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Strategic inspection

The States of Guernsey Education Department

3 September 2015

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1. Introduction, aims, nature and scope of the inspection

The States of Guernsey Education Department (the Department) invited HM Inspectors from Education Scotland to carry out a strategic inspection of the work of the Department in the first half of 2015. This request followed an independent review of education services in Guernsey which was published in 2011. The review recommended that the Department should have an independent inspection.

The Department committed to an independent inspection in its Vision for Education and decided to adopt an internal self-evaluation supported by external scrutiny using the [Quality Management in Education](#) (QMIE2) model, based on the [European Framework for Quality Management](#). This approach to self-evaluation and scrutiny is focused on reviewing the quality of a service's impact and outcomes, and its ability to drive forward continuous improvement. This approach also mirrors the inspection process for the States' schools. The Chief Minister and Chief Executive have shown a close interest in and support for the Department pioneering this commitment to self-evaluation and inspection and, like the Education Board, see this as a possible model to be rolled out across the States.

The inspection provided an independent, external evaluation of the effectiveness of the Department and was conducted within a framework of quality indicators [QMIE2](#) – published by HM Inspectorate of Education, [Appendix 3](#). Education Scotland deploys HM Inspectors, approved through the Privy Council, to all inspection related work. Education Scotland staff operate in accordance with Education Scotland's [Principles of inspection and review](#) and Code of Conduct. Education Scotland's approaches are objective, consistent, transparent, rigorous and fair.

HM Inspectors from Education Scotland met with the Education Board and senior leaders from the Department in September 2014 to agree the scope and nature of the inspection. Education Scotland agreed that the inspection would be independent and impartial and that a full, independent, public report on the findings would be published in the summer of 2015.

During the inspection, HM Inspectors met a wide range of individuals and groups to gather evidence on the impact of the work of the Department. Further information on the range of meetings can be found at [Appendix 2](#). In addition, Education Scotland also issued a questionnaire to a range of stakeholders. This report sets out to answer the following key questions.

- What key outcomes have the Education Department achieved?
- What impact has the Department had in meeting the needs of learners, parents, carers and families and the community?
- How effective is the delivery of education services?

- How well is the Education Department led?
- What is the Education Department's capacity for continuous improvement?

2. The context of the States of Guernsey Education Department

Guernsey is the principal island of the Bailiwick of Guernsey and is a British Crown Dependency. The Bailiwick of Guernsey is made up of the three separate jurisdictions of Guernsey, Alderney and Sark. It has its own directly elected legislative assembly, the States of Guernsey. The States are comprised of 47 independent members, 45 People's Deputies and two representatives from the States of Alderney. The 45 Deputies from Guernsey are elected in seven districts on a personal manifesto. There are no party politics in Guernsey.

The States has its own administrative, fiscal and legal systems. The government of the States is conducted through ten Government Departments accountable to the States of Deliberation. The Education Department is a Government Department. The Policy Council is constituted by the Chief Minister and ten Ministers. The elected States Departments and committees are supported by a professional civil service staff of 1,800. Each States Department has a Chief Officer. At the time of the inspection, work was underway by a States Review Committee to review the political structure of the States. These recommendations were approved by the States in July 2015. The Education Department will become the Committee of Education, Sport and Culture as a result of these changes.

The Department is required to fulfil multiple functions in its role as a Government Department, a local authority, an advisory body and is accountable for education across the Bailiwick of Guernsey (with the exception of Sark). It employs just over 60 full-time equivalent staff at its headquarters. The Department employs 1,200 people across the service. It is charged with providing education to approximately 8,900 children. In addition, it provides adult education to around 2,500 adults across approximately 160 courses. Across the Bailiwick of Guernsey there are 12 primary schools, including a school on Herm, three high schools, a Grammar School, an all age school in Alderney, a Sixth Form Centre, a College of Further Education, three special schools and three grant-aided colleges. The Minister for Education and Education Board establish education policy. The Chief Officer, Director of Education and officers provide advice and implement policy.

The Department has undergone significant changes in the last three years as a result of the agenda for improvement identified in the review of education services in 2011 and the political board's Vision for Education. The report highlighted a number of important weaknesses in the delivery of education across the Bailiwick and suggested clear areas for improvement. This need for greater focus and improvement was accepted by the Education Board. A new Chief Officer was appointed in 2012, and new staff were appointed to the senior leadership team, including the appointment of a Head of Standards and Learning Effectiveness.

Since 2011, the Department has undergone a period of significant change in responding to the areas for improvement. It has appropriately strengthened its approach to corporate working to ensure a more stable financial position and delivery on the ambitious Vision for Education established by the current Education Board. To deliver this vision for Guernsey learners, the Education Board has set itself a very bold political change programme, including the rationalisation of primary education, the introduction of pre-school education, a review of secondary education, the creation of a new structure for post-16 education, revised forms of governance and local management of schools, and the drafting of a new education law.

3. What key outcomes has the Education Department achieved?

From 2011, overall levels of attainment and achievement across all stages of education have improved across a range of measures. Many of these improvements are the result of interventions and the support and challenge provided by the Department, in particular, as a result of the very effective leadership of the Standards and Learning Effectiveness Team. The Department has established robust, rigorous and reliable systems for tracking and monitoring children and young people's progress across their education, particularly in primary schools. It has worked very effectively with teachers in primary schools in moderating and agreeing standards in reading, writing and mathematics and headteachers speak very positively about these arrangements. As a result of these approaches, there are high levels of confidence in the levels of attainment and progress in reading, writing and mathematics in primary schools. The Department now has more reliable data and effective arrangements for reviewing the data and setting challenging but achievable targets for the future. These include targets to reduce the gap in attainment between girls and boys and between learners who receive a uniform allowance and those who do not. The Department has set ambitious and aspirational targets for raising overall levels of attainment in schools, narrowing the gap between vulnerable learners and other learners, and raising levels of attendance and reducing exclusions. While these targets are challenging, they are both realistic and achievable.

In recent years, the Department has significantly improved its approaches to improving the work of its schools. For example, officers make regular visits to schools to support and challenge each school's work. There has been a clear commitment by officers and school staff to using self-evaluation to bring about improvement. The Department has been engaged in validated school self-evaluation (VSSE) for many years. This process has become increasingly robust and provides effective support and challenge to schools to improve, whilst also ensuring that the Department has a clear view about the strengths and areas for improvement in its schools. The Department keeps this process under review and recognises the need to continue its focus on outcomes for learners.

Within the Early Years Foundation Stage, the proportion of learners achieving good levels of development across all areas of their learning has risen, and there has been an improving trend since 2010. An analysis of the 2014 data has demonstrated that

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girls are performing better than boys. The Department is using this data to target this issue.

At the primary stages, the improvements in attainment in mathematics, reading and writing between 2010 to 2014 are notable. For example, at Key Stage 2 in mathematics, the proportion of those achieving the age related expectation (ARE) has risen from 71%, in 2010, to 86% in 2014. The proportion achieving beyond these levels has almost doubled and has risen from 19%, in 2010, to 37% in 2014. At Key Stage 2 in writing, the proportion of those achieving the ARE has risen from 62%, in 2010, to 78% in 2014. The proportion achieving beyond these levels has doubled and has risen from 13%, in 2010, to 26% in 2014. At Key Stage 2 in reading, the proportion of those achieving the ARE has risen from 73%, in 2010, to 87% in 2014. The proportion achieving beyond these levels has almost doubled and has risen from 21%, in 2010, to 41% in 2014.

At the secondary stages, across the Grammar School and three high schools there has been an overall improvement in young people's attainment. The proportion achieving 5+ A*-C awards including English and mathematics at the Grammar School has remained above 97% from 2010 to 2014. At Les Beaucamps High School, the proportion achieving these levels has risen from 39.8% to 51.6%. At La Mare de Carteret High School, it has risen from 26.3% to 40.6%. At St Sampson's High School, it has risen from 23.8% to 53%. The improving trend in the high schools has resulted in the proportion of young people going on to the Sixth Form Centre to study A levels from the high schools in 2014 rising to 31%. Pass rates at A Level at A-E have remained consistently high at over 99% in the last ten years. There has also been an improvement in the number of distinctions and grade A equivalent in BTEC qualifications. The Department should now extend its very effective approaches to moderating standards and tracking and monitoring young people's progress across reception to Year 6 into the first three years of secondary education. Doing so will enable the Department to further improve transition from primary to secondary, building on developments such as the summer schools, and transition surveys to ensure that young people make appropriate progress across Years 7 to 9. Such an approach has the potential to enable the Department to develop a consistent shared understanding of standards in the high schools and Grammar School.

Young people are progressing well from school onto further education and training. The proportion participating in full-time further education has risen from 78%, in 2011, to 86% in 2014. Participation rates in full-time education and training (apprenticeships) have risen from 84%, in 2011, to 92% in 2014. There is scope for the approaches for monitoring progress and reporting on trends at these stages of education to be developed further.

Young people get a wide range of opportunities to achieve in a variety of areas, for example, through the work of the Sports and Arts Commissions, the Youth Commission, Schools' Music Service and The Duke of Edinburgh's Award. Six hundred and thirty young people have access to instrumental and music tuition. Around 900 attend the Saturday Music Centre. In 2014, around 1,850 young people took part in 178 off-island visits. Four hundred and two are registered for The Duke of Edinburgh's Award. In 2014, 92 achieved bronze awards, 31 silver awards and 29 gold awards. The number of gold awards doubled in 2014 and is the highest number of gold awards per student in

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the UK. These levels of participation have a positive impact on outcomes for young people. Around 15% of the Guernsey Island Games Team is made up of young people under the age of 18. The Department has also introduced The Prince's Trust Award. It now needs to track young people's progress and wider achievements more systematically to monitor skills development, overall progress and participation rates to ensure they are fully inclusive for all children and young people.

The Department has also taken important steps to improve the levels of learner attendance in school and to reduce levels of exclusion. It has undertaken significant service redesign in relation to the School Attendance Service, which now provides clearer guidance for schools and has included this as a key focus on attendance officer visits to schools. Taken together, these approaches are leading to greater adherence with policy and reduced levels of exclusion. While the Department has introduced improved approaches for monitoring the progress of more vulnerable learners, including looked after children, there is scope to improve these approaches further. In particular, the Department should review its processes for monitoring and tracking the progress of children and young people in special schools and those children and young people in mainstream settings who require some form of additional support with their learning. The Department makes effective use of UK national data and research to benchmark performance and to explore good practice.

Good practice

Moderation and assessment

In partnership with schools, the Department has worked to further develop and refine the process to ensure that assessments across the Bailiwick are consistently applied and, consequently, there is quality assurance of school performance through the attainment recorded. Aligned to this there are also sophisticated systems of tracking and reporting which have an impact on ensuring quality learning.

The process of moderated teacher assessment has been developmental and has facilitated the professional development of teachers. It has demonstrated a rigour that enables the Bailiwick to be secure in the accuracy of the end of Key Stage judgments for all three primary phases: Foundation, Key Stage 1 and Key Stage 2. Throughout the year, there are numerous opportunities available for teachers to attend moderation and standardisation sessions. Standardisation meetings enable teachers to have a common understanding of what is expected of work at a particular national curriculum (NC) level. Standardisation ensures that there is clarity and, therefore, consistency of practice with regard to assessment. By using examples from the standards files, teachers can criterion-reference the expected standards of a NC level. This in turn, supports increased accuracy of teacher assessments of pupils' work.

Moderation sessions are targeted at the pupils' work that has been assessed by the teacher. The moderation process ensures that the teacher has accurately judged pupils' work, and that schools have a shared understanding of what a particular level looks like. These sessions enable the Department to assure the Education Board that the Key Stage results are accurate and consistent across the Bailiwick. In addition to these optional sessions, there are a number of end of Key Stage moderation sessions that take place. These are planned following discussions with external subject advisors/moderators, education development officers and teacher colleagues.

4. What impact has the Department had in meeting the needs of learners, parents, carers and families and the community?

Impact on learners

Overall, most young people are positive about their learning experiences and all those who met with HM Inspectors were confident in discussing their learning. School staff support them well to make informed choices about their progression to further learning and employment. Young people make good use of the wide range of careers information, work placements and personal and social education activities to explore options and plan for the future. These aspects of learning are well linked and provide accreditation, for example, through BTEC and The Duke of Edinburgh's Award scheme for skills and knowledge gained through these activities. Transition arrangements from

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primary to secondary have been improved through the introduction of strengthened transition visits, and the introduction of Transition Plus which includes summer school provision. The federated approach in the secondary sector is having a positive impact and is supporting learners to access a broader range of learner experiences and qualifications. Young people who met with HM Inspectors were positive about the opportunities of this development. The Department has recognised the need to improve approaches to inclusion for all children and young people to ensure that their needs are being appropriately met. In doing so, it should improve the procedures and processes for the formal assessment of learners who have special educational needs to reduce unnecessary bureaucracy and ensure high quality reliable information is provided to support a robust assessment of need. There is a need to increase aspirations and expectations for all learners to ensure that they have opportunities to succeed in all areas.

Young people have a range of rich opportunities to achieve more widely, provided in school and enhanced in partnership by other bodies such as the Sports, Arts and Youth Commissions and third sector organisations. Every three years, the Department, in partnership with the Health and Social Services and the Home Departments, undertakes the Guernsey Young People's Survey. The survey is focused on the achievement, health and wellbeing needs of young people. The most recent survey was undertaken in the summer 2013. The results of the survey are used by the Department and its partners to review progress and set new priorities. However, the Department recognises that there is scope to increase the frequency and effectiveness of seeking the views of children and young people to inform its work and has already taken steps to do so, for example, through the consultation around the Children and Young People's Plan. Young people are well supported by the Educational Psychology Service which supports children and young people and their families through a range of initiatives including mindfulness, Growth Mindset and supporting school anxiety projects.

Good practice

Mindset in Schools Project

The Educational Psychology Service and Guernsey Sports Commission are leading a Mindset in Schools Project. The aim is to raise awareness of Carol Dweck's work and create a sustainable culture of Growth Mindset across all educational settings. Training has been developed and delivered to over 2,000 people on Guernsey: primarily teachers, support staff and parents, but also across a range of other settings in the community. The training, also part of the annual Newly Qualified Teachers and Learning Support Assistant Programmes, aims to develop a deep understanding of the concept and provides a framework for how to develop Growth Mindset. Many schools have sought further consultation in order to develop a whole school Growth Mindset culture, some incorporating it into their school development plans. They have looked at areas such as changes in language, feedback and marking policies, reward systems and reports to parents. A personal social and health education curriculum for Growth Mindset has been developed and implemented in three primary schools. Many infant departments have introduced learning characters to make explicit the behaviours that come from this approach such as not giving up and being brave learners. Feedback about the project has been very positive with changes in behaviours reported from staff, pupils and parents. Of those teachers surveyed, to date 100% have changed at least one aspect of their teaching as a result of the training.

Impact on parents, carers and families

Most parents spoke positively about the caring, hard-working and approachable school staff and they also felt that there was good support provided for children and parents when children start school. Parental surveys, as part of the VSSE cycle from 2012-2014 reported that most parents were positive about the quality of the education that their children received. However, a few parents feel that the quality of homework could be improved and a significant minority feel that communication about their child's progress and consultation about changes to their child's education could be strengthened. The Department now needs to develop more meaningful ways of consulting, communicating and engaging with parents at all levels in key strategic decisions that affect their children's learning. Some parents feel that key announcements are made at the last moment to avoid discussion, for example, school closures, and this gives insufficient time for debate and meaningful consultation with the Department. Some parents also feel they are given contradictory advice, depending on with whom they speak within the Department. Parents are not generally aware of the Department's Vision for Education improvement in Guernsey.

Most parents who completed the questionnaire, issued in advance of the inspection by Education Scotland, are positive about the work of their child's school. They are also positive about the admissions process. However, less than half feel that support services (such as Health and Social Services) work well together to support their children. Less than a third feel that if they raise an issue or concern about their children with Department staff, that they would take appropriate action. Some parents are very unhappy about the impact of some school closures. They feel that as a direct result of the closures of some schools there are now insufficient places at their local school for children who live within the associated catchment area.

Impact on staff

Overall, there are important strengths in the Department's impact on its staff. Staff are very positive about the role the Chief Officer has played in improving the culture of the Department. Centrally-deployed staff are also very positive about recent developments to bring staff together in groups to evaluate their work. They feel that this has given new opportunities for staff to work together and to develop a shared understanding of their strengths and areas for improvement. Both the States People Survey and the Department staff survey indicate that staff are happy at work and positive about the work of the Department. Some staff in schools raised concerns over the workload associated with assessment and tracking learners' progress citing variable expectations and approaches across schools. In moving forward, the Department should continue to improve the range of ways in which it engages with and involves all staff in improving the work of the department. The Department provides a programme of courses for both centrally-deployed and school-based staff to support professional development including child protection, curriculum support and learning support assistants. Staff in schools also feel that there are helpful professional learning opportunities and support from individual officers within the Standards and Learning Effectiveness Team, for example, in improving information and communications technology (ICT), early years practice and numeracy. The Education Development Centre delivers a comprehensive range of professional learning, including the jointly delivered Masters in Education delivered in collaboration with the University of Brighton.

Staff are positive about the Department's links with other jurisdictions and the potential benefits this brings in helping them improve their work. The Outstanding Teacher Intervention was introduced in 2013 to raise the standard of teaching and levels of attainment in schools. To date, 60 teachers have been engaged in this work and the second cohort is underway. Young people are clearly benefitting from high quality teaching in the schools where staff have fully embraced this professional learning opportunity. The Department now needs to continue to develop its approaches to professional learning for staff to ensure that the skills of the workforce are being developed systematically and based on the needs and interests of staff. In addition, the Department should continue to improve its approaches to human resources (HR) to support staff wellbeing.

Impact on the community

The Department and its schools engage well in a range of local events including Liberation Day, Floral Guernsey, Design an Ad with industry, the Literary Festival, and the Rotary Youth Speaks. The Department, schools, partners and community groups work well together to support the Guernsey Eisteddfod. Thousands of entries are submitted each year into the Eisteddfod providing an opportunity for people, young and old, who have an interest in the arts to enter and receive constructive feedback from professional adjudicators that will help them develop their interests and talents further. Almost all schools participate in the Arts and Crafts exhibition and hundreds of individuals enter the music, speech and drama and the Guernsey French competitions.

They have also engaged well with some community groups such as the Workers' Education Association where officers of the Department and headteachers gave

presentations about their work and engaged in discussion. Guernsey is also a member of the British-Irish Council and the Department has hosted a range of visits from other jurisdictions to learn from others and share good practice. The Department has used some innovative consultation methods such as Crowdcity. However, it now needs to develop further more meaningful approaches to consultation and engagement with the community. While consultation has taken place with the community on a range of areas such as curriculum qualifications, parents and others feel that more could be done to consult on options for the future. Improved approaches should include greater opportunity for co-design of new policy ideas and approaches. School committees provide some opportunity for community representatives from parishes to contribute to aspects of the work of schools. However, the role of the school committee needs to be reviewed to ensure that it is enabled to make a more meaningful contribution to improving education for all children and young people on Guernsey.

Good practice

Supporting young people to explore opportunities for progression to work and further learning

Careers Guernsey – GWEx centrally coordinated work experience programme

The Department centrally coordinates more than 1,300 work experience placements (including extended placements for those with additional needs) with 400 employers to support work related learning in the curriculum. This centrally coordinated model for schools/post-16 and employers ensures minimal detrimental impact on student learning, student choice and retains high levels of employer commitment to supporting young people to make informed choices about progression. Guernsey Work Experience (GWEx) provides each student with a work experience diary and a BeSafe booklet. Schools encourage students to use the diary along with feedback from employers to help demonstrate employability skills. Ninety percent of students say their work experience has helped them with their career choice. GWEx is currently researching the options for using a blog to replace the diary which would align with developments within the Department towards a learner e-portfolio. A recent review of the processes for GWEx has led to more cost-effective and environmentally conscious working.

Feedback is collated from employers and students post-placement and a debrief is held with the school, including a focus group with a sample of students. A report is written for the school including any areas for improvement, which are then reviewed the following year. Last year, GWEx developed the feedback employers receive so they now receive a compilation of anonymous student comments about their placement. GWEx reviews any placements with negative comments before placing any other students. Employers also receive a certificate from GWEx thanking them for their support with work-related learning.

Good practice

Supporting young people to explore opportunities for progression to work and further learning (continued)

Careers Show

The annual Careers Show is a free, all-age community event, with more than 2,000 visitors, aimed at increasing awareness of sectors and opportunities on the island. The show has been running for more than 30 years and has continually evolved to help reflect labour market changes and to keep the event interesting and engaging. Liaising with Commerce and Employment about emerging sectors and skills gaps and using feedback from exhibitors and students has developed the show to more of an interactive 'have a go at' experience. Exhibitors found this an effective way to help engage with young people at the show and students enjoyed the interactive element to test their skills. Ninety percent of exhibitors felt that the Careers Show continues to be the best way to showcase careers and skills and students said they now know more about the different job sectors/careers available in Guernsey. They knew more about the skills and qualifications required for the different jobs and they felt more motivated and confident about their future plans. The Careers Show website featuring career sectors will be merged with 'careers.gg' (Careers Guernsey website for careers information and guidance) so that reliable, up-to-date labour market information can be used all year round and is aligned to support informed decisions and effective career planning.

5. How effective is the delivery of education services?

Delivering education services

The Department has an ambitious vision for improving educational outcomes with an appropriate focus on improving the attainment and achievement of learners. In developing this vision, the Department has been outward looking - seeking best practice in other jurisdictions. Whilst seeking to learn from other parts of the UK and beyond, the vision also reflects the Guernsey context and has the potential to build on existing strengths. The Department's own self-evaluation outlines clearly areas of strength within service delivery and areas which require more focused work and, in some cases, redesign. Staff in the Department are motivated and enthusiastic and overall, they work well together to take forward improvements. For example, the Department has brought together the Educational Psychology Service and the School Attendance Service to improve service delivery and ultimately outcomes for learners.

Despite challenging budget settlements, the Department has remained within budget and has made significant savings as part of the States' Financial Transformation Programme. Budget holders have appropriate training and support to enable them to carry out their responsibilities effectively. The Finance Team is strongly committed to achieving best value through close adherence to the States' Financial Procedures. Further development work is now planned which includes the development of a

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devolved Financial Management scheme for schools throughout 2015 for implementation in 2016. A common corporate database, Systems, Applications and Products (SAP) has been introduced and has begun to ensure a better analysis of data and enhanced reports that are now available to enable managers to make informed decisions, and greater scrutiny by senior managers and the Education Board. This now needs to be further embedded and issues at school level resolved.

Enhancing the schools ICT infrastructure has been an important development in recent years. The implementation of the Guernsey Integrated Learning Environment, version 2 (GILE2) has significantly enhanced the capacity of schools to improve learning and teaching alongside providing high quality training and professional development for staff.

The Department has embarked on an ongoing process of workforce reform, ensuring that it has staff with the right skills to be able to provide the quality of services required. Some key improvements have been made in this area, for example, modernising employment policies and ensuring clear accountabilities and enhancing the professional role of learning support assistants through a restructured career pathway and bespoke training courses. The Department has identified that more needs to be done to improve systems and approaches in HR. There have been some good examples of positive progress including work on transformation projects which supported staff in being redeployed, thereby avoiding redundancy and minimising disruption to the education service overall.

The Department has secured, in principle, the introduction of a universal entitlement to pre-school education for children across the Bailiwick, with introduction from September 2016. This presents an important opportunity for children of pre-school age to have high quality learning experiences which develops further their skills and supports their transition in to primary education. The Department has also very successfully managed and implemented transformation projects in both primary and secondary schools which have resulted in the rationalisation of provision in the primary estate to support further improvement in the learning environment. Very effective monthly engagement with parents helped ensure that children's transition was smooth and did not impact adversely on their learning. In addition, the Education Development Programme (EDP) has ensured the provision of fit for purpose modern facilities through an estates development programme. All projects have been managed from design to completion, on budget and on time and have won national design awards.

The development of the Guernsey Federation of Secondary Schools as part of the secondary transformation programme has been adopted across secondary schools and has already been successful in beginning to create a collegiate culture of collaboration across schools. This approach has been extended through the recent creation of subject and curriculum teams. This work has resulted in the development of federated courses. These approaches have the potential to bring consistent and agreed approaches to curriculum development and learning and teaching across all schools and the College of Further Education. The Department has been taking forward work to develop the early years' curriculum and headteachers have also been engaged in working with the Department to review the curriculum entitlement. The Department and headteachers should continue this important work, ensuring that all children and young people across the Bailiwick have access to a broad and balanced curriculum with

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continuity and progression in their learning. The Strategy and Policy Team in partnership with headteachers, has also developed professional standards for teachers and lecturers which seek to enhance the overall quality of learning and teaching across the Bailiwick. A helpful careers education information, advice and guidance (CEIAG) strategy is being developed, My Future, My Choice, My Island and Beyond. The Department has also successfully set up a new governing body for the College of Further Education which will become independent by January 2016. Work has also begun to develop an outcome agreement for the college and an initial outcome agreement will be considered during the autumn of 2015.

The Department has recognised that there are significant weaknesses in its current health and safety procedures and has embarked on a systematic review and update of this work. This work now needs to be prioritised to ensure the health and safety of all users across Guernsey.

Good practice

Mathematics summer schools

As part of the drive to raise standards in mathematics and address the performance dip that occurs over the summer holidays, the Department in partnership with Every Child Our Future (ECOF), organised a mathematics summer school in partnership with two schools. Pupils about to make the transition to secondary school who were socially or academically vulnerable were invited to attend the mathematics week. One hundred and three pupils attended in total. The week provided pupils with a range of outdoor mathematics activities which focused on the development of key numeracy skills alongside sports activities, mindfulness workshops, yoga sessions and the provision of breakfast, lunches and healthy snacks. In addition, pupils were able to meet their new secondary teachers, become familiar with their new school environment and make new friends in advance of the formal start in the new secondary school. This reduced the anxiety levels of these students and allowed a smoother transition into secondary education both academically and socially.

Inclusion, equality and fairness

The Department, in collaboration with Health and Social Services, has clear child protection processes and procedures in place to support practice across educational establishments. Education staff, during the inspection process, reported that they were well informed about child protection issues, and that the Department assisted staff in accessing helpful professional development and training. Senior staff recognise the need to constantly review and refresh child protection practice in response to the complex and fast changing environment, for example, the impact of social media on safeguarding children and young people.

Whilst the Department has made some good progress in establishing effective approaches to identifying and meeting the needs of children with special educational needs, there remain important weaknesses in the overall approaches to ensuring that all children and young people are included and supported appropriately. The Department has recognised these weaknesses and has begun to take the necessary steps to make the significant improvements that are required. This should include

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ensuring that services and support are shaped to meet the needs of all children and young people. The Department has introduced systems for tracking and monitoring the progress of vulnerable learners in mainstream schools. For example, multi-agency collaboration to support the needs of learners with social, emotional and behavioural difficulties is strengthening. The Department takes good account of the needs of looked after and accommodated young people, and appropriately supports and challenges schools in meeting their needs.

The Department has a wide range of distinct and separate specialist services designed to support educational establishments and individual children and young people with special educational needs. In some cases, this has led to an overdependence on the input of specialist staff. To successfully deliver on the Department's inclusive vision, meeting the needs of learners must be the responsibility of all staff, not a minority of specialised staff. Urgent attention now requires to be given to building the capacity of all staff to deliver an inclusive education. In doing so, the Department now needs to take forward its plans to develop an inclusion strategy working in partnership with parents, families, learners, schools, Department staff and the wider community. This should also include a comprehensive communication strategy to convey clearly children and young people's entitlements. Parents, some headteachers and staff are unclear about the range and levels of support available for children and young people who have special educational needs. The Department should also continue with plans to implement the Children and Young People's Plan and, in doing so, work in partnership with all relevant departments in the States, schools, parents, children, young people, school committees and the wider community.

At the time of the inspection, the States had introduced a new Multi-Agency Support Hub (MASH), to better support vulnerable children and families. This partnership approach involves a wide range of agencies and partners and there are early signs that this has already begun to impact positively on children and their families through better information sharing and coordinated support.

Improving the quality of services and establishments

The Standards and Learning Effectiveness Team, along with the improved use of management information systems and data, has had a clear impact on raising levels of attainment and achievement in schools. The Strategy and Policy Team has also developed a clear overview of the accountabilities and expectations of the Department including new professional standards for teachers. The Department has well-embedded processes for evaluating the work of schools through self-evaluation. The Standards and Learning Effectiveness Team engages regularly with schools and this work is under regular review to ensure it makes the biggest difference. The Department has made a good start to implementing self-evaluation for improvement across the work of the Department. This has included teams gathering evidence of their impact and scrutinising each other's work to identify strengths and areas for improvement. This now needs to be developed further and embedded to ensure it has a positive impact on the ongoing improvement of the Department's work. The Department has also begun the process of introducing [How good is our school?](#), to support systematic improvement across schools. Work in taking forward the development of robust and rigorous self-evaluation for improvement has been taken forward at pace and demonstrates a strong and very clear commitment to improving education across the Department and in

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schools and services across the Bailiwick. The Department now needs to consult and engage more meaningfully with all of its stakeholders and ensure that the information it gathers is used effectively to improve the quality of its work. The Department meets regularly with headteachers and involves them in joint working parties. They have recognised the need to continually review how effective these meetings are as a vehicle for consultation, collaboration and sharing practice.

The Department has also taken forward important improvements in key areas that support schools and services to deliver a high quality education. For example, the work of the Estates Team has supported the ongoing improvement of the school estate including making effective use of the corporate estates condition survey data and working with headteachers to effectively prioritise key work areas. Significant work has been undertaken to improve information systems including the work of the Business Education System Technologies (BEST) Team in implementing the GILE2 to enhance the quality of ICT. As a result of improvements to the information systems, very effective systems are now in use to support the Department in gathering and analysing data and working with other States Departments in the use of key data, for example, in development work being taken forward through the Children and Young People's Plan.

6. How well is the Education Department led?

Vision, values and aims

The Education Board and the Department established a clear vision for the service in March 2013. This was approved and adopted by the States and all Departments in July 2013. It sets a clear and appropriate vision for an inclusive education, focused on improving educational outcomes for all learners. However, the vision has not yet been fully implemented and is not well understood by staff in schools, children, young people, parents, school committees and the wider community.

Leadership and direction

The Department fulfils multiple functions in its role as a Government Department, local authority, advisory body and accountable for education in the Bailiwick of Guernsey. This presents a number of unique leadership opportunities and challenges for staff at all levels of the Department against a backdrop of competing priorities and a period of rapid change. As a Government Department, Education Department staff work in partnership with other States Departments. Key strategic initiatives include the Obesity Strategy; Health Improvement Strategy; and Disability and Inclusion Strategy. The Department has also worked in partnership with the Housing Department to secure licences to attract and retain high quality staff. In addition, staff are empowered to work successfully in multi-disciplinary project teams which encourage the sharing of ideas, greater innovation and finding creative solutions to challenges.

The Education Board has provided consistent and stable political leadership within a complex and challenging context and has demonstrated a strong commitment to continuous improvement in education. The Chief Executive has engaged well with the

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Department and users, and has visited schools across the Bailiwick. The Chief Officer has successfully created an open and more empowering ethos and climate in the Department. This improvement in culture has resulted in a stronger focus on continuous improvement, learner outcomes and customer service. Relationships between the Chief Officer and the Board are very positive. Staff within the Department and in schools are committed to delivering positive outcomes for children and young people. Restructuring within the Department has resulted in some important improvements including a leaner, more outward looking organisation. Senior managers have been engaged in leadership development, for example, through the Chartered Management Institute (CMI) qualifications, Insights, Covey and other coaching programmes.

The Department now needs to continue to develop stronger, more coordinated and consistent leadership at all levels of the service. There is a need to ensure that leaders are clear about their roles, responsibilities and accountabilities and that the Department structure supports the priorities set out in the Vision for Education. During the inspection, senior leaders identified the need to further revise the Department structure and had begun to take this forward. Too often, members of the leadership team are overly focused on routine administration and operational matters. They now need to focus on key priorities and ensure that important decisions are taken as quickly as possible. Working closely with headteachers, the Department has effectively led the development of federation across secondary schools and this has the potential to build further the leadership capacity in schools and in the service. There is a clear commitment across the Department and schools to continue to develop a culture of collaboration and mutual support. Whilst there is a strong commitment to devolve greater leadership and management to schools and to review the governance structures, progress has been too slow. There is now the need to establish a culture across all schools where headteachers have the freedom to make decisions about their schools within a shared and agreed policy framework.

The Department has begun to review its approaches to business and improvement planning, to ensure that the work of each team fully reflects the vision and agreed priorities. Whilst balancing the multiple roles that officers cover, there is a need for the Department to ensure a clear focus on key priorities which help to manage the pace of change. The introduction of self-evaluation approaches across the Department is helping to inform improvements and develop a culture of continuous improvement.

Leadership of change and improvement

There is clear evidence that the Department and schools have made good progress in improving performance in the last three to four years. This has been a period of significant change and senior leaders have ensured that staff have embraced the changes necessary and have achieved success across many important areas. In addition, there has been some good progress in many of the workstreams set out in the current business plan. The Department is now more data rich. Officers and schools are using a range of measures to monitor and track the progress of children and young people very effectively. There is evidence that these approaches are leading to targeted interventions in some schools with individuals and groups who are at risk of not making good progress in their learning. As a result, levels of attainment and achievement in primary schools and by the end of Key Stage 4 have improved steadily.

There has been steady progress in developing an entitlement to pre-school education for all. The work of the careers information team in providing high quality information for learners and work of the Standards and Learning Effectiveness Team have all had a positive impact on raising levels of attainment and achievement in schools.

Senior leaders have taken forward important improvements in improving key strategies and policies. The Strategy and Policy Team has developed strong working practices across the service and draw on the skills and expertise of staff from various teams. A policy framework has been developing and improving over the last three years and this now gives increased clarity, transparency and accountability across the service. All policies are refreshed on a regular basis and the change agenda, including major transformation projects, have been effectively supported by the development of the policy framework.

The Department has used the inspection process effectively to begin to make self-evaluation a key element of the work of staff and services. They have made a good start to using self-evaluation to support their planning for improvement and Service Guernsey, a States-wide initiative, provides an important focus on improving services, within a culture of continuous improvement. Staff within the Department are positive about their role in introducing new approaches to self-evaluation as part of their individual and teams' core business. There is a growing willingness amongst staff to reflect on their practice and a strong commitment to learn from others through, for example, working with other jurisdictions. These approaches have been encouraged and now need to be sustained. The Department has recognised the need to continue to develop how it engages and consults, which will support and inform future debates on the key challenges facing the service such as the review on the current system of selective secondary education, including college grants, the creation of a new structure for tertiary training and education, reviewing the school estate, continuing to embed self-evaluation in schools and the creation of a process of local management of schools.

7. What is the Education Department's capacity for continuous improvement?

The Department has made good progress across a number of important areas highlighted in the review of 2011. This has been a period of significant change, competing strategic priorities arising from States-wide decisions, staff changes and budget reductions. There is clear evidence of improved outcomes for learners including good progress in raising attainment in schools, progress in establishing a cooperative federation across the secondary schools and progress in developing an entitlement to pre-school education. There is now a need to build on this positive progress through continuing to develop strong and consistent leadership and seeking new and creative ways to engage more purposefully and effectively with stakeholders.

The Department should build on its current strengths and take action to address the areas for development identified in this report to ensure the continuous improvement of education within the States of Guernsey. The Department and Education Scotland have agreed that HM Inspectors from Education Scotland will return within two years of

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publication of this report to monitor progress on the main points for action highlighted in this report. Education Scotland will then publish another report on the extent to which the Department has continued to improve.

Key strengths

- The Education Department's clear and ambitious vision.
- Overall improvements, since 2011, in children and young people's levels of attainment and achievement across all stages of education.
- Arrangements for tracking and monitoring children and young people's progress across their education, particularly in primary schools.
- The Department's commitment to securing continuous improvement through effective self-evaluation.
- Strong partnerships with other external agencies such as the Sports, Arts and Youth Commissions, support agencies and the third sector.

Main points for action

The Education Department should:

- develop more effective approaches for engaging, consulting and communicating with parents, staff in schools, children, young people and school committees;
- improve approaches to inclusion that enable all learners to achieve their potential;
and
- improve further the strategic leadership of the Department.

Lesley R Brown HMI
Strategic Director
3 September 2015

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Almondvale Way, Livingston, Scotland EH54 6GA.

Appendix 1

Quality indicators

| Quality indicator | Evaluation |
|--|--------------|
| Improvements in performance | good |
| Impact on learners | good |
| Impact on parents, carers and families | weak |
| Impact on staff | satisfactory |
| Impact on the local community | satisfactory |
| Delivering education services | satisfactory |
| Inclusion, equality and fairness | weak |
| Improving the quality of services and establishments | good |
| Vision, values and aims | satisfactory |
| Leadership and direction | satisfactory |
| Leadership of change and improvement | satisfactory |

Appendix 2

Meetings with stakeholders

- Chief Executive - States of Guernsey
- Chief Information Officer - States of Guernsey
- Head of Government Strategy and Business - States of Guernsey
- Central Services Director - States of Guernsey, Treasury and Resources Department
- Representatives from Home Department, Housing Department and Health and Social Services Department (including operation staff and Chief Officers)
- Education Board
- Education Department staff, Senior Management Team including Chief Officer and Directors of all Divisions
- Primary and secondary headteachers
- College of Further Education principal
- Grant-aided college principals
- Inclusion and support services teams including educational psychologists
- School attendance officers
- Literacy Intervention Service
- Communication and Autism Service
- Sensory and Visual Impairment Service
- Schools' Music Service
- Careers Guernsey
- Sexual health and relationships educators
- Personal, social and health education (PSHE) advisor
- Commissioned service - Youth Commission
- Outsourced services - Schools' Library Service
- Dyslexia day centre
- Denis Mulkerrin

Partners who work with children and young people across the Bailiwick:

- School nurses
- Sports Commission
- Guernsey Pre-School Learning Alliance (GPLA)
- Every Child Our Future (ECOF)
- Action for Children
- Barnardos
- Investec
- Guernsey Training Agency
- Institute of Health Studies
- Union and Staff Association representatives

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Visits to schools which included meeting learners and staff (teachers, learning support assistants, support staff, senior leadership teams and headteachers), parents (across all phases including special schools) and school committee representatives (La Mare de Carteret High School, St Anne's School)

Visits included:

- Amherst Primary School
- College of Further Education
- Grammar School and Sixth Form Centre
- La Mare de Carteret High School
- La Mare de Carteret Primary School
- Les Beaucamps High School
- Le Murier School
- Le Rondin School and Centre
- Les Voies School
- St Anne's School
- St Martin's Primary School

Appendix 3

Quality indicators – the six point scale

An evaluation of **excellent** applies to provision which is a model of its type. Learners' experiences and achievements are of a very high quality. An evaluation of excellent represents an outstanding standard of provision which exemplifies very best practice and is worth disseminating beyond the council. It implies these very high levels of performance are sustainable and will be maintained.

An evaluation of **very good** applies to provision characterised by major strengths. There are very few areas for improvement and any that do exist do not significantly diminish learners' experiences. While an evaluation of very good represents a high standard of provision, it is a standard that should be achievable by all. It implies that it is fully appropriate to continue to make provision without significant adjustment. However, there is an expectation that the council will take opportunities to improve and strive to raise performance to excellent.

An evaluation of **good** applies to provision characterised by important strengths which, taken together, clearly outweigh any areas for improvement. An evaluation of good represents a standard of provision in which the strengths have a significant positive impact. However, the quality of learners' experiences is diminished in some way by aspects in which improvement is required. It implies that the council should seek to improve further the areas of important strength, but take action to address the areas for improvement.

An evaluation of **satisfactory** applies to provision characterised by strengths which just outweigh weaknesses. An evaluation of satisfactory indicates that learners have access to a basic level of provision. It represents a standard where the strengths have a positive impact on learners' experiences. However, while the weaknesses will not be important enough to have a substantially adverse impact, they will constrain the overall quality of learners' experiences. It implies that the council should take action to address areas of weakness while building on its strengths.

An evaluation of **weak** applies to provision which has some strengths, but where there are important weaknesses. In general, an evaluation of weak may be arrived at in a number of circumstances. While there may be some strengths, the important weaknesses will, either individually or collectively, be sufficient to diminish learners' experiences in substantial ways. It implies the need for structured and planned action on the part of the council.

An evaluation of **unsatisfactory** applies when there are major weaknesses in provision requiring immediate remedial action. Learners' experience is at risk in significant respects. In almost all cases, staff responsible for provision evaluated as unsatisfactory will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside staff from other departments or agencies in or beyond the council.

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