

## QUESTIONS TO THE COMMITTEE FOR EDUCATION, SPORT & CULTURE ASKED PURSUANT TO RULE 14 OF THE RULES OF PROCEDURE BY DEPUTY A DUDLEY-OWEN

- 1) What steps are the Committee taking to ensure continuity of the teaching staff during the transition period, for those students who are taking their GCSEs & A' levels at that time?

*The need for a transition period is an inevitable consequence of the decision of successive States to restructure secondary education. The States previously considered a 'four-school model', which would have required an unidentified number of GCSE students to move schools permanently or for some subjects; and a 'three-school model', which would have required the closure of a secondary school and the relocation of teachers; and then in January 2018 the States approved 'one school in two colleges', which requires secondary education to cease at two locations and the relocation of teachers and a small number of students.*

*The transition plan published by the Committee in October 2018 was developed with several objectives in mind, one of which was to minimise disruption to students and staff. Nearly 90% of students will not move location while they are in the 11-18 colleges. With the exception of one year group in one school, students will not move location during their GCSE or A-level/IB years. Teachers have been reassured that there will be a teaching role for them in the new School and where necessary additional staff will be available to support the transition period. The Executive Head Teacher started in post in September 2018 and the Principals of the two 11-18 colleges will be appointed shortly, which means the most senior School leaders will be in place to work on staff planning for the transition period more than three years before any student moves location or any of the current locations cease to provide secondary education. All of this will help ensure that the transition period is managed well and that the education and welfare of students is prioritised, including taking into account the value of continuity of teachers for students working up to and taking public exams.*

- 2) Will the Committee outline and include the timeline for the programme, of continuous professional development and training that teachers will be receiving to enable them to teach the full curriculum to 18 years old, including both A' Levels and International Baccalaureate?

*No previous Committee has published the details of continuous professional development opportunities available to teachers and this Committee does not plan to begin publishing them.*

*The restructuring of secondary education does not of itself mean there will be more A level or IB students to teach nor that there will be any diminution in the resources available to teach them.*

*The new colleges at les Beaucamps and Baubigny will provide sixth form studies from September 2022. In advance of this, professional development will be available to those teachers who have not taught sixth form studies previously but who wish to in the future.*

*However, it should be noted that teachers in our secondary schools are qualified to teach across the age range; many teachers working in our 11-16 schools have sixth form teaching experience; and not all teachers will be required to teach A level or IB classes.*

- 3) How will the Committee ensure that quality of curriculum provision does not vary between 6<sup>th</sup> form sites as numbers of students rise and fall in each?

*Ensuring consistency in quality between schools is clearly not a new challenge. For example, 11-16 studies are currently delivered in four States' secondary schools.*

*Consistency in quality is one of the objectives of the 'one school – two colleges' model agreed by the States in January 2018. In this model secondary education will be delivered in two colleges of a similar size rather than in four schools of vastly different sizes.*

*At each college the years preceding the sixth forms will be of a similar size and most sixth form subjects will be offered in both colleges. For these and other reasons there is nothing to suggest that there will be great swings annually in the number of students in the sixth forms at each college.*

*The Executive Head Teacher, working with her senior leaders, will be ideally placed to ensure that teaching and learning are of the same high standard across the one school and two colleges.*

- 4) How can the public be sure that these planned school redevelopments are going to happen by 2022, as no plans have been submitted to the Development & Planning Authority to date?

*In developing its outline designs, which will form the basis of tender documents in due course, the Committee has been liaising with the Development and Planning Authority (DPA). The Committee is confident of being able to submit acceptable plans to the Authority. The time needed for further work with the Authority, including the process for obtaining permission to construct, is built into the timeline of the secondary schools' redevelopment programme.*

- 5) What date will the building plans for both the new sites at the current Les Beaucamps and St Sampsons schools be available for teachers, parents and the wider community to view?

*The plans will be made available when the Committee's policy letter is submitted to the States in May 2019.*

- 6) Can the Committee confirm how many Consultants and temporary staff have been engaged to assist with the transformation project?

*Please see the response to question six below, as this also deals with question five.*

7) How long is the term of the Consultants engagement and how much has this cost?

*The term “consultants” in this context is misleading. There is a transformation team of six people who are on fixed term contracts lasting one year or less. It is anticipated that most of these fixed term contracts will not need to be extended beyond the completion this summer of phase 1 of the transformation programme. The transformation team is leading the development of the programme business cases and the outline business cases which the States have determined must be produced in order to progress reform programmes, including capital projects, of the scale now being undertaken by the Committee. You will recall that the previous Committee successfully proposed to the States the allocation of £2.5m. to fund the transition to a new model of secondary education, of which £306,000 has been spent on the fixed term posts which are the subject of this question.*

*This investment in specialist resources is essential to ensure the success of the transformation programme.*

8) Will both schools be building sites whilst learners remain on site? Which site will be the first build site?

*It is misleading to refer to “building sites”. At both Baubigny and les Beaucamps there will be clear demarcation between the operational areas serving students and staff and the areas where additional building space is being constructed. As much construction work as possible will be carried out during school holidays. Officers have experience of planning and managing such projects: in recent years the new school at les Beaucamps was built while the old school remained operational on the same site and you will recall that the previous Committee proposed building a new secondary school for nearly 1000 students at la Mare de Carteret while the existing school on that site was to remain operational. Neither site will be “the first build site”: they will need to be developed simultaneously, albeit that at any one time different phases may be under way at each site.*

9) What will the impact of the build-outs be on general infrastructure including roads and transport?

*The Committee is currently developing its proposals in relation to these matters and will include them in its aforementioned policy letter in a few weeks’ time.*

10) What consultation has been done to date with the teaching Unions about the transformation plans and what has been the outcome?

*Consultation and communication are ongoing with all employee representative organisations, including Prospect, Unite, the National Association of Head Teachers (NAHT), the Association of School and College Leaders (ASCL), the National Association of Schoolmasters Union of Women Teachers (NASUWT), the National Education Union (NEU), the University and College Union (UCU) and the Royal College of Nursing (RCN).*

*The Committee anticipates shortly approving a comprehensive communications plan for the period March to July, but the following events or initiatives provide examples of consultation and communication thus far:*

- *The use of a dedicated HR Business Partner resource to support the Transformation Team, ensuring Union representation is included in all engagement work, and forthcoming design work – and making links between Education Transformation and the wider States of Guernsey transformation;*
- *A meeting held by the President with union representatives (Oct 18) in advance of final announcements regarding the sites for the new 11-18 Secondary School;*
- *Union representatives being invited jointly to produce responses to FAQ's re. staffing issues associated with above (this work is on-going);*
- *Union representatives invited to take part in staff engagement sessions (secondary sector December 2018) - and invited to contribute to the style and content of staff engagement sessions (FE and HE sector – February 2019);*
- *Business Change Manager invited to teaching Union meeting (Negotiating Committee for Teachers and Lecturers in Guernsey [NCTLG]) to update the group on transformation (December 2018);*
- *Meeting with President, senior officers and Union reps (November 2018);*
- *Offer from Unions to work with the transformation team on joint communications, testing of ideas and concepts, and improved consultation frameworks – which has led to the formation of a new group focussing on secondary education (SETS: Secondary Education Transformation - Staff) as a steering group for engagement regarding transformation in education. The first meeting was held on 4<sup>th</sup> February 2019. A similar meeting for the FE/HE staffing group is also planned;*
- *Invitation to a wider States of Guernsey presentation on Public Service Reform (7<sup>th</sup> February 2019).*

11) What consultation has been done to date with current teaching staff about how they will transition from 4 schools into 2 sites, 1 school?

*When the transition plan for students was published in October, the timeline for staff transition/workforce planning was outlined for staff and their Union representatives. The first part is for the Executive Team of the new School to develop the staffing structures. The 11-18 Colleges' Principals will be appointed shortly and they will work with the Executive Head Teacher to agree the staffing structure. A transition plan for staff will be outlined before the summer break.*

*Through a series of staff engagement sessions in the four secondary schools in November and December, school staff (including support staff; not just teachers) had the opportunity to raise questions and speak to members of the Committee and staff working on transformation. All secondary school staff received communication updates in October and December and teaching staff were provided with updates from the Executive Head Teacher as part of Federation meetings in September, November and February. The communication updates detailed the information about staffing transition timelines and this information*

*was communicated to union representatives at a briefing in October and as part of NCTLG Liaison.*

*All secondary school staff have been invited to complete an extensive survey which gives them the opportunity to contribute their ideas and any questions and comments on a wide range of topics, including staffing. These surveys were shared with union and school representatives at SETS prior to being sent out. Clearly there will be a need for private conversations with staff on an individual basis once the staffing structures has been agreed in the near future.*

12) Will the committee give outline details about their plans to minimise the negative impact on outcomes for young people during the transition?

*The Committee's transition plan was developed partly to minimise any movement between schools or colleges for students. No student will move more than once between years 7 and 11. Even during the transition period, nearly 90% of students will be able to complete their time at secondary school without needing to move location.*

*The Committee is giving careful consideration to how best to undertake construction of the two 11-18 colleges in a way which minimises impact on students. This was a key criterion used in determining which two sites to develop and will be a significant factor in determining how the building work is scheduled and progressed on the sites.*

*The Executive Head Teacher is working with staff in the current four secondary schools to ensure that there are early opportunities for integration and assimilation prior to students actually moving site on a permanent basis. This is as part of a major stream of work on cultural change. It is designed to ensure that, prior to the amalgamation of the pairs of schools, students have already begun to form links both to other students and to future staff.*

*There is a considerable focus within the planning of the new School on mental health and wellbeing of students and staff. This focus will also apply during the transition period to ensure that there is emphasis on maintaining all students' outcomes in academic and other measures.*

13) How will the Committee manage the declining number of students based at The Grammar School?

*The transition model adopted by the Committee ensures that year groups at the Grammar School are kept together throughout the transition. This allows the Committee to honour a commitment given by the previous Committee that students who had gained a place at the Grammar School through the 11+ process would be able to continue in a selective year group through to GCSE. In addition, the current Committee has given parents the certainty that this education will continue on the Les Varendes site through to the age of 16.*

*The transition plan also means that no sixth form students will be required to transfer site during their studies. This will mean that there will still be two year groups (years 11 & 13) at Les Varendes in the final year of transition. The Committee will ensure that appropriate continuity of teaching provision and pastoral support are in place. This may mean some additional staffing requirements towards the end of the transition period.*

14) How will the teaching be split between the 3 sites (2 new schools & the 6<sup>th</sup> Form Centre) during the transition period?

*Only during the academic year 2022-23 will there be secondary education on three sites: the two new Colleges and the current Grammar School at Les Varendes, which will operate for students in Year 11 (the final selective cohort) and Year 13. The exact staffing arrangements between the three sites will be determined by the Executive Head Teacher and her senior leaders. The staffing structure will ensure that all students on all sites are provided with teaching of high quality and strong pastoral support. This will no doubt consume some of the funding for transition which was agreed by the States on the recommendation of the previous Committee.*

15) Has modelling been carried out to plan for any reduction in the number of students remaining at the 6<sup>th</sup> Form Centre during transition and the possible negative impacts on student outcomes as well as the ability to allocate teaching resources? If so, can the Committee outline this modelling?

*Year groups in the Sixth Form Centre are being kept together, so there will only be a single year during the transition where there is a reduction in the number of students there. This is the final year of transition where there will be Year 13 students but no Year 12 students. (Year 11 students will also be on site.) As indicated in the answer to questions 13 and 14 above, it is recognised that there will need to be some increase in staffing to ensure not just teaching quality but also high quality pastoral support during this year. This increase will be partly to ensure continued allocation of quality teaching resources on the Les Varendes site, but also to allow for the limited amount of additional time required for staff to travel between sites during the year. Modelling for this will be taking place as the staffing structure for the new school is developed.*

16) At what number of students will it become unviable to provide selective education at the 6<sup>th</sup> Form Centre for the remaining years of the transition?

*The transition plan for sixth form education ensures that all groups of Year 12 and Year 13 students who enter the 6<sup>th</sup> Form Centre complete their A-level studies there as whole year groups. Therefore the numbers of students in each of these year groups at the 6<sup>th</sup> Form Centre will remain as at present (subject to the normal annual variation). Consequently all year groups at the Sixth Form Centre will remain viable throughout the transition.*

17) If numbers fall below a certain level post transition, will the 16-18 provision remain viable on both new 6<sup>th</sup> form sites?

*It depends what is meant by “a certain level”, but there would need to be an unimaginably large reduction in the number of sixth form students in Guernsey before sixth form provision in one or other of the colleges became unviable. When considering sixth form viability, it is instructive to consider the sizes of the sixth forms in the grant-aided colleges and the wide range in the number of students in successful sixth forms in schools in England and other jurisdictions.*

18) Post transition, is there an academic requirement in order to continue into the 6<sup>th</sup> form. If so, what is this and if it is not achieved then what options are open to those students who have not achieved the requirements?

*There is a current requirement for admission to the sixth form of 5 A\*-Cs (or 5 grade 4s under the new grading system) including English. If a student has not achieved this level in Mathematics, there is a requirement to study Mathematics in the Sixth Form in order to achieve it alongside his/her A-level or IB studies. Similar requirements exist for students who choose a course at the College of Further Education. Students are encouraged to apply for and enrol on courses at each level of entry that match their career aspirations and aptitudes, supported by careers advice and guidance. There are also entry level courses which do not require a particular level of public examination outcomes. Therefore all students are able to access post-16 education. Entry requirements for individual courses are reviewed regularly to ensure that students are enrolled on courses appropriate to their needs and abilities. This will continue to be the situation post transition.*