

EDUCATION

BUSINESS PLAN UPDATE 2017-19

CONTENTS

foreword	3
what we've done so far	5
action plan update	7
standards.....	8
curriculum.....	14
families.....	19
greater freedoms for schools.....	22
who does all the work?	24
standards & achievement.....	25
inclusion & family support	29
higher education & skills jersey.....	32
jersey youth service	34
resources & school support	36
policy & planning	38
libraries	41
human resources	42
development of key performance indicators.....	44
stages of education	47

foreword

We launched our first new-look Business Plan in 2015 to much acclaim. It set out 42 action points and gave us a plan, a direction and a journey to follow. Some actions are complete and we are still working on others.

So what's different in this update?

First, it shows you that we've maintained our focus. Standards, curriculum, families and autonomy (greater freedoms for schools) are still our priorities.

Second, it shows you how far we've come. It lists our progress so far, the new projects we've added and how we will measure our success in future.

A lot of the progress is down to our staff recognising that change was needed and putting in the hard work and effort to effect those changes. So I thank them wholeheartedly.

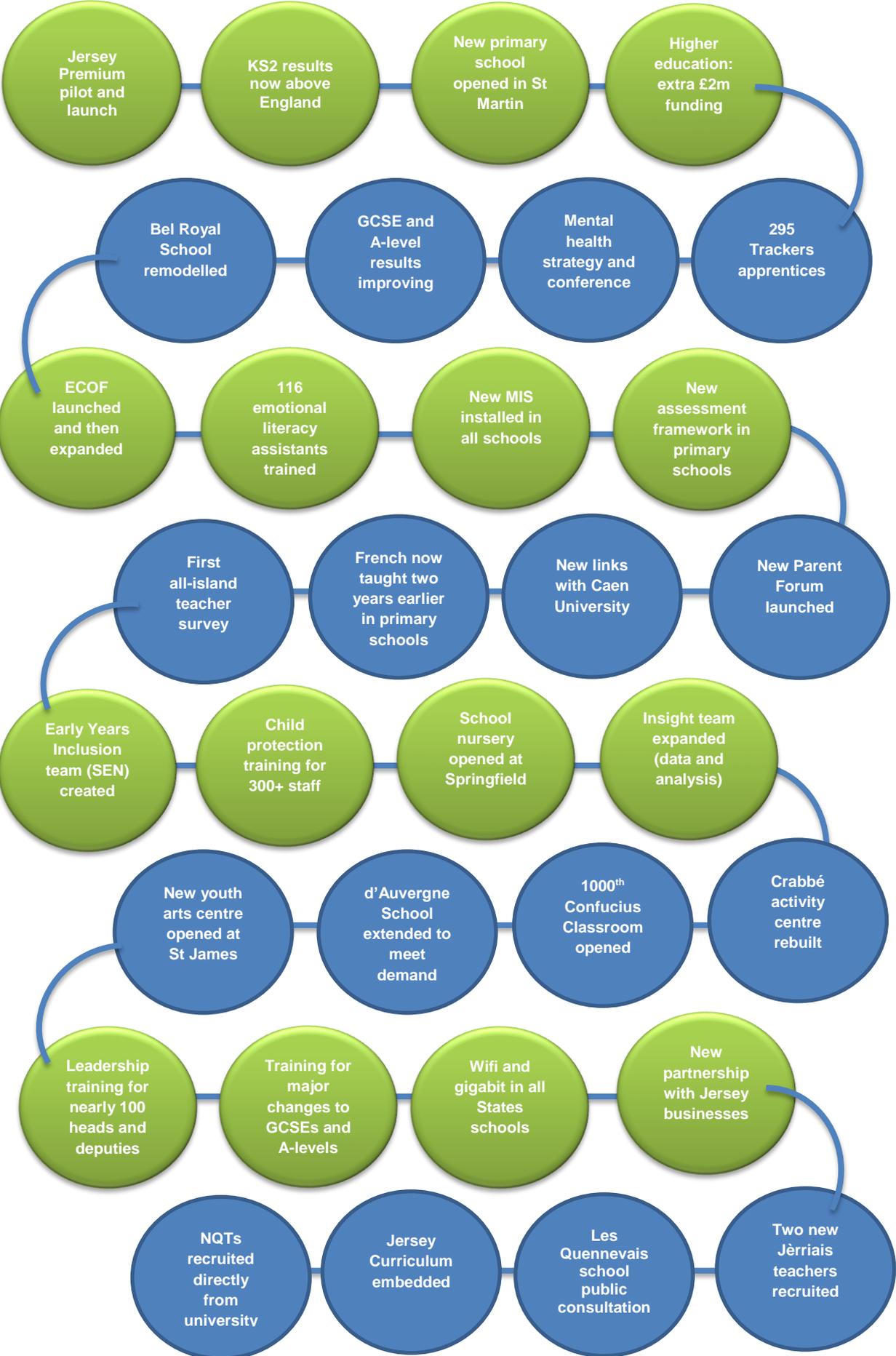
Deputy Rod Bryans - Education Minister



**‘Jersey has some of
the nicest pupils, the
best buildings and
the best teaching
practice I’ve seen.
We can **aim high** so
that’s exactly what
we’re doing for
our students’**

Justin Donovan
Chief Education Officer

what we've done so far





ACTION PLAN

progress so far



standards



curriculum



families



greater freedoms for schools

standards

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

SMT Lead: Director of Standards & Achievement.

Actions from 2015

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 (2016-17):
 - 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 just 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.

How are we doing?

The delivery of a major new Management Information System (MIS) to collect data in schools remains on target. It will be 'live' in all schools in the summer term 2017. A team is working with schools to ensure the system is easy for staff to use and will result in improved information management that reduces the number of administrative tasks for teachers.

A data publication schedule is now published annually on gov.je and mirrors statistical releases in the UK. All schools now publish school results and characteristics on their website in accordance with Education Department guidelines.

2. Improve arrangements for the effective transfer of information between schools and settings when children move between them (2017-18):
 - Review and improve transition information and processes between schools at all phases of education.

- 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.

How are we doing?

Transition arrangements for students moving between primary and secondary school have been fully updated and comprehensive assessment data on all pupils will be transferred.

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 each child and year group, so that progress is hastened rather than only predicted (2017-18).
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 (2017-18).

How are we doing?

Progress is the first reported data set on all statistical releases and individual school reports.

6. Encourage and support schools to be proactive in recognising excellence and celebrating success (2017-18).
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.

How are we doing?

Head teachers serve on the department's Senior Management Team (SMT) and all key working groups. Three secondments are in place for head teachers to lead specific projects in 2017. High calibre former HMI are now supporting school reviews.

8. Invest further in the moderation process to ensure challenge and rigour is retained within the system (2017-18).

How are we doing?

The moderation process has been updated and training has been provided to help staff meet the requirement of the new curriculum, exams and assessment.

9. Provide head teachers and senior leaders in schools with high quality training in classroom observation and feedback (2017-19).

How are we doing?

70 head teachers and deputies have been trained in school review techniques including classroom observation. 22 primary head teachers have viewed best practice in high-performing UK schools.

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 (2017-19).
- Ensure that the department and schools are clear about what 'excellence' in classrooms looks like.
 - 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.

How are we doing?

Schools have now been given the flexibility to determine the date of one of their three inset days, providing a valuable opportunity for teachers to learn from their peers and share best practice in the classroom environment.

11. Work with professional associations to increase the number of training days and opportunities for professional development in Jersey (2017-19).
12. Improve the process for recruitment and retention of high quality teachers (2017-19):
- 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.

How are we doing?

Strong links have been made with Newcastle University to attract NQTs to the island, with three specialists successfully recruited for autumn 2016. An online TV advertising campaign was launched in early 2017 to raise awareness nationally about teaching careers in Jersey.

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 (2017-19):
- 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 phases.
 - Organise an exchange scheme between schools to enable teachers to broaden their professional experience.

How are we doing?

Leadership training is running for head teachers, deputies and middle leaders, both within the Education Department and across the public sector through programmes such as Managers to Leaders. Success rates are high: four of the first cohort of deputy heads who did the Aspiring Leaders programme are now head teachers. 18 deputy heads have taken this course.

A third cohort of middle leaders is currently on the highly regarded and over-subscribed Jersey Programme for Middle Leaders (JPML), bringing the total number of trainees on this course to 90. Members of the first two cohorts achieved senior management roles after completing JPML.

A programme of head teacher and deputy head teacher mentoring has been established using external expertise and independent advice. This is providing school leaders with excellent opportunities to further develop their leadership skills. Our NQT and Jersey Graduate Teacher Training programmes have also been enhanced.

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 (2017-19):
- 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.

How are we doing?

The Education Department, in partnership with colleagues from the teaching unions, launched the first island-wide teachers' survey, which was followed up with a series of focus groups to explore teachers' concerns in more depth, including workload pressures. An action plan to address these issues will be developed and released in 2017.

15. Develop policies and processes to quality assure practice and teaching standards for non-teaching supply staff (2017-19).
16. **Strengthen significantly arrangements to INTERVENE when groups of children are not making expected progress (2017-19):**
- 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 support to be made available when under-performance becomes evident.
 - Ensure there is sufficient capacity within the system to support and intervene when necessary.

How are we doing?

The new Jersey Schools Review Framework will be launched in 2017. This new framework will enable the department and school leaders to identify a school's achievements and continuing improvements. The findings will be published and made available on school websites.

17. Seek ways to increase the amount of time allocated to teaching and learning (2017-19):
- 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 time to ensure it is focused on providing maximum achievement.
 - 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 (2017-19).

How are we doing?

Following a successful pilot in 2016, the Jersey Premium was introduced in States schools in January 2017. It is based on the experience of the Pupil Premium in England and builds on research that has identified how best to improve outcomes for learners. Jersey Premium provides additional funding targeted at pupils who are at risk of lower attainment, as evidence shows that some pupils are affected by social, emotional or economic influences and do not always reach their full academic potential. To date, and with assistance from the Social Security Department, 2,357 pupils have been identified as being eligible. Procedures are now being developed to identify eligible pupils who have recently arrived in Jersey.

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

How are we doing?

A new nursery class opened in Springfield School in September 2016 and Trinity School nursery will open in September 2017 to give parents extra choice.

‘Parents and the staff are **delighted** to have a nursery at our school. It means we get to know one another earlier, which is better for everyone. After this **flying start**, the children are really well placed to continue their learning in **Reception and beyond.**’

Sam Cooper
Head teacher, Springfield Primary School

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: Director of Standards & Achievement.

Actions from 2015

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 (2017-18):
- 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.

How are we doing?

The Jersey Curriculum has been rewritten to take account of local history, geography and politics. Planning for the Cultural Passport is in place with partners including Jersey Heritage. Three schools have achieved the Rights Respecting Schools award, with more to follow.

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 (2017-19):
- 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.

How are we doing?

A new body is being created to replace the Skills Board and work with island businesses on the creation of a new skills strategy for Jersey. This is in its early stages.

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 (2017-19).

How are we doing?

Every subject now has a termly or more frequent meeting with secondary school heads of department, primary subject heads and senior officers.

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 (2015-19).

24. Aspire to provide opportunities for all children to learn French from the Early Years Foundation Stage to the end of Key Stage 3 (2017-18):

- 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.

How are we doing?

Funding has been provided to review how languages are taught in schools. This will aim to ensure more Jersey children and young people improve their proficiency in and enjoyment of French and a range of other languages, including Jèrriais, Portuguese, Polish and Mandarin. The provision of a French-English bilingual school or stream is a core component of this review.

25. Deliver a refreshed IT curriculum consistently across all schools via a fast and reliable infrastructure and network (2017-18):

- 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 (but not necessarily through a GCSE option).

How are we doing?

The IT curriculum has been reviewed and an action plan will be developed to improve the teaching and learning of IT in schools.

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 (2017-18).

How are we doing?

We have created the first Qualifications Framework for Jersey, to clarify which GCSE, A-level and other level 2 and 3 qualifications are available to students in the island and how they can progress through their education. It takes account of the Island's economic needs and local factors. This framework will help schools to respond to the rapidly changing landscape of GCSE and A-level reforms in the UK.

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).

How are we doing?

The Jersey Curriculum has been rewritten to take into account where we live. It incorporates more learning about Jersey's history, culture and environment. Information about the new curriculum has been made available online.

28. Introduce an island-wide assessment framework from the Early Years Foundation Stage to Key Stage 4, ensuring consistency and accuracy across all schools (2015-19).

How are we doing?

Our new Primary Assessment Framework has been in place since September 2015, and an external review of the first full year of implementation was positive. This review was informed by in-depth meetings with classroom teachers, moderators, SENCos and head teachers. A new Secondary Assessment Framework was created in 2015-2016 and implemented in schools from September 2016 with further work continuing.



**‘I have nothing but
praise for what I see
happening in our
schools day in
and day out. I
congratulate those
teachers and I know
from a first-hand
perspective that
they are doing a
fantastic job’**

Senator Ian Gorst
Chief Minister

families

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

SMT Lead: Director of Inclusion and Family Support.

Actions from 2015

29. Collaborate with other government departments to improve significantly multi-agency working and enhance services for families and their children (2017-19):
- 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.

How are we doing?

The Education Department, schools and other agencies are now working more closely together to keep children safe and protect vulnerable families. Multi-agency bodies have been established including the Multi-Agency Safeguarding Hub (MASH), Multi-Agency Risk Assessment Conference (MARAC - domestic abuse) and Jersey's Multi-Agency Public Protection Arrangements (JMAPP - high risk adults) and education representatives sit on all these agencies.

Agencies are supported by the work of MASTs (multi-agency support teams), which have been reviewed and restructured so that regular meetings can be held with professionals in schools and colleagues from the Youth Service, Police, Social Care, Parenting Support, School Nursing and CAMHS. These meetings, alongside internal education meetings, identify and prioritise need and request the involvement of early intervention and more specialist services for vulnerable children.

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 (2017-18).

How are we doing?

The Parent Forum for children with special educational needs was launched in 2016, giving parents a voice in developing strategies for improving services for children. This work will be followed up with the development of a parent partnership forum for the broader education service in 2018.

31. Remove the current gap in funding to meet the special educational needs of young children before they reach nursery school age (2015-16).



How are we doing?

The gap in funding to meet the special educational needs of young children before they reach nursery school age has been addressed. Additional funding of £230,000 from the MTFP for pre-school SEN children started in September 2016 with early intervention from birth upwards now being delivered by the Early Years Inclusion Team (EYIT). This team includes both Early Years Area SENCOs and Portage Home Visitors.

32. As opportunities arise, shift resources and funding for early intervention, including funding to the primary and early years foundation phases (2017-18).

How are we doing?

The new Alternative Provision Support Service (APSS) team structure is now in place and began delivering services from September 2016. This has resulted in the Social and Emotional Mental Health Inclusion Team (SEMHit), the Alternative Curriculum and D'Hautrée House coming under one leadership structure. The opportunity for the sharing of good practice is high as is the opportunity to share resources and deliver a more effective and efficient service.

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 (2017-19).

34. Learn from and extend existing family-focused work (2017-19).

How are we doing?

The pilot child and family centre at Pathways Samares will be evaluated, with a view to developing an island-wide approach to meeting the needs of families.

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 (2016-17).

How are we doing?

Education and Social Services have held early discussions about how best to share the appropriate key indicators. Better data systems and shared information between departments and agencies will enable 'high demand' family groups to be identified and their characteristics to be modelled for future identification.



greater freedom for schools

Key objective: To secure the freedom 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 Resources & School Support.

Actions from 2015

36. Head teachers, governors, key officers and senior politicians will work together to agree on the importance, and extent of, the freedoms for schools (2017-19):
- 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 for 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.

How are we doing?

The key principles or redline issues have been identified in determining what freedoms will not be provided to schools. These have been communicated to unions and agreed. The next steps will be to establish a working group during 2017 to focus on providing greater freedoms to schools during 2018.

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 (2017-19).
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 (2017-19):
- Work with the Treasury to reduce significantly the current restrictions on schools - devolve financial decision making 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 created by the application of head count and FTE in schools’ ability to recruit and retain the very best teachers (2017-19):

- 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.
- 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.

How are we doing?

Senior politicians and officers from other States departments have been invited to schools to better understand the key issues facing them. Visits have been undertaken at St Martin's, Bel Royal and Les Quennevais School schools.

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 (2017-19).
41. Review the role, function and purpose of school governors, to ensure that stronger governance and greater accountability accompanies greater freedoms for schools (2017-19).
42. Simplify and streamline decisions about maintenance and property issues (2017-19).

How are we doing?

Education will be provided with access to Jersey Property Holdings system. One officer at the department is now leading on maintenance issues for schools.

who does all the work?

these teams

standards and achievement/
inclusion and family support/
resources and school support/
policy and planning/ hr/ it

support these front-line services

nurseries/ primary schools/
secondary schools/ sixth form and
further education/ higher education/
adult education/ youth service/ post
16 and apprenticeships /careers/
libraries

standards & achievement

This is a key team that works with Jersey's early years providers, schools and colleges to ensure the highest outcomes of education and care for children. The team focuses on continuous improvement in teaching and learning, leadership, training and development, standards and pupil achievement.

To do this we:

- Improve educational outcomes by professionally monitoring, challenging and supporting Jersey schools and colleges in a variety of ways.
- Support school self-evaluation and development through reviews using a team of 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.
- Lead the teaching profession in the Island by providing Continuous Professional Development (CPD) for all teaching staff. This includes leadership development and succession planning; support for teachers' performance review and 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 Training Programme; and supporting school governing bodies.
- Enact, monitor and keep under review the Jersey Curriculum.
- Ensure rigorous and effective assessment across all key stages of education, in line with the Jersey Curriculum.
- Ensure there is accurate performance data for all pupils and groups of students.
- Co-ordinate the moderation of teacher assessments through the peer moderation teams, an oversight panel and external validation.
- Register, regulate and support best practice in early years settings, including pre-schools, nurseries and registered childminders, under the Day Care of Children (Jersey) Law 2002. This also includes play settings, breakfast clubs, after-school clubs and holiday provision.

standards and achievement projects for 2017-19

In addition to leading all developments in the Standards and Curriculum sections of the Business Plan and key contributions to the Families and Autonomy streams, this team's projects for 2017-2019 include:

To introduce a new approach to school reviews.

A peer-led school improvement model will ensure school self-evaluation is secure and that all the resources of schools and the Department are focused on improving outcomes for all.

To develop an early years strategic plan for 2017–2019.

To work with other members of the Early Years and Childhood Partnership to develop a coherent plan encompassing all aspects of early years services.

To improve the quality of music education in schools

Work with the Jersey Music Service to support the music curriculum at primary and secondary levels, provide training for school staff and more opportunities for children to learn and play a musical instrument.

To develop a shared statutory requirement for all children 0-5 and a quality framework within a reviewed regulatory system.

This will encourage and support a continuous cycle of improvement and provision of high quality services.

To develop a joint training brochure with our early years partners.

This will support practitioner knowledge, best practice and staff development.



‘The building project has transformed the way our students move around and use the building. Instead of portacabins that were here for 15 years we now have the purpose-built facilities of a 21st century school’

Sonia Burton

Head teacher, Bel Royal Primary School

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 access the full curriculum and achieve the highest possible standards in school, This includes support for pupils with sensory impairments (either visual or hearing) and/or physical difficulties alongside a range of other needs that can present barriers to learning.
- Raise expectations of all schools and settings in delivering SEND services.
- Work closely with other agencies in the interests of vulnerable young people and families.
- 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.

inclusion & family support projects for 2017-19

Develop and Implement a new Jersey Code of Practice for SEND, which outlines the responsibilities of the department in relation to children with special educational needs or disability.

We will refresh the existing Code of Practice and provide more detailed guidance to support schools, parents, pupils and agencies.

Maximising impact of teaching assistants.

We will develop support for our most vulnerable learners and teaching assistants.

Devolution of the Additionally Resourced Centres (ARCs).

We will look to devolve management of ARCs to school leaders to ensure improved provision for Jersey pupils with SEND.

Establish a multi-agency pathway for transition of young people aged 14 to 25 with SEND who require support from more than one agency.

Transitions will be jointly planned and co-ordinated across States departments, including Health and Social Services, Education, Social Security, Andium Homes and third sector organisations in partnership with the young people and families we serve.

Implement a new operational structure for the Inclusion and Early Intervention Service.

This will ensure a comprehensive and co-ordinated early intervention offer for schools, children and families. This will involve recruiting a new team of early intervention family support workers.

Build on initial activity arising from the early intervention strand of the Jersey Mental Health Strategy.

This will include recruiting primary mental health workers, refreshing and extending anti-bullying in schools and the wider community, and extending Parentscope as a key mechanism for supporting parents.

Respond to the recommendations of the Independent Jersey Care Inquiry.

The department will further shape its services in line with the outcomes of the Independent Jersey Care Inquiry.

Work in partnership with the Early Years Childhood Partnership.

To further develop the family-focussed work that has been established at The Bridge and Samares Pathways centres.



higher education and skills jersey

incorporating careers jersey and trackers

These teams support young people and adults to move into work or higher education at university. Their services include apprenticeship programmes, careers information plus advice and guidance for people of all ages both in and after formal education, provision of opportunities to develop workplace skills, and coordinating students grants for higher education. They also provide an essential link between Jersey's employers and education system, primarily through the new Skills Jersey body.

To do this we:

- Have a partnership agreement with each school to ensure that services offered to young people are consistent.
- Deliver individual guidance interviews in schools and through outreach at locations including the prison and The Bridge.
- Provide employability workshops for schools and other agencies such as The Prince's Trust.
- Support apprentices and young people through a mentoring process of Trackers to re-engage with education and achieve accredited qualifications in particular industries.
- Work with employers to develop opportunities for young people.
- Develop a framework for skills development and training in future 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.
- Organise work experience placements and other work-focussed schemes for students and graduates to help them develop workplace skills.
- Provide information on career routes through key events such as the Skills Show and annual Higher Education Fair.
- Deliver individual careers guidance interviews to adults.
- Provide opportunities for Islanders to develop their skills.

higher education and skills jersey projects for 2017-19

Continue exploring options for the funding of higher education.

To ensure as many young people as possible can access higher education (and that finance is not a barrier for attending university).

Develop additional and higher apprenticeship options.

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.

Promote and support the new Skills Jersey and collaborate with all business sectors.

Prepare a new Skills Strategy that will aim to build a confident, motivated and skilled society and nurture an aspirational, diverse and entrepreneurial culture for Jersey.

jersey youth service

Youth work is an educational activity that supports the personal and social development of young people and helps 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. The core target audience is 12 to 18 year olds but many of our centres provide junior youth clubs for 9 to 11 years. The service also provides more targeted projects for 18 to 25 year olds.

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 they are in.
- 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.
- Support young carers and LGBTQ young people.
- Work as the delivery partner in Jersey for all Prince's Trust programmes.
- Deliver an open access Duke of Edinburgh's Award programme.
- 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, 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.

jersey youth service projects for 2017-19

Extend and strengthen community partnerships.

Develop new partnerships with parishes and charities and renew existing partners.

Review the youth work provision in the Parish of St Helier.

Focus on opportunities in the north of town where there is a lack of youth work provision.

Expand the YES Project advice service.

Look to create a high street base and extend the counselling service to meet demand.

Ensure the JYS continues to deliver a high quality service to young people.

Complete Silver and Gold levels of national quality assurance inspection framework to raise standards with the service and affiliated projects.

Increase targeted work.

Develop work with vulnerable and at risk young people through targeted programmes.

‘Young people clearly
love their time at the
Jersey Youth Service.

They value the
support and
opportunities they
are given and the
difference these
make to their lives’



Ambition Quality Assessment Report

January 2017

resources & school support

including finance, governance, IT, property, procurement, wellbeing and health & safety

The work of this team underpins all 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. The IT team provides an effective accessible infrastructure supporting the new IT learning environment in schools and other services, helping them meet the pedagogical (teaching) requirements. The governance team supports schools and other sections with essential functions such as forward planning, health and safety and wellbeing, data protection, online safety, information security and property management.

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, to ensure the budget is not exceeded and to ensure money is spent appropriately in accordance with financial directions policies and procedures.
- Liaise with the Treasury and Resources Department on all financial matters, including provision of information for the Council of Ministers.
- Provide advice, support and training for budget holders in all areas.
- Provide project management and research skills, supporting schools to make innovative, creative use of technology in the classroom.
- Provide support and advice on technical issues, including helpdesk and ongoing troubleshooting for schools.
- Liaise with suppliers and provide contract management for procurement, network and support packages.
- Support the schools' and department's data management systems.
- Manage education properties in cooperation with Jersey Property Holdings. This includes forward planning for capital and minor capital projects, building maintenance and compliance with service level agreements.
- Develop work related policies to meet business objectives, implement, monitor and review to ensure schools and other services are fully compliant.
- Undertake audits and reviews of the schools, college and department in all governance areas to ensure compliance and the safety of our children, young people, workforce and the public.
- Co-ordinate the department's health, safety and wellbeing initiatives, produce annual wellbeing plans to maintain and improve a culture of wellbeing in the department.

resources and school support projects for 2017-19

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 SEND formula.

Review funding for Highlands College.

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

Deliver the savings programme 2017-19 for the second Medium Term Financial Plan.

Savings have been identified and plans need to be reviewed and implemented. Continue to review services to ensure that they are delivered in the most efficient way possible.

Ensure excellent governance standards are adopted in schools and facilities.

This will include implementation of health and safety and wellbeing, data protection, online safety, information security and record management systems across the service to ensure both the physical and information security of our staff, students and the public.

Develop strategies to improve wellbeing across the department.

Develop and implement key wellbeing initiatives ensuring that they are aligned to the overall organisational wellbeing objectives and business plans.

Review data protection guidance to ensure compliance with new legislation.

Ensure that there is increased confidence within schools and the department in relation to data protection issues and that policies reflect changes in legislation.

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.

Deliver a programme for digital skills.

To support teaching, learning and pedagogical development to develop a sustainable digital learning framework in Jersey.

Improve and strengthen the resilience of the IT infrastructure.

Ensure that the infrastructure available to schools will support the innovation and revised curriculum requirements of the digital economy of the future.

Develop a state-of-the-art IT support service.

Support innovative use of digital technology built around learning to meet the ongoing requirements of Thinking Differently strategy.

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.

policy & planning

The Policy & Planning team work collaboratively with schools and the other department teams to provide advice, guidance and additional support. Responsibilities include forward planning and policy development as well as delivering change management and project management support. Other responsibilities include data and information management (through the Insight Team), communications, support to the Ministerial team, the allocation of school places, responses to freedom of information requests and the coordination of records management.

To do this we:

- Manage all new admissions and transfers between schools as well as all appeals.
- Capture, manage and report data relating to information for schools and other services.
- Plan for and provide sufficient school places for future cohorts.
- Deliver new initiatives and projects through change management programmes (reflected throughout this business plan).
- Provide project management support across the department, including for the capital programme.
- Research and develop new policies and strategies for various aspects of education.
- Provide advice and support to the Ministerial and senior management teams.
- Support schools and services to deliver effective communications.
- Manage the development and delivery of the business plan, including establishing indicators and targets and monitoring performance.
- Provide advice and support to schools and services in key areas including freedom of information and records management.
- Provide customer care and administrative services for the department and schools.

policy & planning projects for 2017-19

Continue to improve data collection and analysis and develop systems, guidance and support to schools.

The department's Insight data team will support the work of the Standards and Achievement team with scheduled publication of data and analysis. The change team will work with schools to ensure the introduction of a new Management Information System (MIS) for schools will result in improved data management, recording, analysis and reporting that is an essential part of raising standards.

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

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

To embed key performance indicators (KPIs) across all sections and individual projects to ensure progress is made towards departmental objectives.

This will provide improved information for the senior management team and the Minister to assist decision-making and to assess progress made.

To work with colleagues in primary and secondary schools to streamline administrative and business processes.

Following the comments in the teachers' survey, school processes will be more efficient and teachers and school staff will be able to use time more effectively.

Plan and deliver property projects with Jersey Property Holdings, including rebuilding Les Quennevais School, the final phase of Grainville School, a new base for the Jersey Music Service and the redevelopment of St Mary's School.

There will be an improved learning environment for pupils and more schools will meet recommended UK standards for accommodation.

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.

Continue to develop ways 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 with a work plan with milestones, responsibilities and resources signed and agreed by all key stakeholders.



**‘The new curriculum
is a gift, bringing
learning **alive**. Once
you run a curriculum
for a number of years
there is a danger of it
becoming stale’**

Katy McMahon
Head teacher, Trinity Primary School

libraries

The Jersey Library team provide 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:

- Seek to create a lively and engaging service with reading groups, challenges, promotions and author visits, alongside events for specific audiences such as families, older readers and adult learners.
- Provide around 400,000 loan items that are borrowed every year.
- Provide a range of digital content for free download, including ebooks, magazines, audio books and comics.
- Visit schools and community groups to promote the library service, books and a life-long love of reading.
- Support informal life-long learning by providing free resources, study space and opportunities to explore and be creative, including workshops, regular groups and special events.
- Develop a range of training opportunities to help those new to ICT to get online and those who are already experienced further develop their skills.
- Support the study of local and family history through the development of physical collections and online resources.
- Help islanders develop the skills to independently search for and evaluate information.
- Provide access to health information, signposting customers to relevant agencies, and practical help through the Books on Prescription scheme.
- Provide business information services for aspiring entrepreneurs and existing businesses.
- Visit residential homes and housebound people to deliver books and resources.

libraries Projects for 2017-19

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

Continue to support relevant literature and literacy promotions and offer training to improve literacy and numeracy. Also host regular Code Club and other creative activities for children, young people and families

Expand range of introductory ICT support sessions.

Develop range of activities for adults and children offered in the Branch Library

Enhance the Library's digital service to make it accessible online 24/7.

Introduce online registrations, reservations and email for overdue reminders.

Increase access to Local Studies resources by digitising items in the specialist collections.

Develop the business element of the Reference Library.

Seek to develop services in line with the British Library's Enterprising Libraries model.

human resources

This team provides HR advice, support, management information and guidance for schools and the department relating to staff matters.

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.

hr projects for 2017-19

Continue to play a lead role 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, to reflect equal pay for work of equal value.

Represent education 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 education employees.

**‘The best aspect of
my role is visiting
our schools.
I am constantly
impressed by the
creativity I see in
students and the
expert guidance of
the teachers,
who clearly love
what they do’**

Deputy Rod Bryans
Education Minister

development of key performance indicators

The world of education has been experiencing great change over the past few years. This is ongoing and the period of flux has meant it is increasingly difficult to measure performance, set meaningful targets or make fair comparisons with other jurisdictions.

A new grading system for GCSEs is being introduced over three years and the qualifications themselves have changed. The methodology for A-level statistical analysis has changed in 2017. Also, the 'levels' previously used at Key Stages 1 to 3 have been removed and not replaced in the UK.

In Jersey it is essential to understand how our schools - and the students in them - are progressing so that we can target any help that is required. The solution is to replace 'levels' with a new assessment framework, which is bespoke for Jersey and has been introduced in all our primary schools at Key Stages 1 and 2. This will give Jersey a unique and coherent system to measure its pupils' progress, whatever school they go to. However, it will take time for this new system to become established and for us to ensure consistency across all schools. It is expected this will take three to five years.

Work is also progressing on developing a 'flightpath' model at Key Stages 3 to 4, which provides expected outcomes for students at secondary school through to GSCE.

It is important that Jersey adopts meaningful indicators and sets appropriately ambitious targets to improve outcomes for pupils.

These indicators must help teachers to develop classroom practice so that teaching and learning, and then assessment, can be improved. The indicators must also enable schools and the department to understand whether outcomes for children are improving each year and where future investment and attention should be placed. Finally, the department's suite of indicators should enable Jersey to compare its outcomes with those in England and further afield.

It is the Education Department's aim to fully specify key performance indicators (KPIs) over the next three to five years in the following areas:

- The percentage of pupils reaching age-related expectations for Key Stage 1 and Key Stage 2.
- The percentage of pupils making expected progress between Key Stage 1 and 2, and between Key Stage 2 and 4.
- The percentage of pupils achieving a good standard of attainment at the end of Key Stage 4.
- The attainment gap between the highest achievers and those pupils requiring additional support.
- The percentage of school leavers who are not in education, employment or training (NEET) at the end of Key Stages 4 and 5.
- The destinations of school leavers at the end of Key Stage 5 (18 years).
- The percentage of school leavers accessing higher education.

The department will also develop additional indicators to allow for a more informative description of the context and performance of the education system in Jersey. These are likely to include:

- Inclusion rates in mainstream education, including Special Educational Needs and Disability (SEND).
- Percentage of the cohort receiving additional support through Jersey Premium (disadvantaged and vulnerable learners).
- Percentage of pupils with English as an Additional Language (EAL).
- Teacher satisfaction and wellbeing rates.
- Parent satisfaction rates with their child's school.
- Pupil wellbeing rates at school.
- Class sizes.
- Pupil:teacher ratios and pupil:adult ratios.
- Coverage of high-speed internet networks and wi-fi across schools.
- Outcome measures in all areas of the business (eg. for employability skills, Trackers retention rates, library usage, notifiable accidents etc.)

Current Performance Indicators

In the interim period, before the full set of KPIs can be finalised, the Education Department will continue to work to the following targets:

- The percentage of sessions attended by pupils will be at least 95%.
- The percentage of pupils achieving five or more GCSEs or equivalent examinations at grades A* to C (or equivalent 1 to 9) at Key Stage 4 will be statistically in line with or above the previous three-year rolling average for Jersey.
- The percentage of pupils achieving an A* to C grade (or equivalent 1 to 9) in both English and Mathematics at Key Stage 4 will be statistically in line with or above the previous three-year rolling average for Jersey.
- The percentage of pupils achieving three A* or A grades at Key Stage 5 will be statistically in line with or above the previous three-year rolling average for Jersey.
- The percentage of pupils achieving at least AAB or better at Key Stage 5 will be statistically in line with or above the previous three-year rolling average for Jersey.
- The average point score per entry for a Level 3 **academic** qualification at Key Stage 5 will be statistically in line with or above the previous three-year rolling average for Jersey.
- The average point score per entry for a Level 3 **vocational** qualification at Key Stage 5 will be statistically in line with or above the previous three-year rolling average for Jersey.

stages of education

	Key Stage	Year	Age	
Primary	Early Years Foundation Stage	Nursery	3-4	
		Reception	4-5	
	Key Stage 1	Year 1	5-6	
		Year 2	6-7	
	Key Stage 2	Year 3	7-8	
		Year 4	8-9	
		Year 5	9-10	
		Year 6	10-11	
	Secondary	Key Stage 3	Year 7	11-12
			Year 8	12-13
Year 9			13-14	
Key Stage 4		Year 10	14-15	
		Year 11	15-16	
Key Stage 5		Year 12	16-17	
		Year 13	17-18	

