A\*/A grades, 80.4% A\*-B grades
- 3 or more A\*/A grades 58%
- 1 student gained 11A\* and 2 students gained 10A\*
- There was a slight gender imbalance in the A\*-C with boys 93.7% (97%) and girls 98.1% (98.5%) and an average points score of 6.05 boys (6.57) and 6.56 girls (6.64).
- Key Stage 2 to 4 progress
  - 68.75% (68.6%) of student make 4 or more levels of progress in English.
  - 69.79% (83.3%) of students make 4 or more levels of progress in Mathematics.
  - 68.75% of students make 4 or more levels of progress in Science.

(figures in brackets 2012)

#### Next Steps for Grammar School and Sixth Form Centre

**Our School Action Plan for 2013-2014 will focus on the following three priorities:**

- 1. Improve the consistency with which assessment and feedback is used to:**
  - Assess student achievement
  - Monitor progress
  - Provide feedback on how to progress/improve
  - Set individual student targets
  - Informed planning
- 2. Improve the consistency of high quality teaching and learning by ensuring students are always aware of:**
  - Specific and precise learning intentions (as opposed to planned activities)
  - What they need to do to achieve success
  - The need to provide a variety of engaging and appropriate tasks
- 3. Developing students independent learning skills further by:**
  - Identifying opportunities within departmental provision E.g. appropriate assignments
  - Review department homework policy and provision
  - Embedding uses of appropriate technologies.

# Statistical Digest

## Bailiwick and Individual School GCSE results

### La Mare de Carteret High School 2012-2013

Results – Attainment	La Mare de Carteret	Bailiwick Average
End of Key Stage 4 (Year 11)		
% 5+A*-G GCSEs	90.7%	92.6%
%5+A*-C GCSEs or equivalent	35.5%	69.3%
%5+A*-C GCSEs including English and Maths or equivalent	23.4%	59.3%
3 year Rolling Average %5+A*-C (2011-2013)	39.3%	69.4%
3 Year Rolling Average %5+A*-C including English and Maths (2011-2013)	25.6%	58.4%

#### Commentary on Results

The school has continued to work hard over the academic year and whole school statistics show 90.7% of students gained 5A\*- G and 96.3% of students gaining at least one certificate. This supports our drive to ensure we are an inclusive community. We also have indicators where whole school attendance had the largest increase on the island. We are aware of our poor performance in the %\*A-C categories and are continuing to address underachievement within the school.

#### Next Steps for La Mare de Carteret High School

##### Progress: Core

- To improve progress of Boys in English at KS3(L5+) from 60 %making 2 levels of progress to 75%
- To improve progress of Boys in Maths at KS3(L5+) from 40%
- making 2 levels of progress to 60%
- To improve progress of Boys in English Overall grade at KS4 from 27% achieving or exceeding target to MEG target being met
- To improve progress of Girls in Maths at KS4 from 4% achieving or exceeding MEG target to MEG target being met
- To improve progress of Boys in Science at KS3(L5+) from 47% making 2 levels of progress to 60%
- To improve progress of Girls in Science at KS4 from 27% achieving or exceeding MEG target to achieving or exceeding MEG target

##### Behaviour

- To reduce the number of detentions given for incomplete homework by 25% across all year groups(this could also be subject based)
- To reduce the number of students failing to attend detentions at KS4 by 20%
- To reduce the number of C1s awarded to year 9 students for failure to bring the correct equipment by 50%

##### Achievement

- To increase the number of merits awarded at KS4 by 20%

##### Teaching & Learning

- Teachers have a clear understanding of the vulnerable groups, barriers to learning and what to

do to overcome them.

- 100% of lessons will be proficient or better. 50% of lessons will be well-developed or better across the school; high expectations ensure that students meet or exceed their targets
- Robust and accurate self-evaluation systems by involving staff, students and other stakeholders to impact on improved outcomes for all students.

**Leaders and managers will:**

- Middle leaders to track and monitor the progress of vulnerable groupings to identify and tackle barriers to learning
- Middle leaders use data effectively to inform planning and support their teams in identifying and tackling underachievement.
- All leaders to evaluate the effectiveness of their areas through robust monitoring systems to inform their next steps and contribute to school improvement, with a focus on engagement, differentiation and identifying vulnerable groups.

# Statistical Digest

## Bailiwick and Individual School GCSE results

<b>Les Beaucamps High School 2012-2013</b>		
<b>Results – Attainment</b>	<b>Les Beaucamps</b>	<b>Bailiwick Average</b>
End of Key Stage 4 (Year 11)		
% 5+A*-G GCSEs	<b>89.9%</b>	<b>92.6%</b>
%5+A*-C GCSEs or equivalent	<b>63.3%</b>	<b>69.3%</b>
%5+A*-C GCSEs including English and Maths or equivalent	<b>40.8%</b>	<b>59.3%</b>
3 year Rolling Average %5+A*-C (2011-2013)	<b>62.8%</b>	<b>69.4%</b>
3 Year Rolling Average %5+A*-C including English and Maths (2011-2013)	<b>42.7%</b>	<b>58.4%</b>
<b>Commentary on Results</b>		
<p>Our second best set of results ever in terms of the 63.3% of students who achieved 5 GCSE grades or more at C or above. Although 64% of students achieved a 'C' or above in English and some 52% a 'C' or above in Maths only 40.8% of students could achieve 'C' or above in both English and Maths. However, there was a pleasing increase in the number of higher grades awarded at GCSE with almost a third of students attaining at least three grades at A* or A level, reflecting the very high standards that can be achieved.</p>		
<b>Next Steps for Les Beaucamps High School</b>		
<ul style="list-style-type: none"> <li>• Work on ensuring that more students achieve the 'gold standard' of a 'C' or higher in both English and Maths (last year this was 52%)</li> <li>• Continue to offer a breadth of curriculum that both allows students to acquire good examination passes but also allows them to become confident and mature individuals ready to take on the challenges of life.</li> </ul>		



# Statistical Digest

## Bailiwick and Individual School GCSE results

### St. Sampson's High School 2012-2013

Results – Attainment End of Key Stage 4 (Year 11)	St. Sampson's	Bailiwick Average
% 5+A*-G GCSEs	<b>84.1%</b>	<b>92.6%</b>
%5+A*-C GCSEs or equivalent	<b>47.6%</b>	<b>69.3%</b>
%5+A*-C GCSEs including English and Maths or equivalent	<b>33.1%</b>	<b>59.3%</b>
3 year Rolling Average %5+A*-C (2011-2013)	<b>47%</b>	<b>69.4%</b>
3 Year Rolling Average %5+A*-C including English and Maths (2011-2013)	<b>32.4%</b>	<b>58.4%</b>

#### Commentary on Results

Baseline data for this cohort consistently indicated that they were not expected to achieve as highly as the previous year group.

Comparison with the targets generated from the baseline data indicates that the final results were above expectations.

School predictions of the students' results closely matched the actual outcomes.

The gender gap was significant with girls performing considerably better than boys. The disparity in the attitude and work ethic of the boys compared to girls was identified soon after the cohort started at the school with a range of strategies to boost the grades of boys being employed with some success.

Results in Additional Science, Maths, PE, English Literature, Business Studies, Resistant Materials, Core Science and Music have shown an improving trend over the last three years.

Where option subjects performed below the school average or YELLIS targets analysis of the data indicates that students individually achieved their better results in these subjects.

7% of the cohort achieved no GCSEs with a number of these students being educated elsewhere and having not attended the school for a number of years.

Some of the students that achieved a grade C or above in English and Mathematics did not gain three or more passes at this level in their other subjects to gain 5+A\*-C including English and Maths.

There were also significant numbers who gained a grade C or above in English or Mathematics but did not achieve a similar Level 2 pass in the other subject.

#### Next Steps for St. Sampson's High School

- Closer monitoring of the students that have achieved a grade of C or above in English or Maths will take place to identify action to ensure that they achieve at least a C grade in the other subject.
- Monitoring of the students with targets at grade C or above in English and Maths to ensure that they achieve Level 2 passes in their other GCSE subjects.
- Analysis of cohort data to identify strategies to maximise their attainment.
- Continue to seek alternatives to GCSE to provide appropriate curriculum for full range of ability.

# Statistical Digest

## Bailiwick and Individual School GCSE results

<b>St. Anne's School 2012 - 2013</b>		
<b>Results – Attainment</b>	<b>St. Anne's</b>	<b>Bailiwick Average</b>
End of Key Stage 4 (Year 11)		
% 5+A*-G GCSEs	<b>78.6%</b>	<b>92.6%</b>
%5+A*-C GCSEs or equivalent	<b>50.0%</b>	<b>69.3%</b>
%5+A*-C GCSEs including English and Maths or equivalent	<b>35.7%</b>	<b>59.3%</b>
3 year Rolling Average %5+A*-C (2011-2013)	<b>58.9%</b>	<b>69.4%</b>
3 Year Rolling Average %5+A*-C including English and Maths (2011-2013)	<b>39.4%</b>	<b>58.4%</b>
<b>Commentary on Results</b>		
<p>Results were lower than recent exceptional performances, but were still as expected. Many subjects, including Mathematics, Art, Business Studies and Design &amp; Technology achieved 100% A*-C of those entered.</p>		
<b>Next Steps for St. Anne's School</b>		
<p>The focus continues to be raising performance in English, as this is lower than we would wish.</p> <p>We will continue to offer a robust intervention strategy for those students who are struggling to achieve their full potential.</p> <p>Students at the D/C and A/A* borderlines will be particularly targeted.</p>		

# Statistical Digest

## Post-16 Results

### Key Performance Indicators - Key Stage 5/Post-16

#### Bailiwick – End of Post-16 Attainment Tables (full-time students)

Post-16 education or Key Stage 5 is for students aged between 16 and 19. It is a non-compulsory phase of education.

The Sixth Form Centre at the Grammar School provides A Level courses for young people from across the Island with students across the ability range. Successful students at A Level are awarded a grade A\* to E.

The College of Further Education provides vocational courses such as the BTEC suite of qualifications. The BTEC Diploma at Level 3 is the equivalent level to A Level. Students can achieve a Pass, Merit, Distinction or Distinction\*. BTEC courses are work-related qualifications suitable for a wide range of students and are designed to accommodate the needs of employers as well as allowing progression to university or higher education

#### % of Island students achieving A Level and BTEC qualifications at the end of Post-16

	2011	2012	2013
A Level Grade A*-E	99.4%	99.6%	99.4%
England	98.5%	97.9%	98.1%
BTEC Diploma Level 3	98%	98%	99%

#### % Grade profile of Island students at A Level

	A*	A	B	C	D	E	U
A Level	7.4	20.9	29.7	23.8	14.0	4.0	0.6
England	7.7	18.6	26.5	24.2	14.9	4.5	1.9

#### % Grade profile of Island students at BTEC Level 3

	Distinction (inc D*)	Merit	Pass	Ungraded
BTEC	40%	44%	15%	<1%

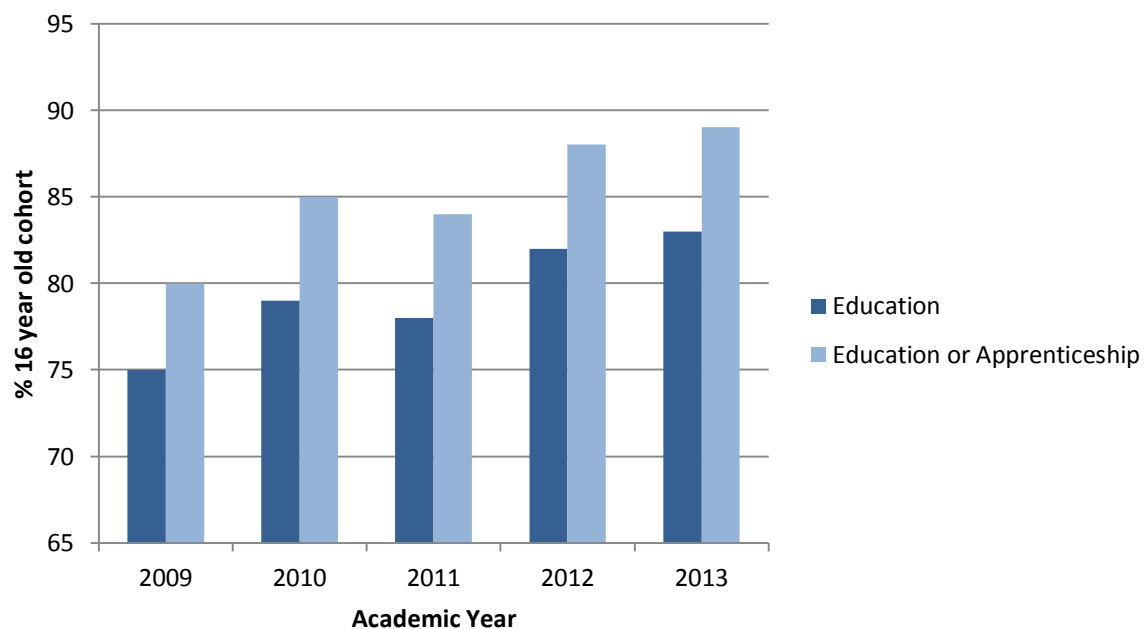
#### Three Year Rolling Average

Each year, learners present different strengths, weaknesses and abilities so comparison from year to year is difficult. The three year rolling average allows these differences to be assimilated more clearly and a pattern of achievement to be tracked over a period of time.

Three year rolling average	2009-2011	2010-2012	2011-2013
A Level	99.4%	99.4%	99.5%
BTEC Diploma L3	97.4%	97.1%	98.3%

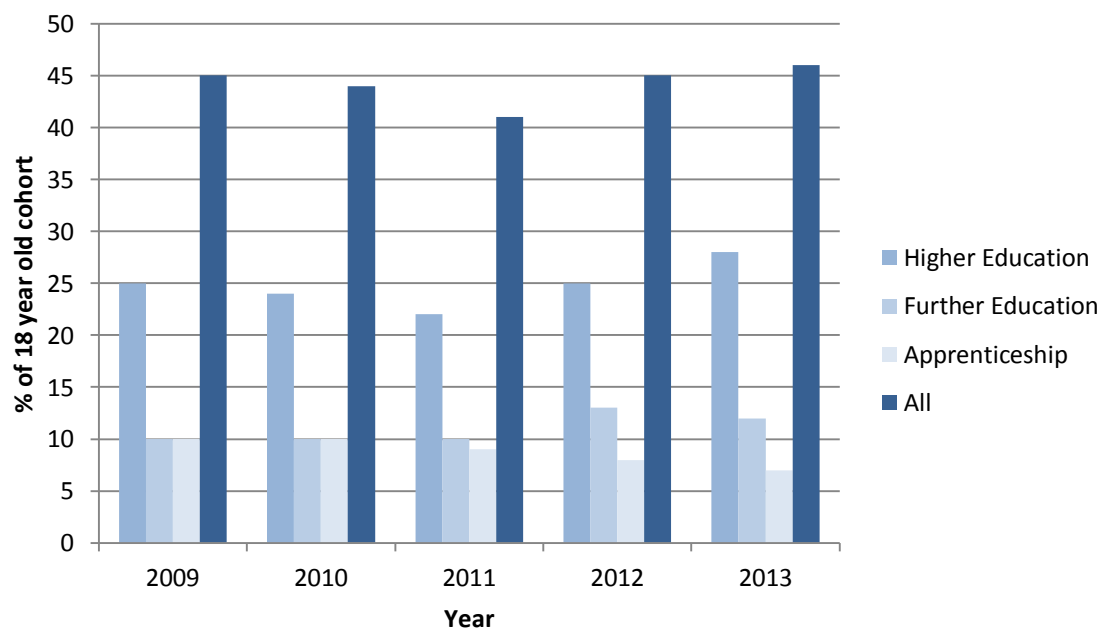
# Statistical Digest

## Island-wide participation rates in full-time education or apprenticeship Post-16, 2009-2013



# Statistical Digest

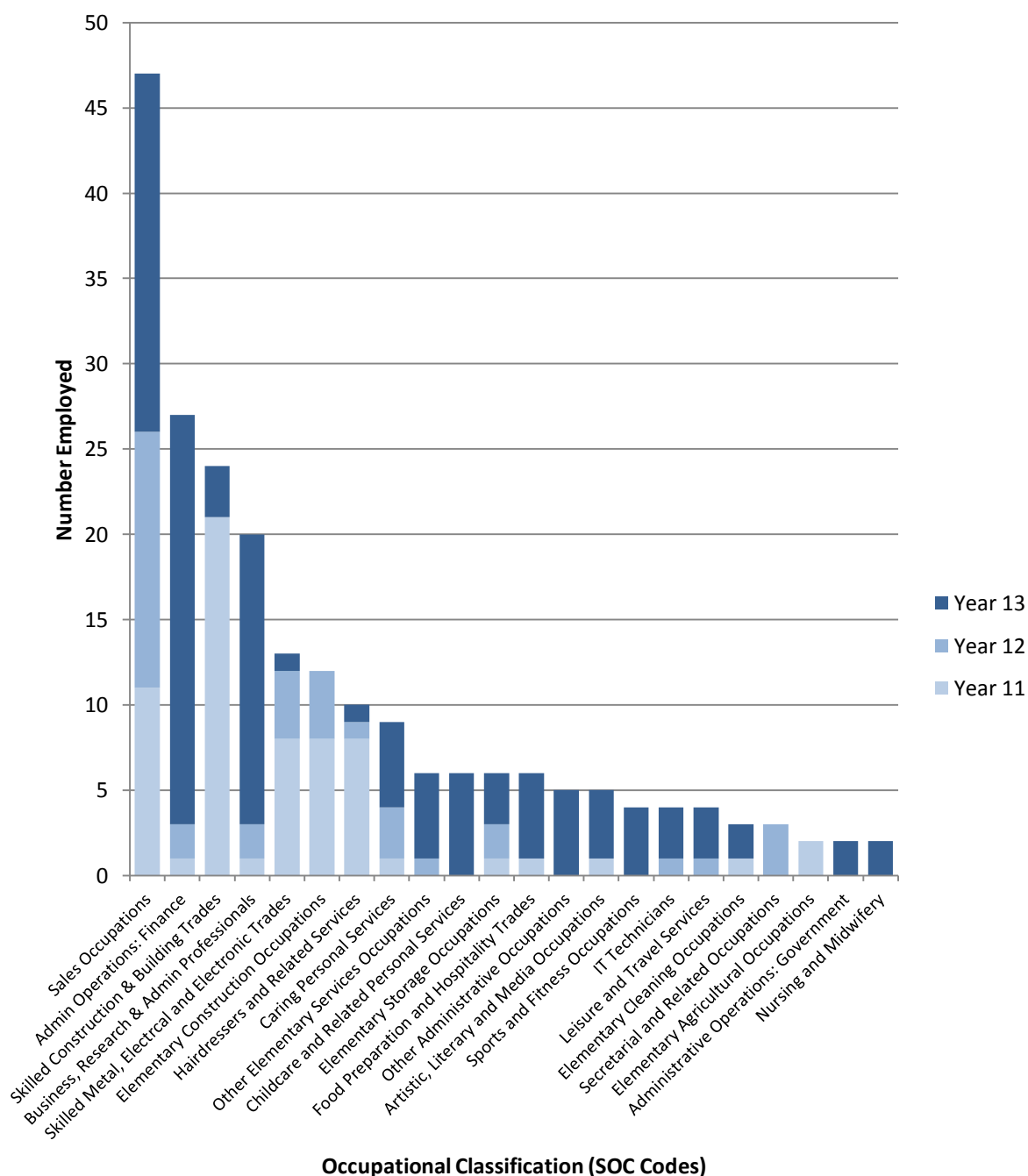
## Island-wide participation rates in full-time higher or further education or apprenticeship Post 18, 2009-2013





# Statistical Digest

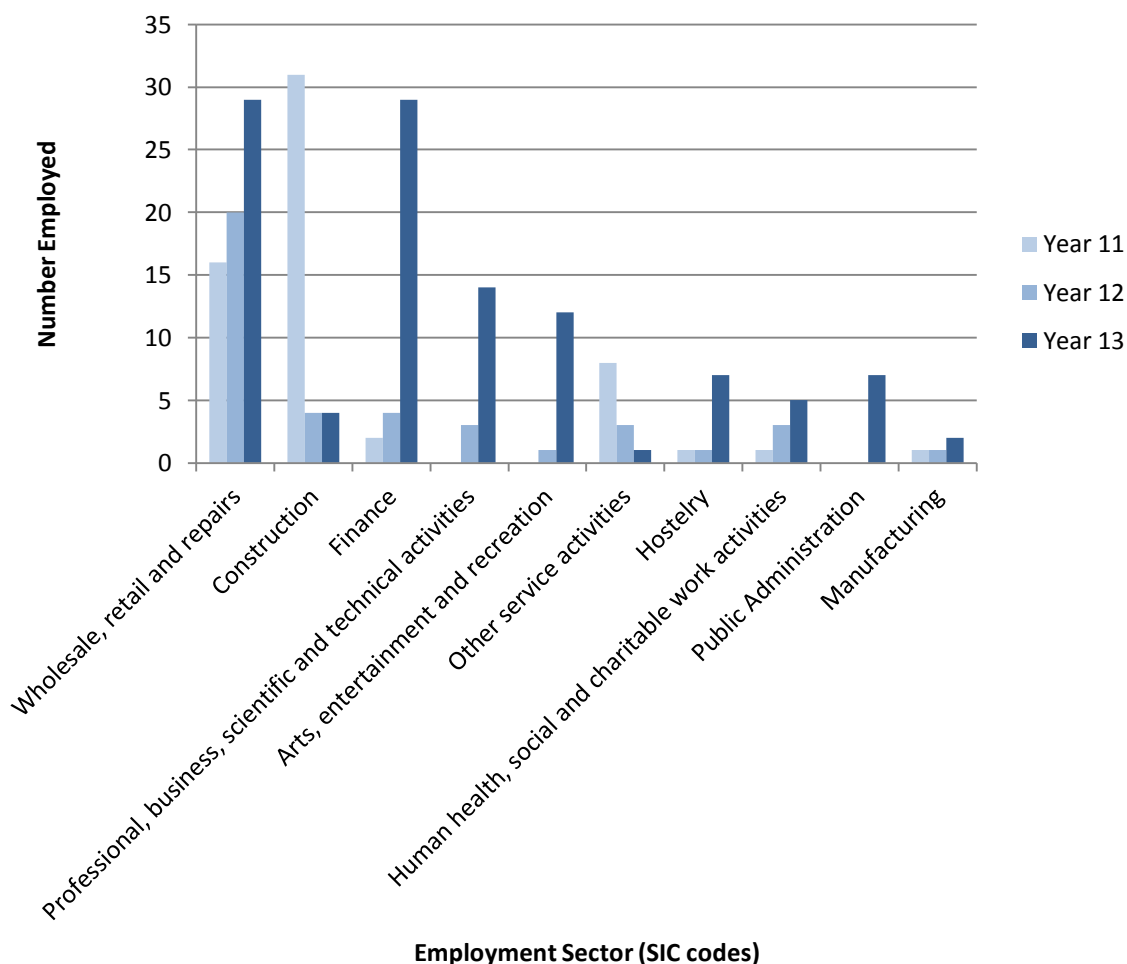
## Employment by Occupational Classification – All Leavers 2013



# Statistical Digest

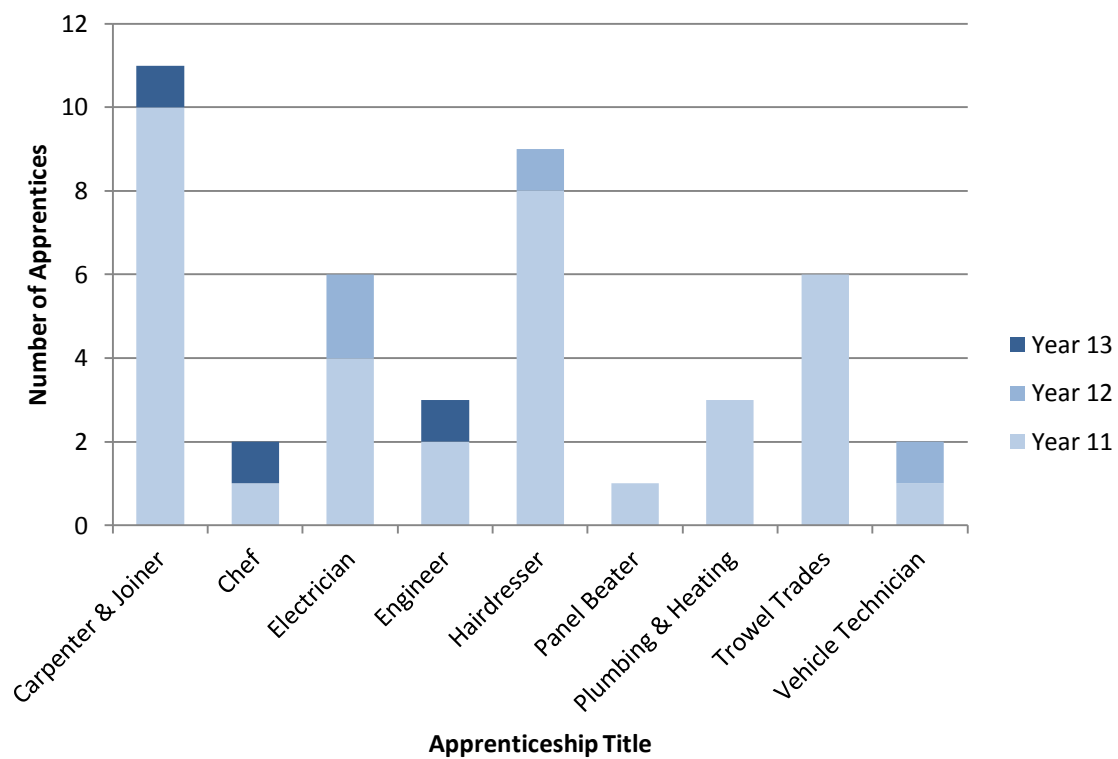
## Top 10 Employment Sectors – All Leavers 2013

Careers Guernsey has changed the way these statistics are collated and categorised to bring them in line with Policy Council labour market information. This means they cannot yet be compared with previous years.



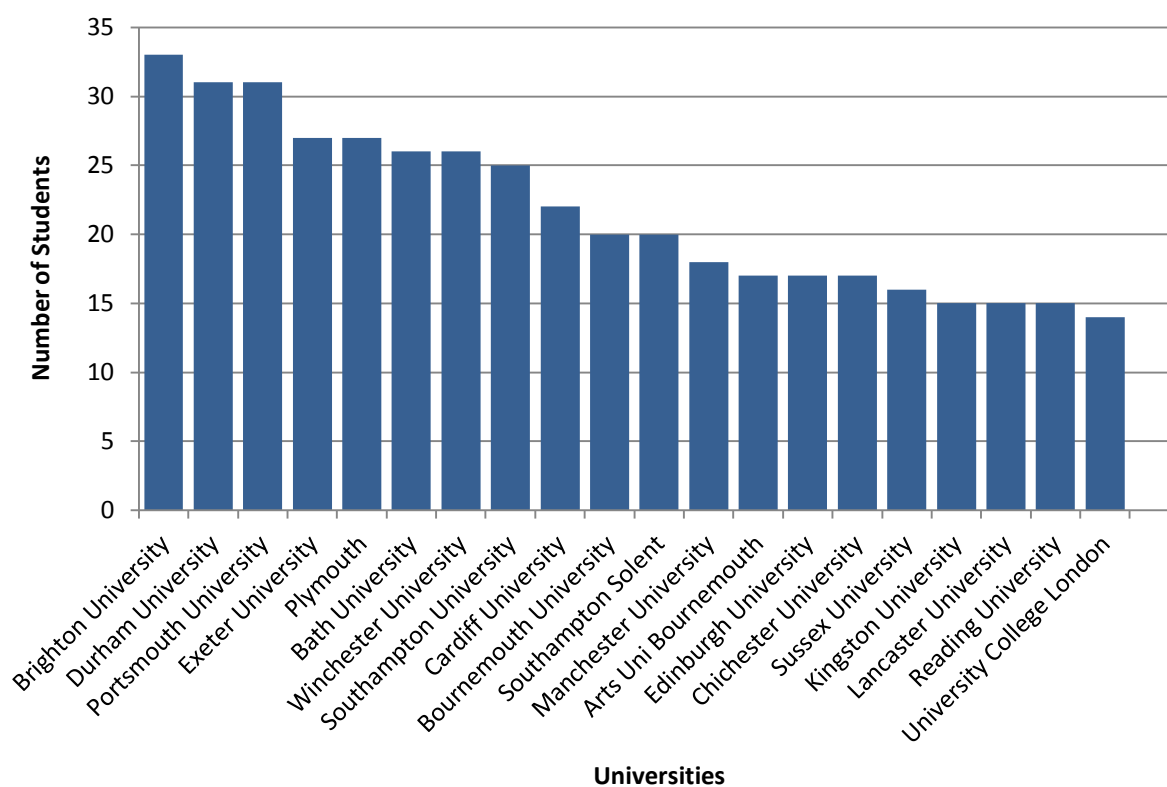
# Statistical Digest

## Apprenticeships by age and type 2013



# Statistical Digest

## Top 20 most popular HE institutions 2013



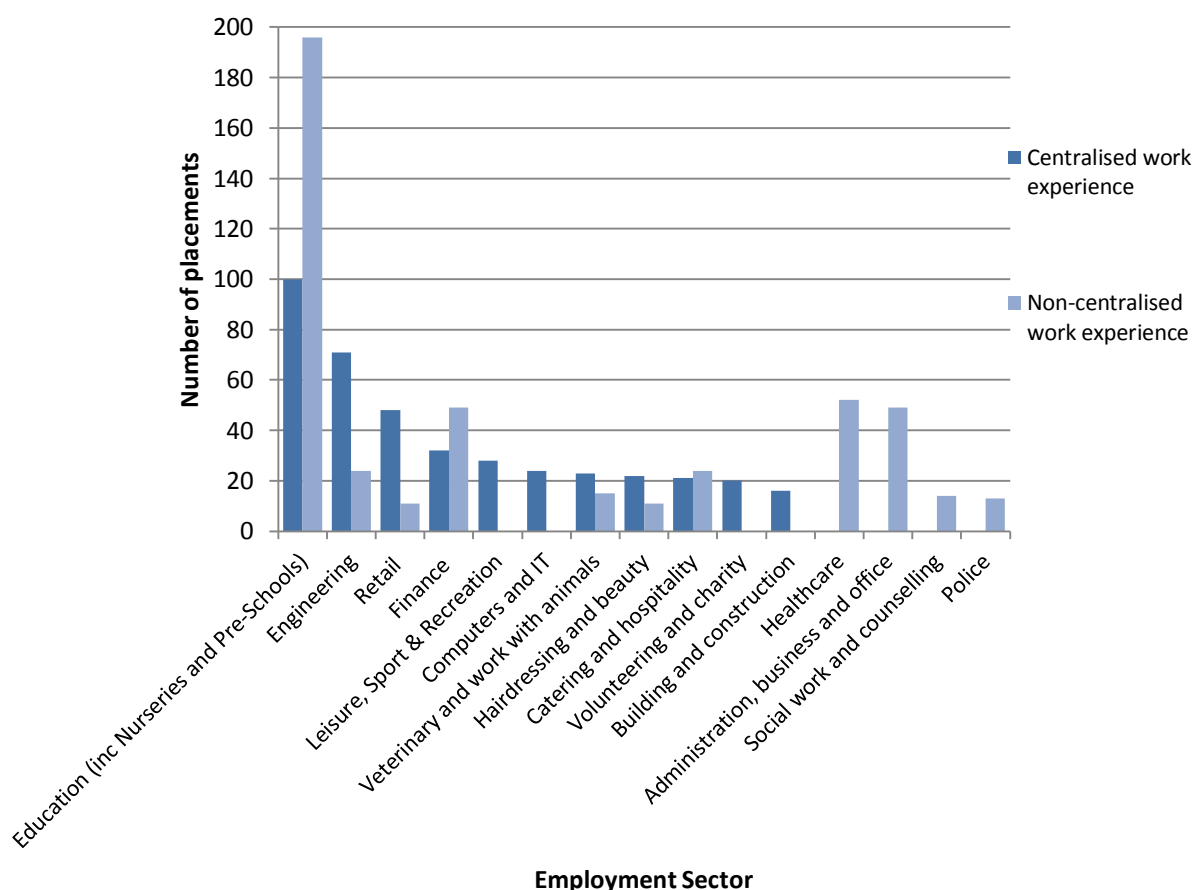
# Statistical Digest

## Work Experience - top choices for placements 2012-13

The chart shows the top placements for centralised work experience organised by GWEx for students at States-maintained secondary phase schools. These represent Y10 students from the Grammar School and St. Sampson's High, Y11 students from Les Beaucamps High and La Mare de Carteret High and Y10 and Y11 students from Le Murier.

The chart also shows the top choices for work experience placements that are not organised through GWEx but are risk assessed by the GWEx team.

It should be noted that these figures indicate the top placements not the top choices – because of restrictions on the number of students they can physically take or age limitations, the popular choices of Police, Fire and Rescue, Healthcare and Media are lower.





# Statistical Digest

## Individual School Exclusion Statistics 2011-2013

Exclusion occurs when the headteacher of a school, after careful consideration, decides that a pupil is not to attend school because of unacceptable behaviour.

Depending on the seriousness of the incident involving the pupil's behaviour, the headteacher may exclude the pupil for:

- up to five school days
- a period of more than five days and up to and including 20 school days
- a period of more than 20 school days

Further information about exclusions, including a Guide for Parents, is available at [www.education.gg/exclusion](http://www.education.gg/exclusion)

## Numbers/Percentage of Fixed Term Exclusions

### Primary Schools

School	2010-2011	2011-2012	2012-2013
Amherst	1	1	1
Castel	0	0	0
Forest	0	0	0
Hautes Capelles	4	0	2
La Houquette	0	0	1
La Mare de Carteret	3	5	1
Notre Dame du Rosaire	0	0	0
St. Andrew's	0	0	0
St. Anne's	0	0	0
St. Martin's	3	2	0
St. Mary & St. Michael	1	0	0
St. Sampson's Infant	0	0	0
Vale Infant	0	0	
Vale Junior	0	0	
Vale Primary			4
Vauvert	0	0	0
Primary Total	12	8	9
Percentage of Primary Roll	0.3%	0.2%	0.2%
England	0.9%	0.9%	n/a

### Secondary

School	2010-2011	2011-2012	2012-2013
Grammar	1	3	1
%	0.2%	0.6%	0.1%
La Mare de Carteret High	45	34	24
%	8.6%	6.2%	4.8%
Les Beaucamps High	20	16	21
%	3.9%	3.2%	4.0%
St. Sampson's High	35	35	39
%	4.6%	4.5%	5.4%
St. Anne's	1	1	3
%	1.3%	1.4%	4.6%
Secondary Total	102	89	88
% of Secondary Roll	3.7%	3.2%	3.2%
England	8.4%	7.9%	n/a

### Special

School	2010-2011	2011-2012	2012-2013
Le Rondin	0	0	0
Le Murier	3	4	4
Special Total	3	4	4
% of Special Roll	1.6%	2.0%	2.0%
England ( <i>not directly comparable</i> )	15.7%	15.4%	n/a

# Statistical Digest

## Bailiwick and Individual School Attendance Statistics 2011-2013

### Bailiwick % Attendance

	2010-2011	2011-2012	2012-2013	3-year rolling average
Primary	94.5	95.3	95.1	94.9
England (primary)	95	95.6	n/a	
Secondary	91.8	92.6	92.4	92.3
England (secondary)	93.5	94.1	n/a	
Special	90.8	92.4	93.5	92.2
England (special)	90.0	90.4	n/a	

### Primary Schools

School	2010-2011	2011-2012	2012-2013
Amherst	93.5	94.6	94.2
Castel	94.5	96	95.7
Forest	95.5	95.8	95.8
Hautes Capelles	94.3	95.1	94.7
La Houquette	95.5	95.5	95.5
La Mare de Carteret	94.2	95.2	94.9
Notre Dame du Rosaire	96	96	95.8
St. Andrew's	94.4	95.3	94.7
St. Martin's	94.5	95.6	95.5
St. Mary & St. Michael	95.4	96.2	95.2
St. Sampson's Infant	96.1	94.4	95.2
Vale Infant	94.9	95.3	
Vale Junior	95	95.7	
Vale Primary			96.7
Vauvert	93.2	93.9	94.4
St. Anne's (Primary)	92.9	93.1	93.1

### Secondary Schools

School	2010-2011	2011-2012	2012-2013
Grammar	94.7	95.5	95
La Mare de Carteret High	89.8	90.5	91.2
Les Beaucamps High	90.1	90.9	90.5
St. Sampson's High	90.5	91.8	91.5
St. Anne's	92.9	92.5	90.5

### Special Schools

School	2010-2011	2011-2012	2012-2013
Le Rondin	87.9	94.1	95.1
Le Murier	92.9	91	92.4

# Statistical Digest

## Pupil : Teacher Ratios and Average Class Sizes 2012-13

States-maintained schools continue to sustain favourable pupil:teacher ratios (PTRs) and small average class sizes during 2012-13 (population figures as of school census taken in November 2012)

School	Pupil Numbers	Teacher Numbers	PTR	Average Class Size
Amherst Primary	336*	18.6	17.3	21.7
Castel Primary	340	16.5	20.6	24.2
Forest Primary	154	8.7	17.7	22
Hautes Capelles Primary	477	25.2	18.9	22.7
La Houquette	267	15.4	17.3	20.5
La Mare de Carteret Primary	260	17.4	14.9	18.5
Notre Dame du Rosaire Primary	235	13.1	17.9	22.3
St. Andrew's Primary	177	8.7	20.3	25.3
St. Martin's Primary	507	24.9	20.4	24.1
St. Mary & St. Michael Primary	149	8.7	17.1	21.3
St. Sampson's Infant	69	4.3	16.0	23
Vale Primary	441	22.4	19.7	24.5
Vauvert Primary	304	18.6	16.3	20.2
<b>Primary Total</b>	<b>3716</b>	<b>202.5</b>	<b>Median PTR 17.7</b>	<b>22.3</b>
<i>*includes 10 children in the Nurture Group</i>				

Schools should try to limit the maximum class size to 28 pupils. Class sizes may not exceed 28 without the prior agreement of the Department and headteacher.

Amherst, Vauvert and La Mare de Carteret Primary should try to limit their maximum class size to 25 pupils.

In Guernsey, based on annual census figures from November 2012, the average class size in States-maintained primary schools was 22.3.

Classes in the secondary sector are organised differently depending on the subject and ability of pupils. For this reason it is not possible to indicate average class sizes.

The Department aims for a pupil:teacher ratio of 15:1 in the 11-16 age range and 10:1 at post-16 level. The Grammar School and Sixth Form Centre caters for the 11-18 age range and so the pupil:teacher ratio cannot be compared with those of the High Schools but all are well within the Department's current guidelines.

# Statistical Digest

## Pupil:Teacher Ratios 2012-13 (Secondary, Alderney and Special Schools)\*

### Secondary

School	Pupil Numbers	Teacher Numbers	PTR
Grammar School & Sixth Form Centre (11-18)	943	81.4	11.58:1
La Mare de Carteret High (11-16)	502	43.4	11.57:1
Les Beaucamps High (11-16)	518	39.5	13.11:1
St. Sampson's High (11-16)	724	56.25	12.87:1
<b>Secondary Total</b>	<b>2687</b>	<b>227.73</b>	<b>12.28:1</b>

St. Anne's School in Alderney is an all-age school catering for pupils from the age of 5 to 16 across the full ability range, including a small number of pupils with special educational needs. The school is staffed according to its pupil profile.

### Alderney

School	Pupil Numbers	Teacher Numbers	PTR
St. Anne's Alderney	132	18.3	7.2:1

Staffing in special schools is based on the range of needs of the pupils, some who will require one-to-one support.

### Special

School	Pupil Numbers	Teacher Numbers	PTR
Le Murier	104	19.8	5.25:1
Le Rondin	85	18.0	4.72:1

\*Pupil statistics as of November 2012 census.