

EDUCATION

BUSINESS PLAN 2015

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foreword

I hope when you open this plan you are expecting something different.

We have tried to present a clear communication that will tell you where we are, where we hope to arrive and the ways of getting there.

We know our students have potential – this plan should help them reach it.

Deputy Rod Bryans - Education Minister



**“there is a real
sense of energy
and confidence;
leaning into the
challenge rather
than away
from the risk.”**

**His Excellency General Sir John McColl,
Lieutenant-Governor of Jersey.**

visit to the department April 2015

overview

<p>£109 million budget for Education, Sport & Culture 2015</p>		<p>9 private schools Beaulieu Convent, Beaulieu Primary De La Salle College De La Salle Primary, FCJ primary Helvetia House, St George's Prep St Michael's Prep, St Christopher's</p>	
<p>24 States primary schools</p> <p>Bel Royal d'Auvergne First Tower Grands Vaux Grouville Janvrin JCG Prep La Moye Les Landes Mont Nicolle Plat Douet Rouge Bouillon Samares Springfield St Clement St John St Lawrence St Luke St Martin St Mary St Peter St Saviour Trinity VC Prep</p>	<p>16,745 pupils from nursery to university</p>		<p>7 States secondary schools</p> <p>Grainville Le Rocquier Les Quennevais Haute Vallée Hautlieu Jersey College for Girls Victoria College</p>
		<p>People 2,076 ESC staff including 1,662 in schools</p>	<p>Highlands College 950 students Courses: 31 full-time 60 part-time 400 leisure 11 degrees</p>
		<p>Jersey Music Service 1,000 students 21 different instruments</p>	<p>3 special schools Alternative Curriculum d'Hautree House Mont a l'Abbe PLUS 9 special provisions</p>
<p>Youth Service 39,365 visits by young people to 19 youth projects. Duke of Edinburgh and Prince's Trust provider</p>		<p>Libraries 455,723 visits to the town, branch and mobile libraries. 2,219 children started the Summer Reading Challenge</p>	

what the department does

these teams

standards and achievement/
directorate/ inclusion and family
support/ lifelong learning and skills/
planning and projects/ policy and
strategy/ finance and resources/
hr/ it

support these front-line services

nurseries/ early years/ primary
schools/ secondary schools/ higher
education/ adult education/ youth
service/ post 16/ careers/ libraries

standards & achievement

This is a key team that works with early years providers, schools and colleges across the Island to ensure the highest outcomes of education and care for children. The team achieves this through a focus on achievement, teaching and learning, leadership, training and development, and standards.

To do this we:

- Monitor standards and achievements in Jersey schools and colleges through the Professional Partner system.
- Support school self-evaluation and development through Professional Partners, Teaching and Learning Advisers and specialist support.
- Challenge school performance and, where necessary, intervene to ensure high achievement and outcomes for pupils, including through the use of external review and inspections.
- Enact, monitor and review the Jersey Curriculum.
- Ensure rigorous and effective assessment across all key stages of education, in line with the Jersey Curriculum.
- Co-ordinate the moderation of teacher assessments and train the moderation team.
- Lead the Teaching profession in the Island, through: Continuous Professional Development (CPD) for all teachers; leadership development and succession planning; support for teacher appraisal; the induction of Newly Qualified Teachers and new head teachers and deputies; leading networks for all subjects and phases of the Jersey Curriculum; leading the Jersey Graduate Teacher Programme; and supporting school governing bodies.
- Monitor and support the early years in schools and the private sector, including through the Nursery Education Fund (NEF).
- Register, regulate and support best practice in early years settings, including pre-schools, nurseries and family childcarers, under the Day Care of Children (Jersey) Law 2002. Also Play settings, including breakfast clubs, after-school clubs and holiday provision.
- Provide communication across schools and the Department and support development in all professional areas of education.

projects for 2015-18

Lead a range of developments in two sections of the Action Plan.

Focus on raising standards and updating the Jersey Curriculum (see page 21 onwards).

Strengthen systems for gathering views of parents and students.

Ensure 'Pupil Voice' and 'Parent Voice' contribute to improving standards.

inclusion & family support

This team ensures that all young people who have special educational needs or disability (SEND) can access a full range of learning opportunities.

To do this we:

- Work to identify, as early as possible, children and young people with SEND.
- Provide specialist services to help pupils with SEND achieve the highest possible standards in school and access the full curriculum. This includes support for pupils with sensory impairments (either visual or hearing) and/or physical difficulties alongside a range of other needs that can represent barriers to learning.
- Raise expectations of all schools and settings in delivering SEND provision.
- Work in partnership with other services to ensure that parents' and carers' views are included at all stages.
- Ensure that resources are apportioned according to need.
- Develop a SEND system that creates a single, planned approach for children and young people with SEND.
- Provide training and skills for staff who work with SEND students.
- Plan future service provision in line with levels of need that have been identified using accurate data.
- Provide family-focussed teams to assist with attendance and welfare, English as an Additional Language (EAL) and Education Other Than at School (EOTAS).
- Communicate clearly the expectations of all providers in line with the Education Law.

projects for 2015-18

Develop family services to support parents and carers of children with SEND.

A parent partnership service will be established providing clearer information, advice and guidance.

Develop the workforce in schools and the department so that all staff have the skills and competencies to meet the needs of children with SEND.

There will be a targeted training programme for teachers and key workers to ensure that they deliver teaching and learning in line with the Ordinarily Available document.

Ensure schools have the ability to keep SEND students in mainstream education.

More children and young people with SEND will be educated in their local mainstream school.

Ensure funds are allocated through an evidence-based process to identified SEND pupils.

Schools will have the capacity to provide an effective SEND provision.

life-long learning & skills including careers jersey and trackers

We support young people in the acquisition of skills to aid their transition to adult life. This includes provision of apprenticeship programmes; careers information advice and guidance for people of all ages both inside and outside of education; provision of opportunities to develop skills related to the workplace; and funding to support access to higher education.

To do this we:

- Deliver individual guidance interviews in schools and through outreach services at locations including the prison and The Bridge.
- Provide workshops for schools and other agencies such as the Prince's Trust.
- Support young people through a mentoring process to achieve accredited qualifications in particular industries.
- Work with employers to develop opportunities for young people and a framework for future skills development and training that will enable progression.
- Process student grant applications for 400+ students each year.
- Continue to work with the other Crown Dependencies to ensure our university students are considered when fees for higher education courses in the UK are set.
- Continue to evaluate the current grants system on an annual basis to address any anomalies and inequities.
- Organise work experience placements and other work focussed schemes for school-age students to help them develop skills.
- Provide information on career routes through key events such as the Skills Show and annual Higher Education Fair.
- Work as part of the Skills Board to identify priorities, and undertake research to address skills needs of different sectors (e.g. Hospitality in 2015).

projects for 2015-18

Develop additional apprenticeship options for 16-19 year olds.

New areas, such as financial services and the digital sector, will be included in the Trackers apprenticeship programme.

Revise policy for careers guidance, work experience and individual schools' evaluation process.

Updated policies in schools will lead to greater consistency in provision.

Research current and future skills needs of the Jersey economy.

Industries will be able to influence the development of vocational programmes to meet identified needs.

“people remember the really good experiences and the bad experiences, not the routine day-to-day.

I want our children to remember this school for the many good experiences they had.”

Primary school head teacher - Jersey



finance & resources

The management of our finances underpins all work across our schools and services. Our finance team supports head teachers and managers to ensure money is spent appropriately and efficiently and assists services to meet their business objectives.

To do this we:

- Manage and allocate the department's finance in accordance with States policies and procedure.
- Review expenditure with budget holders on a regular basis, both to ensure the budget is not exceeded but also that policies and procedures are followed.
- Manage additional funding pressures that arise during the year and provide funding solutions.
- Liaise with the Treasury and Resources Department on all financial matters, including provision of information for the Council Of Ministers.
- Provide training and induction for budget holders.

projects for 2015-18

Review secondary schools funding formula, including SEND.

Ensure there is a fair distribution of funding across secondary schools linked to curriculum requirements and the new SEN formula.

Review funding for Highlands College.

A new funding mechanism will be established that reflects the strategy of the college and its vocational aspirations.

Roll out 'Supply Jersey' across the department and schools and help colleagues to use the new system effectively.

This should lead to simpler and easier procurement of goods and services.

Introduce an annual training plan and an annual compliance plan.

Ensure financial processes are in place, including budget holder training, and adherence to States Financial Directions.

Formulate and deliver the savings programme 2016-19 for the second Medium Term Financial Plan.

Savings have to be identified and the plans implemented.

planning & projects

This team supports schools and other services to deliver their objectives. This includes providing change management and project management support; data and information management through the Insight Team; communications and political support for the department; admissions, transfers and appeals for the schools allocation process; and policy development.

To do this we:

- Manage all new admissions and transfers between schools as well as all appeals.
- Provide customer care and administrative services for the department and schools.
- Capture, manage and report data relating to information for schools and other services.
- Plan for and provide sufficient school places for future cohorts.
- Deliver change management programmes.
- Provide project management support across the department.
- Develop policies for the delivery of education services.
- Support the political process to deliver departmental objectives.
- Support schools and services to deliver effective communications.

projects for 2015-18

Participate in the corporate e-government project to deliver more services online, including school admissions.

Customers are able to access services, including school admissions, student finance and applications online.

Continue to improve data collection and analysis by the Insight Team by developing systems, guidance and support to schools.

The department's data team will support the work of the Standards and Achievement team with established practices of work and scheduled publication of data and analysis.

Introduce LEAN (continuous improvement) into primary and secondary schools to streamline administrative / business processes.

School processes will be more efficient and teachers and school staff will be able to use time more effectively.

human resources

The HR team supports schools and other areas of the service to manage their staff. This includes providing advice and support and management information.

To do this we:

- Provide advice and guidance on recruitment and selection, succession planning, case management, talent management and employment relations.
- Support schools and services with their business planning through a business partnership model.
- Facilitate training needs analysis to identify learning and development opportunities to meet the objectives of schools and individual services.
- Support school leaders and managers with performance management issues.
- Develop and implement organisational policies and corporate initiatives.

projects for 2015-18

Participate in the workforce modernisation programme to ensure all jobs are matched and evaluated appropriately.

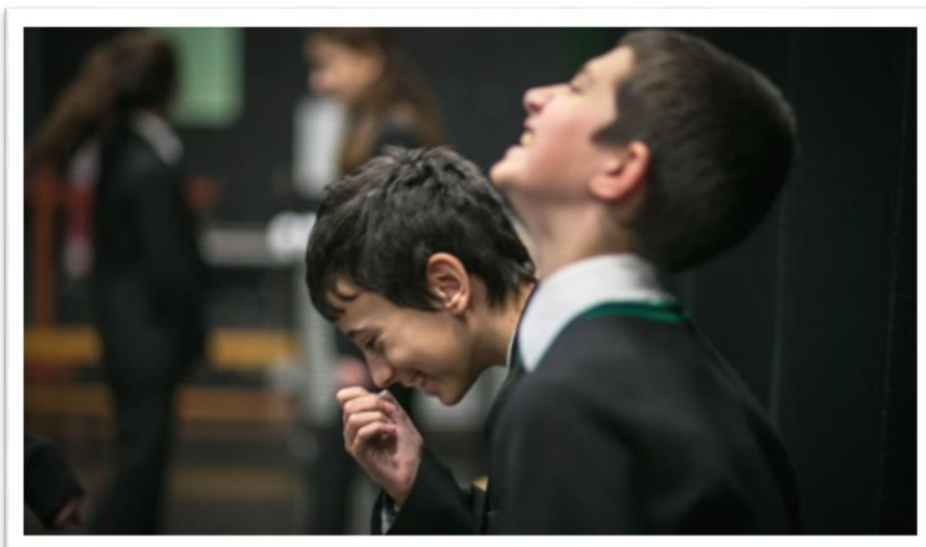
All civil service, manual worker and Youth Service roles will be job matched on the new States structure, leading to equal pay for work of equal value.

Represent ESC requirements during the development and implementation of a new corporate and payroll HR system.

Information will be improved with the introduction of a new system holding relevant, up-to-date and accurate information on ESC employees.

Design and agree a detailed plan and way of working to bring the Education Partnership and Education Forum agreements to fruition.

All teaching unions will be engaged in the development of education policy in Jersey with a work plan signed and agreed by all key stakeholders (milestones, responsibilities, resources).



policy & strategy

This team supports schools and other ESC sections with essential functions such as forward planning, policy development, health and safety, freedom of information, data protection and property management.

To do this we:

- Research and develop new policies and strategies for various parts of ESC.
- Manage ESC's properties in cooperation with Jersey Property Holdings. This includes forward planning for capital projects and building maintenance.
- Provide advice and support to schools and services in key governance areas, including health and safety, data protection and records management.
- Support schools and services to meet the requirements of the FOI law.
- Manage the Library service on behalf of all sectors of the community.
- Provide advice and support to the Ministerial Team and Senior Management Team.

projects for 2015-18

Ensure corporate health and safety standards are adopted in schools and facilities.

Improved health and safety management systems will be fully implemented across the service.

Evaluate and improve facilities management services across the department.

Develop a strategic approach to facilities management to enable business areas to function at their most efficient and cost effective level, including health and safety, procurement, contract management and estates management.

Plan and deliver property projects with Jersey Property Holdings, including rebuilding Les Quennevais School and the final phase of Grainville School.

There will be an improved learning environment for pupils from nursery to further education and more schools will meet recommended UK standards for accommodation.

Improve data protection guidance to all schools and sections of ESC, including targeted training, policy advice and support for complex issues.

Schools and sections have more ownership and are more confident as data controllers, including in the management of web-based applications, and this is reflected in the annual compliance statement. Staff are confident, efficient and effective in dealing with subject access requests.

Support schools and sections to further improve records management systems to better respond to freedom of information requests.

This will reduce staff time spent retrieving records and improve the response time for the public. Information will be shared across the department more efficiently and an electronic document records management system will be fully implemented.

**“no written word,
no spoken plea can
teach the young
what they should be,
not all the books
on all the shelves
but what the
teachers are
themselves.”**

Rudyard Kipling

information technology

Our role is to provide an effective accessible infrastructure supporting the new IT learning environment in schools and other services and meeting the pedagogical (teaching) requirements.

To do this we:

- Provide project management and research skills, supporting schools to make innovative use of technology in the classroom, encouraging creativity through digital media and transforming learning.
- Monitor the on-going support requirements of the Thinking Differently Strategy.
- Provide support and advice on technical issues for all users, including helpdesk and ongoing troubleshooting for schools.
- Liaise with suppliers and provide contract management arrangements for procurement, network and support packages.
- Support the schools' and department's data management systems.
- Provide advice on e-safety and e-learning.

projects for 2015-18

Streamline the infrastructure and supporting services: Prepare for future developments and effective delivery of school business plans.

Improve the flow of information between the school curriculum and corporate network: Schools and the department will be able to communicate more effectively across networks.

Set up a new student finance database: Provide a seamless transfer between the current and a new student finance system.



jersey youth service

We provide a high quality youth work service and informal learning opportunities for young people. The core target audience is 12 to 18 year olds but many of our centres provide Junior Youth Clubs for 9 to 11 year olds. The Service also provides more targeted projects for 18 to 25 year olds.

Youth work is an educational activity that offers learning opportunities to support the personal and social development of young people to help them gain further knowledge and new skills. It can help them develop confidence and self-esteem and enables them to have a voice, influence and place in their community, Parish and society.

To do this we:

- Deliver 14 youth work projects based in centres across the Island, most of which are run in partnership with the Parish.
- Provide specialist projects including the Youth Enquiry Service (information, advice and counselling), Inclusion Project (special needs) and street-based work in St Helier and St Brelade.
- Work as the delivery partner in Jersey for all Prince's Trust programmes.
- Act as the licensing body for managing all Duke of Edinburgh's Award programmes.
- Provide opportunities for music, drama and creative development through a range of programmes at Youth Arts Jersey, St James.
- Monitor young people's progress and achievements using the Young People's Development Steps.
- Manage the outdoor activity centres at the Queen's Silver Jubilee Activity Base at Crabbé and St Aubin's Fort.
- Work with other organisations and agencies, including local businesses, the police, schools and colleges, health promotion, sport and outdoor education to improve the personal and social development opportunities for young people.
- Recruit adult volunteers and young people to train as future youth workers.

projects for 2015-18

Ensure new youth facilities are used effectively to increase participation.

The Move On Café, St James centre and Crabbe activity centre will provide new opportunities for more people to participate and be active.

Launch and develop a new management information system.

Effectiveness of youth work is monitored, issues identified and services targeted.

Extend and strengthen community partnerships.

Develop new partnerships with parishes and youth project charities and renew and maintain existing partners.

libraries

Jersey Library provides a comprehensive library service to the residents of Jersey through the Town Library, Les Quennevais Branch Library, the Mobile Library and its online resources. Jersey Library aims to inspire life-long learning, advance knowledge and enrich the island's culture.

To do this we:

- Deliver European Computer Driving License training sessions, helping people to get online in the Library's Open Learning Units.
- Support online family history sessions in Jersey Library's Open Learning Centre.
- Enable private study in the Reference Library's bookable study rooms.
- Provide e-magazines downloaded from Jersey Library's website.
- Deliver children's activities and organised group visits to the library, attended by over 4,800 young people.
- Undertake visits by library staff to schools and community groups to promote the library service, books and reading.
- Supported 2,219 children registered for the 2014 Summer Reading Challenge.
- Undertake visits to residential homes and the housebound to deliver books and other resources.
- Provide loan items for the public; more than 412,300 items were borrowed in 2014.

projects for 2015-18

Enhance the Library's digital service.

The Library's services will be completely accessible online 24/7 and people can register, borrow and enquire without visiting the physical library.

Change the way libraries operate to focus on activities that support literacy, ICT skills and lifelong learning.

The Library will support the development of literacy skills for all age groups through a portfolio of children's literacy activity sessions and adult training sessions.

**“never doubt that
a small group
of thoughtful,
committed citizens
can **change the world.**
Indeed, it’s the only
thing that ever has.”**

Margaret Mead



ACTION PLAN

FOUR PRIORITIES



standards



curriculum



families



autonomy

standards

Key objective: To raise standards and improve outcomes for Jersey's children and young people.

- Jersey schools will continue to make progress year on year.
- All key performance indicators will be consistently at or above the England average - by August 2018.
- All key performance indicators will be in line with the average performance of the Island's statistical neighbours - by 2020.
- All key performance indicators will be above the average performance of the Island's statistical neighbours - by 2022.


SMT Lead: Assistant Director Standards & Achievement.

Development Team: Standards & Achievement, Planning & Projects and head teacher representative.

actions

Strengthen significantly the arrangements to **MONITOR the progress of individual children, schools, communities, particular cohorts of children and the island as a whole.**

1. Put in place a single, island-wide data management system for the department and all schools that meets both institutional and central requirements (2015-16):
 - The system will, as a priority, focus on helping teachers to modify their practice to address the known and changing needs of their pupils as they progress through the system - i.e. a system designed to raise achievement rather than simply report on it.
 - Establish clear arrangements for annual reporting on progress and attainment, and ensure these arrangements are understood by all involved.
 - Reduce the administrative burden on school staff as a result of inputting data once.
 - Investigate and develop appropriate measures and ways of collecting information to improve understanding of the impact of our services on users and the wider community.
 - Agree a schedule for data releases and ensure all stakeholders are aware of this schedule. Once data reports have been released, place them on an easily accessible website.
2. Improve arrangements for the effective transfer of information between schools and settings when children move between them (2015-18):
 - Review and improve transition information and processes between schools at all phases of education.


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- Provide feedback to secondary schools on the strengths and developmental needs of year groups well in advance of transfer dates, so that receiving schools can plan to meet the learning needs of their pupils.
3. Develop an annual reporting template that enables schools to provide a narrative around their context, objectives, strengths and results each year, in addition to any other information they may wish to publish (2016).
 - Agree a set of principles to underpin the reporting of GCSE and end of key stage results that celebrates the success of our young people whilst maintaining integrity in our bench marking.

Strengthen significantly arrangements to CHALLENGE schools and the system to raise standards and improve outcomes.

4. Ensure that Professional Partners agree ambitious targets with schools for individual children and year groups, so that progress is hastened rather than only predicted (2015).
5. In order to take into account the relatively small size of each year group, place greater emphasis on the progress year groups make over time and the use of value added data. (2015)
6. Encourage and support schools to be proactive in recognising excellence and celebrating success (2015).
7. As financial opportunities arise, increase significantly the capacity of the central team to work directly with schools to raise standards.
 - Establish formal arrangements through which Jersey's most experienced and effective head teachers are able to work within the department's Standards and Achievement team on specific priorities and tasks.
 - Create (and protect from cuts) a central budget to source external expertise that will bring objective and independent advice, guidance and support to Jersey's schools.
8. Invest further in the moderation process to ensure challenge and rigour is retained within the system (2015-18).
9. Provide head teachers and senior leaders in schools with high quality training in classroom observation and feedback (2015-18).

Strengthen significantly arrangements to SUPPORT schools to meet or exceed the ambitious targets they set for their pupils.

10. Establish a framework to capture and disseminate the best practice already evident in Jersey's schools (2015-18).
 - Ensure that the department and schools are clear about what 'excellence' in classrooms looks like.

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- Give schools flexibility over scheduling at least one training day to enable their staff to visit other schools in order to observe and learn from best practice.
 - Strengthen the current four primary school clusters to provide more opportunities to share excellent practice.
 - Hold a conference for the whole profession, once every two years, to facilitate the exchange of best practice and reinforce professional networking.
11. Work with professional associations to increase the number of training days and opportunities for professional development in Jersey (2015-18).
 12. Improve the process for recruitment and retention of high quality teachers (2015-16):
 - Review the current recruitment and induction processes (including Talent Link) to improve significantly the experience of those seeking to take up teaching posts in Jersey.
 - Work with professional associations to introduce incentives, where appropriate, to attract and retain staff to 'difficult to recruit' roles.
 - Expand local training opportunities.
 13. Establish and maintain a flexible and easily accessible professional development programme, focused on raising the quality of teaching and the outcomes achieved by children and young people (2015-18):
 - Use the outcomes of school-based teacher appraisals, the moderation process, school development plans and Professional Partner visits, to plan a comprehensive professional development programme.
 - Identify the Island's most effective teachers and involve them directly in the delivery of professional development.
 - Introduce learning and development programmes for middle leaders, aspiring heads and established school leaders.
 - Roll out the current model adopted by the Early Years team to other year groups and phases.
 - Organise an exchange scheme between schools to enable teachers to broaden their professional experience.
 14. Reduce the administrative burden on head teachers and class teachers, in order to free up time to focus on teaching, learning, the curriculum and standards (2015-18):
 - Work with clusters of schools to examine the viability of introducing shared business managers across primary school clusters.
 - Review communications between the department and schools to reduce call on teachers' and head teachers' time.
 15. Develop policies and processes to quality assure practice and teaching standards for non-teaching supply staff (2015-16).
 16. **Strengthen significantly arrangements to INTERVENE when groups of children are not making expected progress (2015-18):**

- Establish an 'early alert' system to identify potential under-performance in schools, cohorts of children and communities.
- Agree a protocol between the department and schools over the actions to be taken and the additional support to be made available when under-performance becomes evident.
- Ensure there is sufficient capacity within the system to support and intervene when necessary.

17. Seek ways to increase the amount of time allocated to teaching and learning:

- Work positively with unions to recognise and address the fact that Jersey children have fewer taught days and shorter learning days than their UK counterparts.
- Audit the use of available time to ensure that it is focused on providing maximum achievement (2015-18).
- Investigate potential changes to the structure of the school year.

18. Introduce a Jersey version of the English Pupil Premium scheme in order to narrow the attainment gap (2016-18).

19. Revisit the current policy that restricts the number of nurseries in States schools (2015-16).

signs of success

- We will develop and agree with schools a range of key indicators by which they are held accountable.
- Targets will be agreed with schools.
- Pupils' attainment and progress will improve in line with targets.
- A range of progress measures will be agreed and published in the department's statistical reports for end of key stages.
- Central teams are working more closely with schools more often.
- Time and resources are saved by adopting new processes.
- Teacher assessments are increasingly consistent across schools (validated by independent report).
- The number of hours of teaching observation will increase.
- Staff will be surveyed to ascertain qualitative information on the introduction of initiatives.
- There will be higher satisfaction with CPD arrangements identified through before and after teacher survey.
- There will be an increase in the number of meetings to share best practice.
- There will be an increase in the number of training days available.
- A review will take place of staff recruitment time and staff turnover rates.
- Progress reports will be available for all year groups based on school, gender, EAL, SEND and LAC.
- Measures of deprivation will be implemented.
- There will be a review of the amount of core teaching time delivered.
- There will be an increase in the number of States nursery places available.

curriculum

Key objective: To reshape the Island's curriculum so that children and young people can not only achieve recognised qualifications but also understand and learn from Jersey's history and culture and benefit from a vocational programme aligned to the Island's economy and economic needs.


SMT Lead: Assistant Director Standards & Achievement.

Development Team: Standards & Achievement Team, Policy & Strategy Team, Planning & Projects Team, Careers Service and head teacher representative.

actions

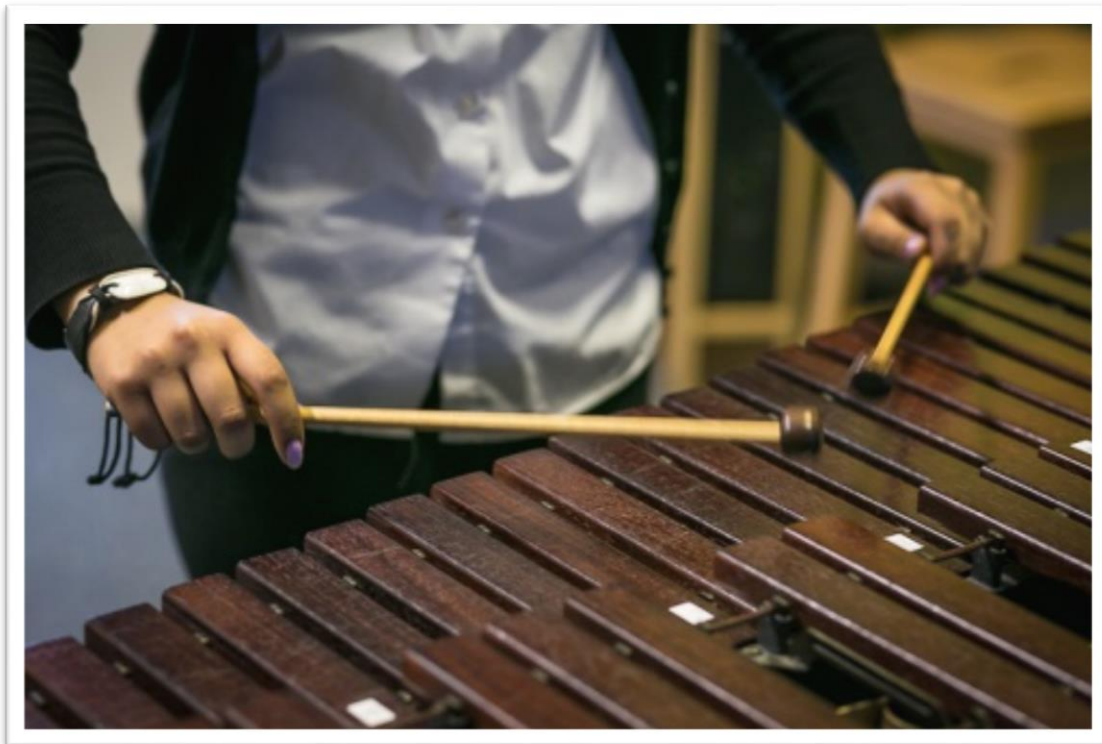
20. Provide an entitlement for children and young people of compulsory school age to learn about local history, geography and culture in the Jersey Curriculum (2015-16):
 - Establish a high status review group to develop this aspect of the curriculum.
 - Collaborate with cultural services and voluntary groups to secure access to the key sites and local expertise needed to learn from them.
 - Introduce a 'Jersey Cultural Passport' through which children and young people are able to track their access to and learning from the Island's historical sites and cultural experiences.
 - Strengthen and extend current provision of forest and beach schools.
 - Support schools to achieve the Rights Respecting Schools award as part of the Island's commitment to the UN convention on the Rights of the Child.

21. Collaborate with key stakeholders from Jersey's industrial and commercial sectors to establish the relevant and appropriate content of general and vocational education for 14-16 and 16-19 year olds (2015-18):
 - Map existing learning pathways and qualification based progression routes (both academic and vocational).
 - Develop an agreed set of principles to be used to shape progression routes from 14-16 curriculum pathways to 16-19 curriculum pathways.
 - Establish a high status programme of Technical Certificates, Tech Levels and Advanced General Levels (from 2016).
 - Create close working relationships with industry and commerce – to include work placements, access to relevant expertise and experience and clarity over agreed employability skills and attitudes.
 - Strengthen independent careers guidance relating to vocational education and provide easier access to this guidance.
 - Establish the key functions of an Education Business Partnership.
 - Introduce an online record of achievement through which young people can record their skills and achievements.
 - Strengthen careers education in the primary sector.

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22. Raise the status of the subject groups and strengthen leadership and the role of teachers within these groups. In doing so, also secure and strengthen the ongoing support of the core curriculum subjects (2015-18).
 23. Revisit and reinvigorate the 'Learning in Jersey' project (2007) in order to offer clarity over effective pedagogy. In doing so, focus on raising standards and take into account developments in IT (2015-18).
 24. Aspire to provide opportunities for all children to learn French from the Early Years Foundation Stage to the end of Key Stage 3 (2015-18):
 - Agree a single island-wide approach for the teaching and learning of languages in primary schools.
 - Establish a centre of excellence to act as the focal point for advice, guidance and support for the teaching of modern languages.
 - Review over time Jersey's approach to the study of languages at Key Stage 4 so that in the first instance existing practice is strengthened and standards are raised. At a later stage all schools to move to a position in which all young people are entitled to study a language until the end of Key Stage 4. Schools to eventually make the study of languages compulsory at GCSE to take account of the increased skills and knowledge of future Year 7 cohorts.
 25. Deliver a refreshed IT curriculum consistently across all schools via a fast and reliable infrastructure and network (2015):
 - Help schools to identify ways to share expertise and experience across clusters.
 - Ensure that, in addition to teaching IT as a discrete aspect of the curriculum, IT is used to deliver the wider curriculum and to strengthen the Island's pedagogical approach.
 - Establish arrangements through which all young people will continue to study IT through to the end of Key Stage 4 (not necessarily through a discrete GCSE option).
 26. Provide clear central guidance on the value placed on subjects studied at GCSE and the particular examination boards used to accredit them. The value of subjects and related awarding bodies to be judged on the progression routes and access to further study they make possible (2015-16).
 27. Once reshaped and updated, provide a summary of the Island's 5-19 curriculum to all staff and develop a pupil/parent friendly version for wider publication (2015).
 28. Introduce an island-wide assessment framework from the Early Years Foundation Stage to Key Stage 3, ensuring consistency and accuracy across all schools (2015-16).

signs of success

- There will be an increase in the number of children accessing cultural and heritage sites.
- There will be more time dedicated to learning about Jersey's geography, history and culture.
- We will complete an audit of qualifications and pathways.
- An Education Business Partnership will be investigated and if appropriate established.
- There will be an increase in the frequency of subject meetings where subject leaders collaborate and share best practice. Teachers will be asked their views on the impact of sharing best practice.
- Children will be able to learn French from a younger age and it is expected standards in French will rise. It is anticipated the number of students taking GCSE French will increase over time.
- The use of IT cross-curricula will increase and the number of children studying IT to the end of Key Stage 4 will rise.
- There will be a reduction in the number of network and software failures.
- The new Jersey curriculum will be published.
- The assessment framework will be introduced for the Early Years Foundation Stage and key stages 1-3. Its use will be monitored and evaluated for effectiveness and it is expected standards will rise.



**“the people who
are crazy enough
to think they can
change the world
are the ones
that actually do.”**

Steve Jobs

families

Key objective: To refocus our resources, energy and services to support families, particularly vulnerable families, so as to intervene early and ensure that all children are able to engage with learning, make progress and succeed.

SMT Lead: Assistant Director Inclusion and Family Support.

Development teams: Inclusion & Family Support, Finance & Resources, Standards & Achievement, Planning & Projects and head teacher representatives.

actions

29. Collaborate with other government departments to improve significantly multi-agency working and enhance services for families and their children (2015-18):
 - Pool resources and personnel to make a greater and earlier impact on the Island's most vulnerable families.
 - When planning to meet the needs of vulnerable islanders, States services to learn from and make use of the knowledge schools have of their communities and local families.
30. Establish effective arrangements to communicate and engage with parents and other key stakeholders, ensuring they are aware of key services in their communities and how to access them (2015-16).
31. Remove the current gap in funding to meet the special educational needs of young children before they reach nursery school age (2015-16).
32. As opportunities arise, shift resources and funding for early intervention, including funding to the primary and early years foundation phases (2015-18).
33. Review the allocation of resources and the job descriptions of current staff (in the department and schools) to switch the department's default position from focusing on individual children to focusing on the family as a whole (2015-18).
34. Learn from and extend existing family-focused work (2015-16).
35. Establish a single data system that supports both the attainment and inclusion agendas. In particular, establish a case management system that operates across all service areas and is accessible by schools (2015-18).

signs of success



- We will establish a system to share data effectively between States of Jersey departments and partner agencies. There will be more examples of multi-agency working.
- There will be an audit of all available services to establish if services are known to the public and how these can be accessed. Over time the public will be better informed about what services are available and how these are accessed (e.g. use of JASS to measure public satisfaction).
- Resources will be moved to follow need.
- There will be an increase in funding for children with SEND in nurseries as well as more resources available to improve standards for vulnerable groups. Indicators will be developed to better understand the needs of vulnerable learners.
- We anticipate there will be an improvement in attendance and learning outcomes for vulnerable learners and a reduction in young people becoming NEET (Not in Education, Employment or Training).
- Job descriptions will be amended to reflect family focussed working.
- We will introduce a multi-agency data management system to ensure critical information is readily shared between departments and agencies.



autonomy


Key objective: To secure the freedoms and autonomy schools need to be imaginative, confident and ambitious in the strategies they adopt to raise standards over a sustained period and empower head teachers to 'lead' rather than manage their schools.

SMT Lead: Director of Finance & Resources.

Development team: Finance & Resources, Policy & Strategy, Standards & Achievement, and head teacher representatives.

actions

36. Head teachers, governors, key officers and senior politicians will work together to agree on the importance, and extent of, the freedoms for schools (2015-18):
 - Establish the key principles of autonomy in Jersey based on the island's context rather than the UK's and set this within a statutory framework that ensures Island-wide consistency on key issues.
 - Focus on the freedoms most likely to raise standards and improve the outcomes of children and young people.
 - Explore 'Trust' models to hasten progress towards greater autonomy.
 - Establish a collaborative framework to ensure that best practice can be shared between schools, ensuring schools do not become isolated.
 - Agree criteria against which schools' readiness for greater freedom can be judged - schools to choose whether or not to accept additional freedoms.
37. Explore the advantages and disadvantages of a 'market' approach to school support services, taking into account the size of the Island and the previous experience of head teachers/schools (2016-17).
38. Modify existing financial arrangements to allow schools to plan over a three year period and give them greater freedom over these three-year budgets (2015-17):
 - Work with the Treasury to reduce significantly the current restrictions on schools - devolve financial decision making from the Director to schools.
 - Work with HR to improve recruitment processes.
 - Consider the particular context of Jersey College for Girls and Victoria College.
39. Work with the corporate centre and senior politicians to reduce the restrictions caused by the application of head count and FTE on schools' ability to recruit and retain the very best teachers (2015-18):
 - Seek to separate out essential services (education) from other services when making the argument for increased head count and FTE.
 - Head teachers to be directly involved in the discussions with senior politicians.

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- Work with HR colleagues to review and enhance the department's advertising strategy - address recruitment issues speedily, to give schools early certainty over their staff team.

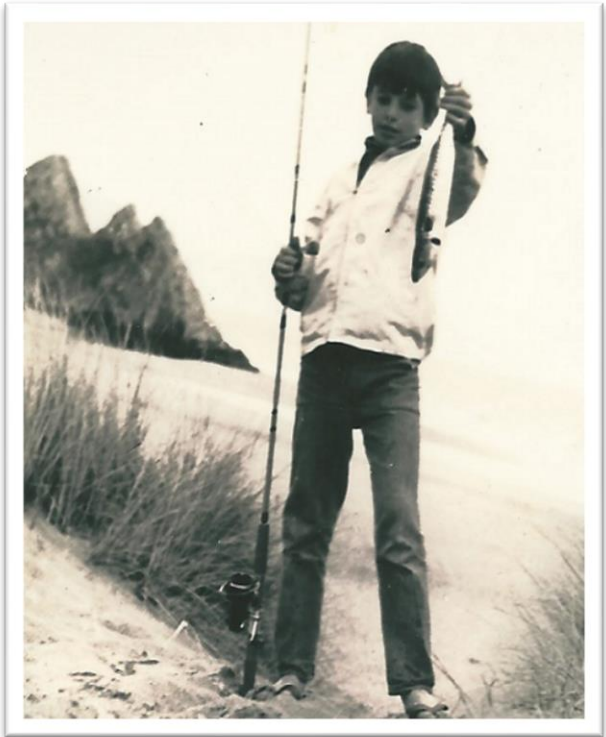
40. Provide opportunities for key individuals working in the corporate centre to engage more fully with schools to better understand their role, function and demands placed on them, with the aim of improving outcomes achieved by children and young people (2015-18).

41. Review the role, function and purpose of school governors, to ensure that stronger governance and greater accountability accompanies greater freedoms for schools (2015-16).

42. Simplify and streamline decisions about maintenance and property related issues (2015-17).

signs of success

- Schools will be surveyed to provide information on: the current freedoms available; key issues facing schools; how many issues are solved over time; and time available to school leaders to raise standards and improve progress.
- Benchmark data will be analysed and an action plan will be in place for ensuring schools have greater freedoms.
- A review of governance arrangements in schools will be undertaken.
- Less time will be wasted undertaking property issues.



“Jersey is a fantastic place. We have a unique opportunity to give it a **fantastic education system, one that reflects what makes it so special.”**

Justin Donovan, Director of Education

