

Learning for Tomorrow's World

The Future of Education in Jersey

Summary of Consultation responses
February 2013



Contents

Foreword	4
Introduction	5
Summary	6-7
The system today & learning from the best	8
Early years	12
Primary	16
Secondary	19
Post 16	22
Higher education	25
Adult learning	27
Inclusion	29
Other issues	32



Foreword

From the Minister for Education, Sport and Culture

When I became Minister for Education, Sport and Culture in November 2011, this consultation had already begun and some of my first duties in Office were to attend the public meetings that were part of the process.



It was not a surprise, given the discussions around GCSE results and fee-paying subsidies that had preceded the consultation that the views expressed were strongly held and passionately articulated. Jersey people value their education system highly and current economic conditions have placed even more pressure on us to get it right for the future prosperity of the Island.

Personally, I came to this role with the view that Jersey had what even its critics believed to be a first-class education system. Overall, our results have been consistently good and most of our school buildings are the envy of many other jurisdictions. However, a closer look reveals that our system, with its high level of selection, is inherently unbalanced and we needed to keep it under review. This consultation has started that process and the report 'Learning for Tomorrow's World' has proved a valuable document in providing a coherent picture of our educational environment.

Over the past year, it has become apparent that the majority of questions and concerns raised by those who contributed to the consultation are issues that professionals across our service have been striving to address in the course of their existing work. This summary therefore sets out Islanders' concerns and also explains what progress is being made to address them.

In some areas, most notably the structure of secondary education, there is no clear consensus about the way forward. Again, this is not a surprise and more work will need to be done to ensure that any changes that may be contemplated for the future do not reduce the effectiveness of those parts of our system that work well.

In the meantime, I would like to thank all those who made submissions and invite you to contribute again in future. I still believe that we have an education system we can be proud of – I also believe it can be even better in future and that is what we must work towards.

Deputy Patrick Ryan

Introduction

A background to the consultation

The consultation for 'Learning for Tomorrow's World' took place between July and December 2011. In total 159 responses were received, of which 34 were from organisations including independent schools, parent teacher associations, teaching unions and business groups such as the Chamber of Commerce.

It was a consultation that asked 18 questions about aspects of the education system as a guide to help respondents express their views. A majority used this framework but some contributors chose to write open submissions, which were also welcomed. The quality of written submissions was high, with some contributions of great depth and complexity.

Because of the voluntary nature of the consultation, the views expressed cannot be taken to represent the views of all islanders or all organisations. The consultation responses, whilst valuable, are not a demographically robust random sampling of public opinion.

The process for capturing information and using it in this report included analysing the responses and grouping the 3,500 comments together into themes, the most common of which included; openness and transparency, standards and performance and equality of opportunity.

Three public events were held, each centring on a different phase of education. These were:

- Early years and primary education
- Secondary education
- Post 16 and Higher Education

In total 195 people attended these events and the views of the attendees were recorded.

Three focus groups / workshops were held for the Polish and Portuguese communities. A further workshop was held for a young mothers group run by the Jersey Youth Service.

Student responses were received from Les Quennevais School, Highlands College and Hautlieu School.

Summary 1

Subject	Main points raised in responses	Actions taken
The system today	<ul style="list-style-type: none"> • Similar number of positive and negative views about structure and performance of the system • System needs to encourage pupils to develop a wide range of skills with literacy and numeracy a priority. Fairness and opportunity important • More information required and more openness and transparency 	<p>Curriculum reviews; strengthened School Development and Evaluation team; improved communication (including publications schedule and improved website content); revised department structure; improved data collection; finalised savings targets</p>
Early years	<ul style="list-style-type: none"> • Pre-school/nursery education seen as essential • Lack of provision for children aged 0-3 an issue • More information needed to help parents support their children • More funding needed to expand free provision • Family's role very important. Support needed. • Multi-agency approach and early intervention needed • More help needed for Special Educational Needs (SEN) and English as an Additional Language (EAL) 	<p>Appointed Head of Early Years; focus on quality through Foundation Stage Profile and Pre-School Quality Framework; new strategy, Language For Life, introduced to develop language and communication skills in the early years; Portage Home Support Service developed for pre-school children with special educational needs</p>
Primary education	<ul style="list-style-type: none"> • Strong support for primary schools • Curriculum should provide sound base of literacy and numeracy • More support needed for SEN and EAL as early as possible • More information wanted on child's progress and the school, application process 	<p>Additional support provided in English and maths; development of ICT; curriculum development under way; additional classes opened to support rising primary numbers; redevelopment of buildings; quality assurance process introduced for Key Stage 2 teacher assessments (moderation); new end of Key Stage report for parents</p>
Secondary education	<ul style="list-style-type: none"> • Focus on grants to fee-paying schools – similar number of responses in favour and against • 14+ transfer to Hautlieu seen to have advantages and disadvantages • Importance of literacy and numeracy highlighted • Support for increased vocational opportunities for 14-16 year olds (concern that this could be too narrow a focus too soon) • Wide curriculum choice seen as important. 	<p>Focus on literacy and numeracy; vocational opportunities for 14-16 year olds to be expanded; quality assurance for teacher assessment at Key Stage 3 being introduced; work is under way on the development of a new simple system of value-added (target date autumn 2014); the effectiveness of secondary education will be kept under review by the Minister</p>

Summary 2

Subject	Main points raised in responses	Actions taken
Post-16	<ul style="list-style-type: none"> • Support for students to remain in education after 16 but not for education to be compulsory to 18 • Closer collaboration among post-16 providers seen as desirable. Suggestions include a sixth-form college and closer working between Highlands and Hautlieu • Strong support for a modern apprenticeship scheme 	<p>Closer working of Highlands and Hautlieu being explored under Interim Executive Principal; new apprenticeship scheme 'Trackers' launched. The review of secondary education will include assessment of sixth-form college and closer post-16 collaboration</p>
Higher education	<ul style="list-style-type: none"> • Funding highlighted as a major concern • Access to higher education should be maintained regardless of age or income status • Concern about relevance of courses and whether there should be some quality control • Strong support for expansion of degree courses in Jersey to enable more people to access higher education 	<p>University tuition fees negotiated with individual universities; additional funding secured to cope with changes imposed by UK government (tuition fee increases); introduction of 'household income' as a basis for assessment of university grants; improved co-ordination and expansion of on-Island degrees being investigated</p>
Adult learning	<ul style="list-style-type: none"> • Programme of courses seen as good, with benefits for the wider community and economy • Various improvements suggested 	<p>Highlands College to take account of suggestions in developing future courses</p>
Inclusion	<ul style="list-style-type: none"> • States schools praised for 'inclusive nature' • Adequate funding seen as a key issue • Concern about impact of disruptive behaviour on other pupils • Cross-departmental approach needed to give maximum support to pupils and families. Early intervention seen as vital • Concern about support for students with English as an Additional Language • Needs of gifted and talented students should be given greater consideration 	<p>Major review of funding for 'inclusion' and special education needs under way; Princes Trust programmes expanded in conjunction with Youth Service; capital investment secured for autism provision at Haute Vallée school. The review of secondary education will include assessment of inclusion, funding, disruptive behaviour, early intervention, EAL, SEN and provision for gifted students.</p>

The system today & learning from the best

What we asked

- What do you think of our current system of education?
- What changes would you like to see?
- What do you think a good education system should provide for learners?
- What information would you want to know about the performance of the system/schools?

What you said

There was a wide range of comments about the system, both positive and negative. They centred on choice and opportunity, standards, comparisons with other jurisdictions as well as how to provide appropriate skills for learners.

Shortly before the consultation there had been public debates about the Island's GCSE results and the States grant to fee-paying schools. As a result, many responses focussed on related issues such as selection, fee-paying education and the 14+ transfer to Hautlieu.

The system

There were strongly expressed views that the system is performing well. Comments cited good island-wide exam results, relatively high levels of employment and numbers in higher education, as well as low rates of crime and truancy as evidence of this. There were also comments about the high standard of buildings and levels of resources compared to the UK.

There were also negative comments. Some respondents considered the system 'divisive', 'two-tiered' or 'elitist' due to the selective nature of entry to fee-paying schools and Hautlieu.

Priorities you identified

There was a strong consensus that the system should promote fairness, opportunity and deliver relevant and worthwhile skills to learners, irrespective of whether a child attends a private or States school.

Respondents felt that the curriculum should offer learners the opportunity to progress at their own pace and enable them to combine academic and vocational studies if they so wished. There was a general feeling that the learning environment in schools should be vibrant, happy and calm so all pupils can reach their own potential.

Several people commented that the education system should do more to encourage pupils to develop a broader range of skills that will prepare them for successful employment, entrepreneurship and the challenges of a fast changing world. Amongst these softer skills and personal qualities the development of self-confidence, effective communication and social responsibility were considered priorities. However, there was also a strong consensus that the teaching of basic skills, especially literacy and numeracy, should be at the heart of our education system.

Clear and impartial advice was also seen as key to enable young people to make informed decisions about moving into post-16 education, into employment or to higher education.

In terms of benchmarking, there was a consistent view that Jersey should be comparing with the best education systems in the world, not just the countries of the United Kingdom.

However, there was also a strongly held view that the education system should recognise Jersey's unique culture and context and develop with this in mind.

Information, performance and standards

There was strong support for increased openness. Respondents said that key information should be provided in an easily accessible and understandable format to enable the public to judge how the system is performing.

The largest single subject raised related to the publication of simple 'value added' information, alongside exam results, to show a pupil's progress and to measure school performance in a meaningful context. A majority of respondents supported the publication of GCSE results but nearly all those who expressed a view on this subject also called for relevant information providing context for the school and its pupils. The publication of league tables out of context was seen by many as simplistic and divisive.

There was also a number of requests to provide more data about specific aspects of the system, including:

- the number of students with special educational needs (SEN)
- the number of students with English as an additional language (EAL)
- how the selection process works and its effect on the wider system
- more information about primary school education
- the performance of the Education, Sport and Culture Department.



What we have done and plan to do

Curriculum reviews

The Jersey Curriculum Council, a statutory body with responsibility for advising the Minister on all aspects of curriculum design, has undertaken a review of curricula from other jurisdictions including England, Scotland, Wales and Northern Ireland. This group will monitor impending changes to the primary and secondary curriculum as well as the examination system due to be announced by the English government. The Minister will then take a view as to the suitability of these changes for Jersey pupils and determine what to adopt and, if necessary adapt.

Alongside this, work has begun on developing a third generation ICT strategy to ensure this vital aspect of learning provides young people with a relevant, up-to-date curriculum that prepares them to leave school equipped with the skills required for success in the job market of the future and digital industries in particular.

School development and evaluation

The structure of the ESC department has been modified to reflect current aims and objectives. There is now a greater emphasis on school improvement and inspection, data collection and reporting and project management.

In particular a discrete team responsible for supporting continuous school improvement has been established under a Head of School Development and Evaluation. This team includes Professional Partners, trained school inspectors and School Improvement Partners, whose role it is to challenge and support schools to raise standards. In addition to the work undertaken by this team:

- There will be three Island-wide reviews of teaching and learning in the core subjects at both primary and secondary level beginning with mathematics in December 2012, with English and science following in 2013;
- Regular external reviews of specific subjects in individual schools will continue as in past years as part of the general process of school evaluation; reviews are currently underway in physical education, religious education, modern foreign languages and personal, social and health education (PSHE);
- New arrangements to monitor and assure the accuracy of teacher assessments at Key Stage 1 and Key Stage 2 in primary schools (moderation) will be extended to Key Stage 3 in secondary schools this year. This will provide more robust information about how well individual pupils are progressing and provide a sound basis for the development of a simple system of value added information.

Improved communication

The information available on the education pages of the States website at www.gov.je has been reviewed and now includes detailed guidance on applications to nursery, primary and secondary schools as well as a wider range of data on island-wide exam results, including a breakdown of GCSEs and A-levels by subject and gender.

In February the department issued a Publications Schedule, which clearly set out what information would be available and at what time.

In addition to this future school evaluation reports will be published on school websites.

Improved data collection

Accurate, high quality information is essential for assessing the performance of a child or school. The department is giving greater priority to the collection and analysis of data and information that is essential for judging the effectiveness of the system as a whole.

A new 'Insight Team' has been established to undertake more detailed statistical analysis, benchmarking and develop predictions that will be used for planning and modelling, developing policy and reporting both internally and externally to parents and the public

This will provide a more consistent, targeted and robust approach to the collection of data across all phases of education and lead to better informed decision-making and a more coordinated approach to the delivery of services.

Finalised savings targets

The department's Comprehensive Spending Review targets have been finalised with the Treasury, which has removed some uncertainty both for parents and schools. The formula that underpins the investment per pupil in the primary and secondary phases of education will remain in place until at least 2016. Funding to fee-paying and non fee-paying schools will not be reduced.



Early Years

Giving our children the best start possible

What we asked

- What help do you think families need to give their children the best start to their schooling?

What you said

Respondents agreed almost universally that pre-school or nursery classes are an essential and valuable resource that can provide a smooth stepping stone to formal education. The importance of a welcoming environment and staff who work in partnership with parents to support the child's learning needs were identified as significant factors that influence quality.

Although comments praised the provision of free pre-school education (20 hours per week during term time for 3-4 year olds) respondents highlighted the lack of provision for children aged 0 to 3 years as a gap in the existing provision, across the public, private and voluntary sectors.

Many felt that free nursery education for all should start from a younger age. Others said the number of free hours should be increased to 30 per week. Respondents expressed concern that childcare for younger children is expensive and that there are too many 'term-time only' places, which do not fit the working lives of many parents. Other practical concerns included the need for more activity clubs to be delivered at an early age.

Many requested that more information be provided about brain development and the early learning needs of 0-3 year olds. This comment was linked to concern about the availability of early intervention and assistance from professionals. This was cited as crucial to educational success and reducing problems in later years. There was also strong support for the view that behaviour, health and social issues are more likely to be identified at a younger age if the child is in a nursery environment sooner.

Some respondents wanted funding for early intervention to be increased and felt that the current focus on intervention is in the secondary sector, which is perceived to be 'fire fighting' rather than solving problems from a young age.

A consistent approach to achieving high quality provision in the early phase of education was seen as essential. The introduction of the Foundation Stage Profile and the Pre-School Quality Framework across the public and private sectors was recognised as being of benefit to children's learning.

The family

The importance of the family, as opposed to just the child, was a key theme to emerge from the comments received. Support should be provided to the whole family if required, in order to improve the well-being and education experience of the child. A number of suggestions were received from respondents, which included:

- Relevant parenting support which recognises the culture of the family

- Establishing a network of community support to replace the extended family
- Encouraging parents into school to learn how to help their children with their homework and wider learning;
- Increasing the emphasis on family and school partnerships
- Schemes to educate non-literate parents so poverty is not repeated to the next generation.

Co-ordinated help

Respondents felt that early identification of family needs and a tailored holistic approach to helping them are required. Improved tracking of the services children access would provide a clearer picture of the number and types of interventions received. One respondent called this ‘an early intervention action plan’, which would bring together the pooled resources of Education, Sport and Culture, Health and Social Services and other agencies, to work together and target families with the greatest need.

There were a number of comments agreeing that a multi-agency approach is essential. Respondents proposed better communication and sharing of information between services. This highlighted a lack of awareness of the inter-departmental work already taking place, including the Early Years Childcare Partnership and Children’s Policy Group and the work undertaken at The Bridge.

Participants expressed concern about the quality of care available for less fortunate families in Jersey. It was felt that some families ‘fall through the net’ and do not receive quality education and childcare for their child. It was suggested that funding to help vulnerable children often comes too late and more co-ordinated work is needed across departments to ensure those families who are hard to reach receive the services they need.

Special Educational Needs (SEN) and English as an Additional Language (EAL)

Concerns were expressed that there was insufficient funding in the early years for children with special educational needs and there is limited access to SEN funding for private nurseries. Additional support was also proposed for pre-school aged children whose first language is not English. There were concerns that a child’s learning could be affected if they and their parents did not speak English at home. It was suggested that specific Polish and Portuguese services be established to assist the child’s learning and ability to speak English at a faster rate.

Information

There were a number of comments, particularly at the public meeting, requesting more information about early years. These ranged from wanting to know what a child should be able to do prior to starting school, to information about how a child learns during this phase of their education. Also, practical information, such as what services are available and how to sign a child up for a nursery place need to be more explicit.

Respondents called for more information to be made available from schools about practical and learning issues.

What we have done and plan to do

Appointment of a Head of Early Years

To underline the importance of this phase and support its ongoing development, the posts of Early Years Advisor and Head of Day Care Registration have been combined with the appointment of a new Head of Early Years.

This has been done to bring together these two important strands of work, build on existing good practice in the Island and continue our focus on the importance of the family and the home learning environment and early education.

The new post holder will take a prominent role in assuring the quality of early years provision across the Island and in doing so will work with a number of multi-agency groups that already exist, including the Early Years Childcare Partnership.

Pre-School Quality Framework and the Foundation Stage Profile

We are working to ensure that all providers adopt and implement the Pre-School Quality Framework, which sets out guidelines for good quality provision in any Jersey nursery. These will ensure that there is a consistent approach across the Island and that we are able to track a child's progress whether they have attended a public or private sector nursery. The self-evaluation document used by public sector schools has been adapted for use in the private sector.

In addition the Foundation Stage Profile for assessing children's progress is being introduced in nurseries across the public and private sector alongside a programme of assessment that will provide all children with clear, measurable outcomes by the start of their formal schooling. This will be the basis for good progress for children on the island for the rest of their education.

This data will also be used to assess the impact of the free hours of nursery education on the progress of children as they move through the education system.

'Language for Life' Strategy

The 'Language for Life' strategy is being introduced to provide inclusive and integrated language and communication support for young children, their families and professionals that work across the early years spectrum.

This is a multi-agency strategy that recognises the importance of language and communication to the development of children and their future success.

Language for Life training is now available in conjunction with Health and Social Services for all practitioners who work with young children (including under 3 years) as well as agencies and parents. It provides professionals in schools and the private sector with a better understanding of how critical language development is for the future attainment and wellbeing of the child.

Development of a Portage service (early support programme for parents)

Portage is a home visiting service for pre-school children with additional support needs and their families. It is a nationally recognised, structured programme that supports parents to become effective teachers of their own children.

The Portage team has now been increased from one to three members of staff based at First Tower School who work Island-wide and offer training courses to other professionals. This service will target the most vulnerable families with children aged 0-3 building :

- partnership with parents, carers and other professionals with a commitment to inclusion
- empowering parents to build on their child's successes using a positive approach
- using small steps to support learning
- learning through play and having fun
- working together and celebrating achievements with the child and their family

Portage has a long, successful track record of supporting families of pre-school children with significant developmental delay or behaviour difficulties. The expansion of this programme will provide greater access for families who need this type of support.

Funding

Jersey is currently experiencing an increase in the number of children born in and coming to the island. In order to ensure that the current commitment to provide universal free nursery education can be maintained, £240,000 has been allocated in the Medium Term Financial Plan for this purpose. This will ensure that all children who require a pre-school nursery place in either the States nursery classes or, through the Nursery Education Fund (NEF), at a participating private sector nursery, will be able to access 20 hours a week free nursery education during term time.



Primary Years

Developing skills and attitudes

What we asked

What do you think should be the priorities for a new Island primary curriculum?

What you said

The responses relating to primary education were generally positive. There was a perception that primary education in Jersey is more successful than secondary education. The system appears to be cohesive and integrated and there is a high level of support for and trust in the professionalism of staff and leaders in the primary sector.

There were also positive comments about the catchment area system and parish school structure, which create a real sense of ownership and pride in the local school.

Some concerns about primary education were that there was:

- too much paperwork
- excessive formal assessment
- not enough homework.

The primary curriculum attracted many comments with respondents emphasising the importance of schools providing pupils with sound basics in literacy and numeracy as well as developing other skills such as teamwork, tenacity and the ability to work alone.

Expectations also included a greater emphasis on physical education and fitness, local history and geography, and creative elements such as art, cooking and music within the curriculum. Many felt further investment should be made in ICT and it was also suggested that more learning should be based around topics.

There were some comments about the need for schools to develop an appropriate curriculum that matches the local context of the school. This could be creative, multi-cultural or faith based. Many respondents felt religious education should play an important role in the curriculum.

Many also expressed the view that parents must play a key role in their child's learning and should also be involved in developing the curriculum. Communication links between school staff and parents need to be good to ensure that parents understand how they can help reinforce learning at home.

Special Educational Needs (SEN) and English as an Additional Language (EAL)

Respondents said early intervention was important to ensure children who are struggling do not become disengaged from learning, leading to poor behaviour in the classroom and underperformance. There were requests for extra funding to be made available for schools where there were additional needs.

Some concerns were expressed that many children arrive at primary school with little English. It was felt that these children would benefit more from dedicated lessons so they are fully able to access the curriculum.

Some respondents also proposed that Portuguese should be part of the Jersey Curriculum, possibly focused in the schools with the highest Portuguese populations and that a bilingual or multilingual officer/teacher should be available in school to liaise with parents.

Information

A key theme to emerge from both written submissions and public meetings was the need for more information about primary schools, specifically about a child's progress, different educational schemes (eg. for English and mathematics), different educational options such as home schooling, and more information online about individual schools, including how to register a place and make appointments with the school.

What we have done and plan to do

Reporting to parents

Since Standard Assessment Tests (SATs) were discontinued in Jersey significant work has been undertaken on the development of teacher assessment and 'moderation', the process by which the department and schools ensure accuracy and consistency of assessments across the Island.

This has presented an additional challenge for some teachers in the early stages but it is essential that schools are able to chart the progress of children through the curriculum and that teachers design lessons that support their individual development.

The Minister is keen to ensure that Jersey pupils are not subjected to frequent and unnecessary high stakes testing in primary schools and has determined that teacher assessment done well provides a more meaningful view of pupil progress over time.

Consequently, from September 2013 all parents are to be provided with an end of Key Stage report that sets out clearly their child's attainment and progress against national curriculum levels over the Key Stage. Parents will then be able to determine how well their child is progressing against national benchmarks.

Extra support for schools in English and mathematics

Two central advisers, one for literacy and one for numeracy and mathematics, have been appointed to work with schools raising standards in these areas. These advisers provide training and lesson observations in school and offer support to those schools in most need.

Curriculum development

A major curriculum review is underway in England and this will inform developments in Jersey. For the present, the Minister has determined that our current primary curriculum, introduced in 2002 and based on the English National Curriculum with some adaptations to take account of the Island's uniqueness, should remain in place. This will provide an opportunity to monitor the impact of any changes in England and to adopt what is considered best practice.

The one area where things will most certainly be changed is in relation to ICT where the curriculum will be informed by the development of a new strategy. A sum of £3m of capital funding has been identified in the Medium Term Financial Plan to implement this strategy over the next three years.

Tackling rising pupil numbers

Pupil numbers in the primary phase of education are set to rise over the next few years. This is due to an increase in the number of births and more people coming to live in the Island.

Up to 900 pupils may enter the non-fee paying primary school system, which will put increased pressure on class sizes across all schools. This will be most acutely felt in the town area where the majority of extra pupils are likely to live.

To manage the current increase in numbers and maintain class sizes at a manageable level, the Minister decided to re-open additional reception classes at Rouge Bouillon and Samares schools that were closed seven years ago when pupil numbers in the primary phase were falling.

To fund these classes and make provision for a further predicted growth in pupil numbers, £630,000 has been identified in the Medium Term Financial Plan. A further £15m in capital funding has been set aside to make provision for a new school in the town area should that be required.

Alongside this, development is due to start on a new school in St. Martin at a cost of £7.7m. Funding has been agreed for this purpose.

Secondary Years

Providing choice and opportunity

What we asked

- What do you think of the selective nature of our education system?
- What do you think of our proposals to expand vocational education for 14-16 year olds?
- How important is it to provide vocational choices for pupils alongside an academic education?

What you said

Selection

It was generally recognised that the current structure of secondary education in Jersey is deeply rooted and valued by many. However whilst there are those who see it as effective; providing parents with choice and benefitting the island; others consider it socially divisive and question whether the current arrangements provide equality of opportunity for all pupils.

The responses reflected strongly held and divided views about selection, subsidies to fee-paying schools and the 14+ transfer to Hautlieu with similar numbers for and against.

Those supportive of subsidising fee-paying education felt that it:

- Saves the taxpayer considerable sums of money
- Benefits pupils whose parents would otherwise not be able to afford a fee-paying place
- Provides parental choice.

Those less supportive of subsidising fee-paying education felt that it:

- Has led to a socially divisive education system
- Should be reduced or phased out completely
- Has a detrimental impact on the rest of the system.

Those supportive of the 14+ transfer felt that it:

- Provides free access for the brightest pupils to an educational experience similar to that of a fee-paying school
- Enables social mobility for many of the brightest young people from less-advantaged backgrounds
- Benefits those pupils who remain in the 11-16 schools as resources, the curriculum and teaching can be targeted at the needs of this group.

Those arguing for the removal of the 14+ transfer felt that it:

- Works to the detriment of students remaining in the 11-16 schools who feel left behind
- Leaves the 11-16 schools with a skewed ability profile

- Affects the performance of the 11-16 schools

Some suggestions as to how the current system could be changed included:

- Hautlieu becoming an 11-18 school
- Removing the 14+ transfer and making Hautlieu a sixth form college
- Introducing a voucher system to enable parents to seek a place wherever they choose through from early years to university.

14-16 vocational opportunities

There was a general consensus that the expansion of vocational opportunities for 14-16 year olds would be a good thing for pupils and the Island's economy. It was suggested that access to more suitable courses would improve student behaviour, motivation and reduce disengagement.

Job prospects would improve for less academic students who need to develop their skills to prepare them for the workplace. Learning practical skills was seen as a more positive option for some students who may struggle to pass GCSEs.

Vocational opportunities were also seen as important by a number of respondents as a means of valuing different types of intelligence and ability rather than just academic learning. Starting a vocational course at 14 would enable a student to spend two years learning subjects they are interested in and they could then leave school with a professionally relevant qualification.

On the other hand, a small number of respondents expressed concern that encouraging young people to choose a vocational route of study at 14 could narrow their options later on in their careers and education.

A number of comments received centred on the practicalities of delivering vocational options at 14 and some questioned whether the courses should best be delivered at the four 11-16 schools or Highlands College.

Generally, it was recognised that, to broaden choice and ensure that pupils have opportunities to develop their talents and interests, they should have more opportunities to study a blend of academic and vocational subjects. There was however some concern that this might limit choice later on, possibly reduce the academic offer and lead to pupils being labelled either 'academic' or 'vocational' based on an early perception of their ability.

What came through strongly was that, whatever route was made available for pupils through the expansion of vocational education, it should not be at the expense of the core subjects of English and mathematics.

What we have done and plan to do

Ongoing reviews of secondary education

Although there was no clear consensus about whether the current structure should remain or change, there was a general recognition that the design of the education system should serve the best interests of Jersey children and the future of the Island.

To ensure that the current system does meet those expectations the Minister has determined to undertake further study of the effectiveness of the system. In conjunction with

Ministerial colleagues, he will consider whether the current system serves the interests of all children. There will be an assessment of its strengths and weaknesses and whether changes of some nature may be required in future.

This work is already underway and is expected to be a long-term project that favours careful, structured change, if necessary, in order to ensure Jersey's schools are able to meet future challenges

More vocational opportunities for 14-16 year olds

Apart from the core academic subjects, the curriculum available to pupils in relation to vocational subjects depends largely on the school attended.

The Minister has decided that the 11-16 schools should be able to offer a broader entitlement curriculum that includes vocational subjects and is accessible to pupils across each of those schools. This provision will be coordinated so that each school specialises in specific vocational options but can offer them to pupils at the other three schools. The new vocational courses should lead to relevant qualifications such as those awarded by the Business and Technology Educational Council (BTEC) in the United Kingdom. Although schools do offer some of these courses already, the intention is to broaden and coordinate that offer.

Based on a successful pilot with Highlands College, £500,000 has been identified in the Medium Term Financial Plan for this purpose. It is intended that the courses will start to become available from September 2013 enabling pupils to study for a broader range of vocational qualifications alongside a core academic curriculum that will maintain a strong emphasis on English and mathematics.

The new curriculum will also strengthen the role of careers education in schools alongside work experience and the development of 'softer' skills such as problem solving, teamwork, and critical thinking.

It is estimated that up to 20% of the school population at this age will benefit from these new programmes.

Improvements in secondary transfer process

The Minister is keen to explore how improvements can be made to transition arrangements for pupils transferring between primary and secondary schools. The current system focuses on where a student lives at the time of the transfer, which can mean that some pupils do not progress to the same secondary school as their class peers.

New arrangements are under consideration that would see each secondary school linked to a group of feeder primary schools so that a pupil's secondary school place would be determined by the primary school they attend.

There are other good reasons for moving to a feeder school approach. Transition arrangements between the secondary school and its feeder primary schools will become stronger and more focussed. Resources, training and curriculum development can all be made more consistent within the catchment, which will lead to better outcomes for pupils and a better use of resources and secondary schools will be more able to predict their numbers some years in advance and plan programmes accordingly.

Post 16

Increasing participation

What we asked

- Should all young people be expected to stay in education and / or training and employment of some type until they reach the age of 18?
- Should all post-16 providers work more closely together and provide a broader range of options for all students?
- How do you think we could work more effectively with employers and trainers to provide a new modern apprenticeship programme for young people?

What you said

The general consensus was that young people should be active in education, training or employment when they leave school at 16 and we need to ensure that the education system can accommodate this as there are now fewer employment opportunities for school leavers. There was no overall agreement that education should be compulsory until 18 but respondents felt school leavers should be encouraged to continue their learning and prepare for future employment. Other comments focussed on the importance of receiving good careers advice.

A number of respondents agreed that the post-16 providers (Hautlieu, Highlands, De La Salle, Beaulieu, Victoria College, Jersey College for Girls) should work more closely together. They believed this would provide increased student choice and better value for money.

Others stressed the potential financial and administrative difficulties of integrating working practices between fee-paying and non-fee paying institutions. Many respondents also raised concern that collaboration could result in a loss of identity for individual schools and remove small class sizes, which are considered beneficial. Others said that post-16 education should focus more on the needs of all students rather than the needs of individual institutions.

Alternative views highlighted that there were too many institutions offering post-16 education for the size of the Island and that the formation of a single sixth form college would provide a broader and better offer for all students. Some of these respondents felt that where individual fee-paying schools still wished to deliver post-16 education the parents should fund the full cost. Others rejected the idea of bringing all institutions together citing the good work currently taking place in individual schools.

Highlands College and Hautlieu School

Several comments supported the idea of Highlands College and Hautlieu School working more closely together to deliver a wider range of opportunities for students, potentially enabling them to study a mixture of academic and vocational courses. Other comments highlighted an opportunity to use resources more effectively to eradicate duplication and to use the single site campus in a positive way.

A number of comments expressed the view that Highlands College and Hautlieu School should remain as single institutions so that they can continue to deliver vocational and academic qualifications respectively.

Apprenticeships

There was a high number of responses regarding apprenticeships. The majority of comments were positive, seeing apprenticeships as a valuable alternative route to success and to the creation of a diverse and skilled workforce.

A number of respondents felt the scheme should be expanded and age restrictions should be changed to give younger students (14+) and older learners (21+) the opportunity to access apprenticeships.

There were many advocates for a more modern approach, as apprenticeships are traditionally associated with the trades. A new system was now required to embrace sectors such as IT, media and journalism. Some felt that this would enhance the value of vocational pathways and combat elitist views about education in employment. There was also strong support for apprenticeships to be planned in partnership with employers in order to establish what their expectations are.

Some respondents highlighted the synergy between vocational education and apprenticeships. There was also a strong argument that any reform of 14-16 vocational opportunities should take place alongside the development of a more modern apprenticeship programme to ensure progression and continuity for students through school, further education and into employment.

A number of comments focussed on the financing of an apprenticeship scheme. Apprenticeships require significant investment and a financial incentive, possibly tax breaks or subsidies, for employers to encourage participation. Another suggestion included making the funding available to an overarching organisation that would strategically manage apprenticeship schemes. This would be made up of key stakeholders who would oversee and develop the schemes. It was not clear how this would fit with the existing role of the Skills Board.

Other suggestions included the development of a mentor scheme and more information being made available about apprenticeship.



What we have done and plan to do

Closer collaboration between schools and Highlands College

The Minister has already taken the decision that links between Highlands and Hautlieu should be strengthened to open up new opportunities for students to study a blend of academic and vocational subjects should they choose to.

An Interim Executive Principal has been appointed to oversee both institutions and a Joint Steering Group, comprising governors from Highlands and Hautlieu, has been established under the Chairmanship of the Minister to take this work forward. The Interim Executive Principal will report on the work and future opportunities at the beginning of 2014.

The provision of sixth form education will also feature in the review of the structure of secondary education that the Minister has committed to undertake in 2013 and report on in 2014.

A new apprenticeship scheme

A decision to launch a new apprenticeship was made earlier this year. The current scheme run by the Economic Development Department is to be discontinued. A new, modern scheme 'Trackers' has already been developed.

This new scheme takes account of many of the comments made by respondents. It has been designed to provide on-going vocational learning and support for young people regardless of their employment status. It is expected most of the new apprentices will have a job but for those who are unable to secure employment a work placement will suffice.

Support for apprentices will be provided using a coaching and mentoring model that has been employed successfully by the Advance to Work Scheme. Training will be fully funded and each apprentice will have a nominated mentor to advise and guide both the apprentice and the employer.

The new scheme help apprentices develop:

- Technical knowledge (e.g. BTECs City & Guilds)
- Workplace competence (certified via NVQ or industry standards)
- Business understanding (customer focus, timekeeping, team working)
- Literacy and numeracy (to at least level 2).

The benefits for employers will be:

- Greater flexibility
- Improved contact and support through the mentor
- Higher quality trainees leading to higher skilled employees
- Better support for apprentices
- Improved success and retention rates.

'Trackers' aim to recruit apprentices who display motivation, perseverance and commitment to on-going training.

A sum of £380,000 has been allocated in the Medium Term Financial Plan to provide up to 120 places on the new scheme. To date 40 new apprenticeships have been recruited; 38 in employment and 2 on work placements. The scheme will be formally launched in December.

The Princes Trust

Alongside the training schemes offered in schools and colleges, the Jersey Youth Service also provides additional training programmes for the island's most vulnerable young people through the Princes Trust. Funding has been secured through a donation of £1.2million from the Amazon Trust to offer these programmes to over 1,400 young people in Jersey over the next seven years. The planned programmes range from working with 14 to 16 year old young people at risk of educational underachievement to supporting 16 to 25 year old unemployed young people into jobs.

Higher Education

Opening up new opportunities

What we asked

- Should all students who are capable of studying at a higher level continue to have the opportunity to do so?
- Do you think students should have access to financial support regardless of which course they study or what university they attend?
- Do you think the current student loan scheme should be expanded?

What you said

There was almost universal agreement in the responses that the principles for access to higher education should be maintained. That is:

Students who are capable of studying at a higher level should have the opportunity to do so:

- Regardless of age
- Regardless of income status
- If the course and institution are recognised
- If they meet the required standard.

Many comments upheld the principles that people should be allowed to select the course and university of their choice without restriction and that this should not be influenced politically.

There were alternative views citing higher education as a poor investment if graduates do not return to the Island. Some also felt that degree courses should be relevant to the economy and prosperity of Jersey. Others felt that the States should decide the type of degree programmes that it is prepared to fund.

A number of respondents said that the higher education provision available in Jersey should be improved and expanded so that people may participate without having to leave the Island. It was suggested that the Island needs its own university but concerns were also expressed about the social and financial impact of such a large-scale project.

There was, however, support for expanding the current provision in Jersey and for greater coordination of the different higher education providers currently operating in the Island in order to widen choice.

Financial support

A number of concerns were expressed about the fairness and suitability of the current grant system for higher education. Middle income earners, tax relief, the size of overdraft facilities for local students and the process of calculating grants when parents are divorced or separated were all highlighted as issues in need of review. There was also concern that families on low incomes would not be able to afford the cost of university and that many students may find themselves in considerable debt at the beginning of their careers.

Respondents made a number of suggestions for higher education funding:

- Consideration should be given to providing support / greater support for courses which are relevant to the needs of the Island and / or from certain universities;
- The current student loan scheme should be expanded and loan thresholds reviewed, as these are too low;
- Islanders should have the same options for accessing loans as a UK student [this is currently not possible. The UK student loans scheme is underwritten by the UK government and therefore not accessible to Jersey students];
- A new loan scheme should be adapted to provide an incentive for students to return to the island;
- Employers should provide more support for higher education, either financially or by helping to shape degrees offered in the Island.

What we have done and plan to do

Tuition fees

The ESC Minister, with the support of the Council of Ministers, has secured an additional £2.3m by 2015 to meet the increased costs of higher education over the next three years that have come about because of the English government's reforms to higher education funding.

Each university must now act independently when setting fees up to a maximum of £9,000 for a course (specialist courses such as medicine and science are more expensive) for UK students.

Apart from three universities, Cambridge, Imperial College and Warwick, we have successfully negotiated the same terms for Jersey students as UK students.

This does not mean that each university will charge the same amount for each course. It does mean that whatever fee a university decides to charge a UK student for a particular course of study, the same will apply to Jersey students.

A fairer system for calculating grants

The Minister has already announced that, from September 2013, household income will be taken into account in the means testing calculation used to determine grants to students for tuition fees and maintenance.

Of the total number of students applying for a higher education grant approximately 38% are from single parent families. The new system, similar to that operating in Guernsey and the Isle of Man, will be fairer. However, where parents who are divorced or separated choose to declare their total joint income that may be used as an alternative to household income for the purposes of calculating the grant.

Work is also underway looking at the possibility of extending the current student loan scheme and increasing the size of the loan from £1,500. It is not yet known if practical arrangements relating to payback periods and underwriting can be developed to support such an extension.

Adult Learning

Continuing education and personal enrichment

What we asked

- How much do you value the programme of adult education offered by Highlands College?
- How would like to see adult education develop?

What you said

Many respondents made positive points about the programme of adult education at Highlands College – from learners who value the opportunity to re-train or gain new language and work skills but also from employers who regularly send employees on part-time programmes.

There were also positive comments about how courses provided an opportunity to explore new interests and skills and discover new hobbies. Health benefits and the contribution to the social and cultural wellbeing of Jersey were also seen as positive.

A number of respondents commented on financial considerations and felt that courses are expensive. They proposed increased financial support for individuals including a grants or student loan scheme for adults seeking to take a professional qualification. Also, course costs for low-income earners and / or the long-term unemployed could be waived.



Suggested improvements included:

- Greater flexibility in terms of times, mode of study and location;
- Cost – possibly a loan system so that people could study without having to work at the same time;
- Increased opportunities for adults to do GCSEs and A-levels;

- Increased use of school facilities to widen the number of venues that can be used;
- Intensive programmes offered over a short period (eg. 2 weeks) so that learners can participate during their holidays;
- Support new tutors to qualify to increase the range of subjects on offer;
- More opportunities to take different degrees;
- More interaction with the UK so that a higher level of award in a wider range of subjects can be offered;
- Courses should reflect the needs of the Island eg. in hospitality, care, leisure, tourism and construction;
- Improved access to professional level vocational training for adults;
- Expanding adult literacy programmes.

What we have done and plan to do

As many of the suggestions apply to the provision and structure of courses at Highlands, detailed comments have been passed to the College for consideration in the development of its prospectus.

Inclusion

Supporting those with additional needs

What we asked

- How could our system deliver better support for children with special or additional needs?

What you said

Respondents raised a number of issues relating to inclusion – the provision of services for pupils with additional needs. Most comments about the inclusive nature of Jersey’s non-fee paying States schools were positive and highlighted good practice in treating students equally and providing additional support when and where it is needed.

It was felt that students develop a greater understanding of and empathy for children with special educational needs if they are included in the mainstream school community. This positive aspect was counterbalanced by concerns that students with particular needs could be a disruptive influence in the classroom and those children with special educational needs could be bullied or teased in mainstream schools. Also, it was suggested that there should be a greater choice of provision for children with special needs.

Concern was expressed about standards of behaviour and respondents suggested more places were required in special schools or behavioural units. Some felt schools should be given more support and greater freedoms to tackle problems, including permanent exclusion. However, others felt that alternative options should be available to children with behavioural issues.

Funding was seen as a key issue. Mainstream education must be well co-ordinated and resourced to succeed with inclusion. Respondents’ suggestions included increased numbers of support staff in schools, particularly more classroom assistants and trained key workers. Also, it was suggested that increased funding for nursery children with special educational needs should be made available.

The value of a cross-departmental approach to inclusion with clear protocols, sharing of information and funding also featured strongly as areas Jersey should develop further.

There was broad agreement that early intervention is vital, as diagnosis at an early stage prevents problems from escalating that can become difficult and expensive to resolve later on. Respondents proposed earlier screening for conditions such as dyslexia, dyspraxia and autism.

Some respondents felt that more information was needed about special education needs, including clear definitions and statistics on numbers receiving support. Improved training was also identified for school staff to be able to respond to children with a diverse range of needs.

English as an additional language (EAL)

Although the work of the peripatetic English as an Additional Language Team was valued, some respondents suggested that schools should be better resourced to cater for pupils whose first language is not English. There were also suggestions that modern languages such as Polish and Portuguese should feature as options in the mainstream secondary curriculum.

Suggestions for service improvements

- More targeted support for pupils;
- Educational psychologists to spend time with the pupils in school, working with them to resolve barriers to learning, and to support the class teachers to plan for interventions;
- Schools provided with extra resources to support inclusive strategies, including, sensory areas, outdoor facilities and teaching life skills such as cooking and gardening;
- Greater use of technology to aid the progress of pupils with special needs;
- More support for parents;
- Better information to parents of gifted and talented pupils;
- Provide fair and equitable opportunities/support across the Island for all children who have special educational needs;
- One-to-one support for pupils with a diagnosis who struggle to cope in a mainstream school;
- Trained specialist support staff to work with challenging pupils in mainstream;
- Every class to have a trained teaching assistant to support children with special needs on a daily basis;
- A Portage service (help for parents in their own home) is needed for pre-school children with special educational needs;
- Provide fair and equitable opportunities/support across the island for all children who have special educational needs;
- Hold schools to account for their inclusion practice and special educational needs provision, and challenge their effectiveness;
- Resources for inclusion across public and private sectors could be improved. At present the Inclusion Project offered by the Jersey Child Care Trust cannot be accessed by the public sector. Some schools, particularly in the town area, could benefit from more support.



What we have done and plan to do

Review of Special Needs support structures

An internal review of support structures has already begun looking at how staff and resources are used to:

- Ensure early intervention;
- Remove barriers to learning;
- Raise expectations and achievement;
- Deliver improvements in services and partnerships;
- Ensuring best value in special educational needs services.

The total spent on special needs, including special schools and funds delegated to mainstream schools to support inclusion is in excess of £11m. A full internal financial review of how these resources are allocated to priorities will be undertaken in 2013 to ensure that they are used to best effect and provide the maximum value for money.

At the same time, capital funding of £1.066 million has been identified in the Medium Term Financial Plan to build a new dedicated provision for autistic pupils at Haute Vallée School. It is anticipated that construction will begin in 2014.

Other issues

Comments were also received relating to a number of other key areas

Catchments

Respondents commented on the uneven spread of pupils in the four 11-16 secondary schools (Grainville, Haute Vallée, Les Quennevais, Le Rocquier), that can result in some schools having a higher number of pupils from challenging backgrounds.

Also, a number of comments were received indicating parents should have more choice about which school their child is to attend. This included comments about schools competing directly for places.

Funding

Concern was expressed that cuts should not be made in education but that additional investment is required. Differing views were expressed about reducing grants to fee-paying schools, with some in favour and some against as follows:

- If CSR savings are to be made by cutting the grants to fee-paying schools, these should not be set at a level that parents will have to move their children into the non fee-paying sector;
- The States should continue to provide grant support for the fee-paying sector. Parents of children in fee-paying schools believe their contribution is essential to the system because it saves the taxpayer money and promotes social mobility;
- Grants should be cut to the fee-paying schools. Savings could be re-invested in other areas of the service;
- It would be wrong to reduce or abandon cuts to the grants to fee-paying schools at the expense of the non fee-paying sector;
- Savings can be made by increasing the number of pupils in the fee-paying sector;
- With changes in demographics it does not make sense to continue to subsidise private education;
- The current States support for fee-paying schools is an excellent example of public / private partnership.

Further comments highlighted concerns about a funding imbalance between the public and private sectors and a lack of clarity about how schools are funding generally. There were calls for schools to be given full independence over their budgets, staffing and the curriculum.

The issue of vouchers was raised, both in the context of nursery education and primary and secondary education. Respondents suggested that a voucher scheme would enable all parents to select a provider of their choice.

Faith Education

Comments were received concerning faith-based education in Jersey. These included calls for a fully funded faith school that promotes Christian values.

Concern was expressed that a number of less affluent Catholic families are denied a faith-based education because it is only provided in private fee-paying schools. However, some replies were opposed to States funding of faith-based education.

Other comments highlighted the importance of religious education (RE) as a subject and said it should remain prominent in the Jersey Curriculum.

School calendar and day

A small number of respondents proposed changes to the school day, suggesting that Jersey should investigate how the academic year is delivered. For example, whether there are benefits to delivering the school year over four terms with a shorter summer break.

Consideration should also be given to delivering services in schools before and after the school day.

Class sizes

Some comments stated that smaller class sizes were better for learning.

Teaching staff

A number of responses were received about teaching staff. Comments centred on a range of issues, including increasing professional development opportunities, attracting the best people to become teachers, giving teachers and head teachers more autonomy to do their jobs, and improved monitoring and evaluation of teachers to ensure standards of teaching remain high.

Parents

Respondents commented that parents have a key responsibility in their child's learning and that some parents need support to enable their children to fully benefit from the education system.

