



Learning for Tomorrow's World

The Future of Education in Jersey

States 
of Jersey

Education, Sport & Culture

Contents

Title	Page
About this paper	3
Foreword from the Minister	4
Tomorrow's world	6
The system today	10
Learning from the best	13
Early years	17
Primary	20
Secondary	23
Post 16	28
Adult learning	32
Higher education	35
Inclusion	38
Timetable	41
Key questions and how to respond	42
Appendices	45

About this paper

This paper is the first phase of a public consultation about the strengths and weaknesses of Jersey's education system.

It is designed to achieve two things:

- To improve understanding of how the education system is currently structured.
- To find out what our community thinks of the education service and what changes, if any, are needed.

Educational reform takes time. For the most part, this document has been designed with a view to the long term.

It is intentionally broad. This is because it aims to encourage consideration of the system as a whole rather than the parts in isolation. We know strong views already exist about specific areas but it is important to recognise that a good education system provides continuity and opportunity for all learners as they progress from one stage to the next.

The paper asks a set of open-ended questions which will give you the opportunity to express your opinions.

The intention is that, following this consultation, more in depth work will be undertaken where necessary to pave the way for future green and white papers on specific issues. These will address in detail the implications of any changes particularly in relation to finance and other resources.



Foreword

From the Minister for Education, Sport and Culture

The underlying theme of this paper is about making sure our education service is fit for the future recognising that, apart from the economic benefits to individuals and society, a good education is an entitlement in its own right.

An open and honest debate about education is essential - but the debate needs to be well informed. We have to understand how the elements of Jersey's unique system currently work together if we are to ensure that the future educational needs of the Island are to be met.

That is why I have published this discussion paper. It is an important first step.

Education has never been more important to our society. The fierce pace of change across the world has put a renewed focus on the role of learning and training in securing future competitiveness and preparing rounded individuals for the challenges they will face. In tomorrow's world people will need to be better educated than ever before.

Debate about education is essential – but it needs to be well informed

The goal of virtually every education system in the world is to provide for all abilities and raise achievement even more by narrowing the gap between the lower and higher achievers. This is particularly the case with literacy, numeracy and the development of personal skills.

With modern school buildings, a highly professional workforce and overall performance that compares favourably with national standards Jersey is well-placed to develop our education system so that it meets the needs of future learners.

We cannot be complacent however. While our system performs well for the majority of learners, it does not meet the needs of a minority. There are challenges around access to the curriculum and breadth of choice that result in limited opportunities for some learners to study the courses they would wish to or are best suited to.

I believe it is important that those who deliver the service and those who benefit directly or indirectly from it should have a shared understanding of what we need to achieve and how best to accomplish it.

I want to hear from the teachers and other staff in our schools and colleges; from the parents and pupils who will benefit from the system and from the citizens of Jersey who are affected in so many ways by the education service whether as employers, taxpayers or neighbours. This is our chance to shape the Island's education for the future. Let's take full advantage of that opportunity.

Deputy James Reed.



Tomorrow's world

Introduction

Jersey has an Island culture where people are proud of their independence. Like every other education system in the world we face significant challenges in relation to our economy, population, skills and new technologies.

We need to give our children the best start in life, prepare them for the future and help them to become successful and independent citizens.

From pre-school to further and higher education we must provide them with opportunities to achieve and develop the skills and attitudes essential for life long learning.

As adults they will need to continue improving their skills, and have chances to explore new opportunities for living and working.

The world around us is constantly changing. Those four year olds who begin nursery education this year can expect to retire in around 2072. It is impossible to predict what the world will be like in five years let alone that far ahead.

One thing is certain; our young people will have to be resilient, creative, well qualified and skilled to cope with the future.

Population Change

Jersey is not alone in facing population change.

Improvements in healthcare mean we are living longer. In future it is likely that a smaller number of taxpayers will be supporting an increasing number of citizens. This could lead to more full and part-time working by people over normal retirement age, which will place new demands on education.

Population change will require greater investment in public services, such as healthcare, education and social services, but it will also provide new employment opportunities for local people if they are well qualified and skilled.

We are a multicultural community. This creates wonderful opportunities for us to celebrate the diversity and learn from other nationalities. It also

means we must adapt to support children and adults whose first language is not English and to accommodate those who arrive with varying levels of academic achievement.

Jersey is facing the prospect of falling pupil numbers in the short term which makes planning an efficient system difficult. While we can predict with some accuracy the number of places required across the whole system, the number required in each school is less predictable.

Skills and the Economy

Jersey competes in a global market. Its strong financial services sector has been successful and will expect even higher levels of skills from students moving into the local workforce to maintain its relatively strong position.

Other occupations are less affected by globalisation, for example, customer care, catering and construction. In future, it is likely that there will be an increased demand for individuals to gain the necessary skills and qualifications.

More young people in the Island, about 90%, are staying on in education post 16.

The number of students going on to university is high at 45% but there are still some who leave school, do not continue their education and lack qualifications.

Jersey's apprenticeship scheme is developing but given the number of young people who could benefit, the number of apprentices on the Island is low.

To be successful, all young people will need to have the right attitudes and range of skills to succeed in further education, training or employment.

Meeting these increased demands when public finances are under pressure is a tough challenge.

It will require us to be more and more efficient. It will also mean that, like other societies, we will need to review how the cost of education and training is shared between individuals, employers and the state.

Technology

Jersey is dependent on new technologies, which develop at a rapid pace.

Changing technology opens up the prospect of new occupations as others become redundant. A challenge for the education system will be to give young people the skills to become more discerning and take advantage of these new opportunities when they arise.

Technology, well used, can substantially improve the quality of education and outcomes for pupils. It provides teachers and pupils with a wider range of tools, such as the Virtual Learning Environment, interactive whiteboards and ICT applications, to support learning.

The education system of the future will need to ensure that teachers and learners are aware of emerging technologies and able to use them safely, productively and imaginatively.

Parents and the community

We know that children who are well prepared for school have a head start.

The education system of the future needs to build on the opportunities that currently exist for parents to become involved in their child's education.

Parents also need support. Jersey has a high proportion of families where the pressures of work create a need for affordable, high-quality childcare and early education.

Similarly, the community has a part to play. Strong links already exist between schools and their local communities; Parish links, breakfast and after-school clubs and summer schools. We need to build on these and provide more opportunities for private sector organisations that are keen to get involved in our schools and help our children succeed.

Vision

Our vision is for an education system that helps us meet these challenges; a system that is high performing, inclusive and responsive to the needs of learners and the community; that prepares our children, young people and adults to be successful in the future and enables our Island to remain competitive; a system that compares with the best.

Building on the strengths of the current system we want to ensure that;

- every learner has the opportunity to acquire the key skills for learning, personal development and employability;

- students have access to a broader range of subjects and activities that will support their development;
- 14 – 16 year olds have access to a curriculum that includes vocational studies;
- those students who can study at a faster pace and benefit from higher level challenges have the opportunity to do so;
- students who want to continue studying for an academic or vocational qualification up to the age of 19 can do so without cost;
- that access to higher education remains accessible to all who are able to benefit from it;
- adults may continue to access high quality learning opportunities for personal and career development;
- we have an inclusive not exclusive education system.



The system today

Structure

Jersey has developed a unique system of education that is significantly different from the English school system.

A good range of pre-school provision and high quality nursery education is provided through a strong partnership between the public and private sector.

There is a wide choice of primary schools; States fee-paying, States subsidised private and a mixture of town and Parish schools of different sizes.

Secondary education reflects the diversity of primary schools with a number of options available for parents and pupils. Along with two subsidised fee-paying 11-18 Catholic schools, there are two States fee-paying colleges and four non-selective 11-16 secondary schools. At ages 14 and 16, more academically able students have the opportunity to transfer to Hautlieu, a selective high school. Post 16, students also have the opportunity to apply to study at Highlands, a college of further education that offers a broad range of academic and vocational courses.

Forty three percent of children and young people study in fee-paying primary and secondary schools; approximately 15% of 14 year olds in the 11-16 States schools transfer to Hautlieu provided they meet the academic criteria for selection.

There are three special schools that support children with special needs, Mont a l'Abbe, d'Hautree House and the Alternative Curriculum.

Organisation

Our system needs to operate near to 90% capacity to provide sufficient flexibility. This means that some spare places are available for children moving into the Island and for those moving from one parish to another who want to attend their local school.

Fluctuating pupil numbers make it difficult for education systems to plan school places. The Department has developed a model for predicting pupil numbers and uses this to monitor changes annually.

We can forecast the total number of pupils needing places across the Island with some certainty but predicting the demand for places at individual schools is more difficult.

Previous predictions based on the 2001 census suggested there could be a large fall in primary numbers by 2020. However, there has been a significant increase in the birth rate over the past four years and, if sustained, it will lead to a demand for about 300 additional places by 2020.

These could be accommodated within our existing primary structure. In the meantime, closure of a primary school has been considered and discounted. While it might seem mathematically possible, it is not practically possible. It would disrupt children's education and mean that a significant number would have to travel across parishes to go to school.

It would also result in there not being enough spare places to manage movement into and across the system. When weighed against the advantages and disadvantages, a closure at this time would not yield significant savings and could prove costly to reverse if the birth rate continues to increase.

In the past four years there has been a significant rise in the birth rate

Steps have been taken to make the primary system more efficient. St. Mark's and La Pouquelaye schools were merged to form d'Auvergne and a form of entry was closed at each of Rouge Bouillon and Samares Schools removing 14 classes from the system over a period of 7 years. These could be reopened if pupil numbers increase substantially.

To help schools to be more efficient, we have given head teachers greater freedom to manage class sizes and combine teaching groups where educationally this is a good thing to do.

At the same time as the birth rate is increasing, the number of pupils in secondary schools is decreasing and could reduce temporarily by up to 500 by 2020 before they start to increase again.

However, the closure of a secondary school is not currently possible as there would not be enough places remaining to accommodate all of the displaced pupils. Even in the future, a reduction of 500 pupils across the Island would not be sufficient to close a school without major capital investment in the others.

We want to ensure that our system is as efficient as possible while providing a good educational experience for all but it also needs to be recognised that schools serve a wider social purpose and are linked to the communities in which they are situated. They are often used for community activities and could be used more for these purposes.

Performance

Our nurseries and schools are generally considered to be effective. Overall, achievement at each stage compares well with England and Wales.

The quality of pre-school provision is a real strength. The breadth and range of primary education is equally strong. Overall, achievement at GCSE and A-level compares well with English national standards.

The 11-16 schools are successful with those pupils who choose not to transfer to Hautlieu at 14 and they provide an inclusive, supportive and varied curriculum for those pupils who would not meet the criteria for selection.

Students in fee-paying schools generally do as well as those in fee-paying schools in England. Hautlieu equates with the best grammar schools and those pupils who elect to stay in the 11-16 schools generally do as well as those with similar ability who move to fee-paying or selective schools.

The percentage of young people who stay on in post 16 education is comparatively very high at approximately 90% and 45% then progress into higher education, a figure that compares well with the UK.

The system serves the majority of pupils well although a small minority fall short in their achievements. Like every other system in the world, the challenge for the future is to continue raising standards overall and to close the gap between the lowest and highest achievers.

To successfully meet the new demands, we need to learn from the best education systems across the globe.

Key Questions

What do you think of our current system of education?

What changes would you like to see?

Learning from the best

What do we know?

Research into the best systems in the world tells us that they have high expectations for every student and develop a broad curriculum that meets the needs of all.

There is a strong focus on early learning whether it is by supporting parents to encourage early learning at home or by providing early education in more formal settings such as nurseries and pre-schools.

In the best systems, such as Finland and Japan, the fundamentals of literacy and numeracy are recognised as the key skills for future educational success and lifelong learning.

Inspirational teaching is the way to achieve quality learning. These systems value the professionalism of teachers and strive to recruit the best. They monitor teaching and learning and provide continuous professional development aimed at constantly improving quality.

In the best systems, schools are supported to evaluate their own performance and measure improvement against standards. Data is used well to identify areas for development and to compare with other education systems.

The best systems devolve resources to schools and empower them to take operational responsibility within an overall policy framework.

They monitor their own performance and strike the right balance between school improvement and public accountability.

What are we doing?

Our aim is to secure the best learning experience for all pupils irrespective of their background and circumstances. This does not mean the same experience; provision needs to be appropriate to the needs of all young people whatever their ability.

Primary schools follow the Jersey Curriculum, based on the English National Curriculum that is both broad and balanced and provides opportunities for deeper learning and a range of teaching strategies to be used.

Schools work collaboratively. They share resources and good practice. Post 16 providers have been encouraged to consult on curriculum and timetabling and share their courses with students across schools. The 11-16 schools have broadened their curriculum considerably and, alongside the Jersey Curriculum are now offering BTEC courses and vocational courses in partnership with Highlands College.

There is already a strong focus on early learning and a shared understanding of its importance has brought together public and private providers in a unique partnership to give children access to a common Foundation Stage curriculum regardless of where they attend.

School performance is compared to English national standards at each stage of education and against other performance measures such as the progress that pupils make against Cognitive Ability Test scores. Literacy, numeracy and skills of learning are recognised as vital for future educational success and lifelong learning.

Data on pupil attainment is used to set challenging targets

Outstanding teaching is identified as a goal. The quality of teaching and learning is an important part of the school's self-analysis.

Teaching and learning is monitored and teachers can access a range of professional development opportunities particularly in relation to assessment, critical skills, subject knowledge and leadership.

Data on pupil attainment is collected and used to make judgements about progress and set challenging targets. This is supported by an Island-wide tracking system that allows schools and the Department to monitor the progress of all pupils.

Schools evaluate their own performance and measure improvement using data to identify areas for development and compare with similar schools. They use a framework for judging their own performance based on well-established practices in self-evaluation.

Each school has a designated Professional Partner, a professional advisor employed by the Department, whose role it is to support and challenge. Alongside this, Ofsted trained inspectors are used to help schools focus on particular aspects of their practice and provide an external view about effectiveness.

Resources are devolved to schools under a scheme of Delegated Financial Management. This gives each head teacher responsibility for the school's budget and empowers them, within the States legal, policy and accountability framework, to use their funding in ways that they and the governing body (if one exists) believe will deliver the best quality of education for pupils.

The performance of the system is benchmarked against national standards at each stage of education and Island results published. Schools publish their results to their own school communities; pupils, parents and governors.

What do we want to achieve?

We want Jersey to have an education system that we can continue to be proud of; one that focuses on the long-term success of every learner; that provides choice and opportunity for individual learners; where learning is personalised to increase the chances of all pupils achieving higher standards.

To get there we will need to view education as a continuous process from birth to adulthood and schools will need to think as much about their contribution to the system as they do about what they deliver for their own pupils.

Our ambition must be to guarantee that wherever and whatever a person studies they are entitled to the highest quality of teaching and support we can deliver.

We want to ensure that every school monitors the quality of teaching and that every teacher has access to a quality performance review, continuous professional development and opportunities to share good practice.

We want to compare ourselves with the best education systems in the world, rather than just England and Wales. This will not be straightforward and may take time but it is important that we look to other systems that are more advanced than the countries of the UK and learn from their successes.

We want to build on our systems of accountability and provide meaningful information to pupils, parents and the wider public about the performance of the system, the Department and schools. This would place data in context and help the public appreciate the uniqueness of some of our schools.

To achieve this we believe we must:

- ... have high expectations for **all** pupils
- ... focus on learning and the development of skills
- ... offer choice and opportunity for pupils and parents
- ... maintain transparent and intelligent systems of accountability
- ... use resources wisely and provide value for money

Key Questions

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/school?



Early Years

Giving our children the best start possible

What do we know?

We know that the foundations for virtually every aspect of human development – physical, intellectual and emotional – are laid in early childhood and start at birth. What happens during the early years has lifelong effects on health and well-being, educational achievement and economic status.

Research tells us that children get the full benefits of formal early years education in about 20 hours per week if the quality of the provision is high.

Early years provision in Jersey has much to be proud of and a strong basis to build on for the future.

What are we doing?

Children can access 20 free hours of nursery education 38 weeks a year in the year before they start formal schooling. This is the amount of time identified by researchers as having the optimum educational benefit for three to four year olds.

This free education is provided in nursery classes at 17 of the 22 States primary schools (non fee-paying) as well as private sector nurseries that have registered to take part. It is financed through the Nursery Education Fund (NEF), which was set up in September 2009. In either sector parents can purchase extra hours for their child to suit their family's needs.

In the first year, 350 children took up NEF funding, 516 children attended States nursery classes and 88 attended non-NEF private sector places or fee-paying schools.

A Pre-school Quality Framework has been developed, that sets out the standards required of both public and private nurseries.

Private nurseries are inspected annually under the Day Care Registration Law and school nurseries are subject to self and external review.

The establishment of The Bridge as part of the Early Years Strategy has, alongside the NSPCC Pathways Project, the Multi-Agency Parenting

Support Strategy and the Nursing and Midwifery Strategy provided a significant layer of additional support for families.

Transition to primary schools is monitored and there is increasing co-operation with a wide range of agencies such as Health and Social Services to overcome any identified learning difficulties.

What do we want to achieve?

There now needs to be a sharper focus on assessing the impact of nursery education on children, particularly the most vulnerable. To achieve this we want to improve data collection and work more closely with other agencies to monitor the progress of those children most at risk.

We now need a unified system of quality assessment that is the same across the private and States nurseries. This would encourage cross sector learning and shared practice. We also want to involve parents more in making judgements about quality.

One real gap is the lack of a coherent strategy for the very youngest, 0-3 year olds. It is their development and achievements that will be most influenced by high quality services that are flexible and responsive.

We want to consider the effectiveness of programmes that have been implemented in the UK and across Europe and their relevance to Jersey.

Our policy needs to build a clear pathway for the future and ensure we give Jersey children the best possible start in life. The approach will have clear targets based on what children need, with particular focus on those with special needs or with English as an additional language.

Free nursery education is provided in 17 nursery classes in States schools

Services and workforce training will continue to be reviewed to ensure that the provision responds to the Island's changing needs.

The focus will be on children and families and, in particular, the kinds of service needed to support the healthy growth and development of all children and build strong partnerships with parents.

It will sit within the new Children and Young Person's Plan which provides an opportunity for the development of a universal service including

childcare and support for parents; an approach that focuses on prevention of problems both early in the child's life or when needs are first identified.

Key issues

Jersey has a high proportion of working parents. Many need support to reconcile the demands of work and family life. Although early education can be helpful in this respect, the real benefit is that it helps to prepare young children for school. Children who are well prepared usually get off to a flying start.

Research tells us that high quality early education makes a difference. We therefore need to ensure that robust arrangements are in place to monitor, assess and develop quality.

Key Questions

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

Primary Years

Developing skills and attitudes

What do we know?

Primary education is a critical stage in children's development. As well as giving pupils the essential tools for further learning, it aims to involve children in experiencing the joy of discovery, solving problems and being creative. Primary schools teach children to work together and respect each other's differences.

The primary schools of the future must continue to focus on achieving high standards for all while recognising that every child is an individual with their own needs and strengths. They must provide children with the specific skills to perform well in secondary education and give them the confidence to become independent adults and good citizens.

Most children enjoy their primary years, do well and transfer to secondary without any problems. Some pupils find the transfer more challenging and need additional support.

Research tells us that the best systems in the world place a strong emphasis on literacy and numeracy in the early years because there is a strong correlation between mastery of these skills and future success.

In the very best systems, primary schools inspire children and nurture a passion for learning that will serve them well throughout their lives.

What are we doing?

Primary schools in Jersey are at the heart of their communities. As well as providing a strong education foundation for children, they host holiday clubs and provide venues for parish activities and enriching community relations.

Primary pupils currently follow the Jersey Curriculum. All teachers in Jersey have been trained to deliver this using a Critical Skills approach. This is a structured method that helps children develop broader skills such as problem solving, decision making, critical and creative thinking.

An 'Assessment for Learning' strategy has been introduced to improve feedback to pupils, engage them more in decisions about their own learning

and help teachers to adjust their teaching to meet the needs of individual pupils.

Assessments of pupils' progress against national curriculum levels have replaced SATs and these are compared across schools to ensure consistency of standards.

Jersey follows the English national curriculum – with some local modifications

Schools are equipped with technology to support learning and administration and a Virtual Learning Environment has been set up to extend learning outside the classroom and give pupils online access to resources.

Electronic systems have been introduced to track the progress of every child to provide a detailed picture of pupil and school achievement and enable the Department to monitor and predict standards.

Working with the Department, primary schools are starting to review their curriculum to provide a wider, more motivating syllabus that takes account of modern research into what works well and the findings of recent national primary curriculum reviews.

What do we want to achieve?

Traditionally Jersey has followed the English National Curriculum with some modifications to take account of our local history, geography, structure of government and the teaching of French.

However, the fact that the curriculum in Jersey is so dependent on what happens in England means that our primary schools must adapt to the shifts in UK government policy that occur from time to time.

It is now generally accepted that the primary curriculum both in England and Jersey has become burdened with too much content and needs to be slimmed down.

There is also acknowledgement that a well-organised creative curriculum, designed at school level, can lead to higher levels of motivation among pupils and teachers and contribute to improved standards of attainment and achievement.

We want to give primary schools greater flexibility to design a curriculum that inspires their pupils, captures their interests and instils a passion for

learning; a curriculum that nurtures language development and emphasises the basic mastery of reading, writing, numeracy and ICT; a curriculum that provides a vehicle for children to develop confidence, independence, creativity and resilience.

We want to agree a framework for the new curriculum but also give good schools the opportunity to modify the content and structure to meet the needs of their own pupils.

Key issues

Our dependence on the English Primary National Curriculum means that every time there is a policy change in England, Jersey schools are affected. Furthermore, as we have no input into the English curriculum, it does not necessarily reflect what is important to Islanders.

Key Questions

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



Secondary Years

Providing choice and opportunity

What do we know?

Transfer to secondary school is an important time for every child. While some forge ahead quickly enjoying the greater challenge of the secondary curriculum, others take longer to settle into their new environment. Strong relationships between secondary schools and their feeder primary schools are necessary to ensure a successful transition.

Secondary pupils begin to study individual subjects in greater depth and also start to specialise in the light of their interests and aspirations. For most it is an important step towards higher education or advanced skills training but for a minority it is the final stage of full time schooling.

At this stage the school system needs to respond to the increasingly varied demands of all pupils while at the same time reflecting the needs of employers and the wider community.

By virtue of the fact that 43% of our students go to fee-paying schools (compared with only 7% in England) and a further 15% transfer to Hautlieu at 14, our system is highly selective.

The arguments for selection are that it is appropriate for different types of pupil to have different kinds of education; that teaching is best tailored to particular levels of ability; that selective schools achieve better academic results.

The arguments against selection are that it is socially divisive; that it compounds disadvantage; that selective systems produce worse academic results overall.

The selective system makes comparison on a school by schools basis difficult and misleading. All Jersey's schools provide a good educational experience for their pupils. The fee-paying schools and Hautlieu achieve above average academic results.

**The system
needs to
respond to
increasingly
varied demands**

A significant proportion of pupils in the 11-16 schools achieve GCSE grades at A*-C and many go on to take A-levels. This shows that academic opportunities are still available for those pupils who choose to remain in the 11-16 schools. It also raises questions about whether more pupils could have benefited from transfer at 14 or whether transfer at this age is necessary.

The 11-16 schools not only provide an academic curriculum but are required to meet a challenging range of objectives simultaneously. While providing a curriculum to support those pupils who aspire to transfer to Hautlieu, they provide for a disproportionate number of pupils who require additional learning support due to other factors including special educational needs and social disadvantage.

Opportunities for pupils aged 14-16 at these schools to engage in valued vocational courses that might lead to qualifications or modern apprenticeships need further development.

The transfer to Hautlieu at 14 provides an enhanced academic experience for pupils thought suited to it although makes it difficult for the 11-16 schools to accelerate the same more able pupils in years 7 to 9 without duplicating their studies.

There is a perceived difference in status between the selective and non-selective schools. This is particularly the case when narrow academic criteria such as 5 A*- C at GCSE, which show a positive picture of performance in the selective schools, are used to judge the performance of the non-selective schools. This affects the motivation of pupils and teachers and the perceptions of parents and the general public.

What are we doing?

Strong relations exist between primary and secondary schools and head teachers meet regularly in one of four primary/secondary cluster groups to work together and share practice to ensure a smooth transition for pupils moving into secondary school.

A transition policy is in place to support the process and secondary schools offer opportunities for primary pupils to visit their schools and join in activities in the year before they are due to transfer.

There is a broad and balanced academic curriculum in place across all secondary schools and the 11-16 secondary schools have begun to develop vocational courses leading to BTEC qualifications for 14-16 year olds. In 2010 courses were offered in a variety of subjects; business studies, performing arts, information and communications technology, music and science.

Opportunities have also been developed for pupils to combine academic subjects with vocational subjects and work experience that is regulated and monitored.

Highlands has also worked with the 11-16 schools to deliver complementary programmes in vocational studies in subjects such as engineering, catering and hair and beauty. Early indications suggest they have been a resounding success in engaging and meeting the needs of pupils who would prefer a more practical education.

The same Virtual Learning Environment that is used across primary schools is available to secondary pupils allowing them to build on their 'e-learning' skills and access a virtual classroom from outside school.

What do we want to achieve?

We want to ensure that secondary education in Jersey is effectively structured to meet the needs and aspirations of all learners.

Currently, most pupils transfer to a non fee-paying secondary school based on where they live. This means that pupils often move to a different secondary school from their primary peers, which for some, makes it more difficult for them to settle. We would like to give pupils the opportunity to transfer to a secondary based on the primary school they attend unless there are other reasons for not doing so – such as distance from the school. This would be good educationally and would enable us to predict

numbers more accurately, balance numbers across the four schools and use resources more efficiently.

We want to provide a more consistent experience for pupils that would enable them to progress in a particular area of study even if they transfer to another school. This means all schools would have to consider the merits of

Early indications are that the new vocational courses have been a resounding success

adopting a single examination board for particular subjects providing greater continuity and making joint curriculum development and staff training easier and more cost effective.

The Jersey Curriculum requires that English and mathematics are studied up to the age of 16 and it is important that all pupils are supported to attain the highest possible levels of literacy and numeracy for continuing education or employment. These are areas where we will continue to focus on raising attainment by investing in strategies and teacher training to improve standards.

We want to expand vocational opportunities for 14-16 year olds and allow each of the 11-16 schools to become a specialist provider of practical courses that can be shared between the four schools in a 'campus Jersey' model. They would be studied alongside a core of academic subjects including English and mathematics and could be used to bring greater relevance to those subjects and improve outcomes at the end of Key Stage 4.

This will increase choice for pupils and allow schools to deliver good vocational programmes without costly duplication.

We also want to see enhanced collaboration and joint planning between schools and Highlands College to ensure that, for those who progress to further education, there is a clear and strong connection between what has been studied at school and what they take up at college or elsewhere.

Key issues

Although the current structure of secondary education seems to serve most students well, there are issues around the high level of selection.

This presents real challenges for the non-selective 11-16 schools who work with a broader range of ability and social need. The negative effects of this are evident in a number of important educational outcomes such as GCSE results particularly in English and Mathematics.

We know however, that these schools work hard to be inclusive, as evidenced by the absence of permanent exclusion. There is, however, a small but significant number of young people who are disengaged from learning and need a more motivating curriculum offer to stay engaged and be successful.

Allied to this are potential issues arising out of the distribution of pupil numbers across the four schools. A more even distribution would lead to a better use of resources and ensure that no school is too small to deliver an efficient curriculum.

Key Questions

What do you think of the selective nature of our education system ?

What 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?



Post 16

Increasing participation

What do we know?

At 16 many young people have clear ideas about their future ambitions whether they want to go to university or pursue a vocational route to a chosen career. They also usually have strong ideas on the subjects they enjoy and feel they are good at. This is a time when they need good impartial advice to ensure that a preferred career path is not blocked off by the wrong subject choices. Young people should be able to make choices about what they study without being channelled too early into either an academic or vocational route.

Traditionally, only a few students stayed in full time education after the age of 16 – the great majority went straight into work with or without the chance of further training. Today the proportions are reversed; employers demand higher skills from all employees and the opportunities for unskilled work are declining. Ninety percent of Jersey students are staying on in education or training post 16.

90% of Jersey students stay on in education or training after reaching 16

It is vital then, that we continue to provide post 16 education that allows the most able to achieve the very highest standards and provides opportunities for those who need to continue improving their basic skills.

Although there are six institutions providing education at sixth form level in Jersey, some subjects are offered only at one or two institutions and because of timetabling and other difficulties are not available to all. In many cases the subjects that young people want to study are available but the combinations they prefer are not. At the same time there are examples of small classes being offered in the same subject in separate institutions resulting in an inefficient use of resources.

Between Highlands College and the five sixth forms there are limited opportunities for students to mix and match academic and vocational subjects.

A survey of year 12 students conducted across all 6th form providers on the Island in 2010 indicated that 38% of students were unable to study at least one of their first choice subjects at A level. Although for some students this was because they had not achieved the required grade at GCSE, the two main reasons given by students were that the subject was not on offer or that it could not be studied alongside their other first choice because of timetabling.

For those who would prefer a more practical vocational route, we know that a well-organised apprenticeship with a good employer is an effective means of preparing for skilled employment.

It has advantages for both the employer and the apprentice in that the worker can learn on the job both the general skills needed for an industry and the specific requirements of the individual firm.

A modern apprenticeship that blends programmes of study with practical work experience is appropriate for a wide range of occupations and provides a good training model for the future.

In many European countries most young people enter the workforce through an apprenticeship. In Jersey, employers receive a contribution towards the cost of training an apprentice and training programmes at Highlands are subsidised. Many of those who embark on an apprenticeship first follow a vocational course at Highlands.

Despite this, the proportion of young people taking up apprenticeships is low.

One of the reasons for this may be that people still associate apprenticeships with manual occupations, and with time serving rather than acquiring higher-level skills. Also, the recent recession may have discouraged local employers from recruiting.

What are we doing?

All of the post 16 providers are exploring how closer collaboration can lead to increased choice and efficiency. Hautlieu has introduced the International Baccalaureate alongside traditional A-levels and additional courses in areas such as finance, to provide a broader range of options to all students.

The current recession has seen the virtual elimination of opportunities for permanent jobs for 16 year olds. In response to the need to cater for those who would otherwise be unemployed, the Advance to Work training programme was set up by Skills Jersey using fiscal stimulus funding.

Similarly, the Careers Guidance Service has been expanded to meet the additional demands for advice and support.

Highlands now provides a wide range of vocational programmes post 16 largely based on BTEC and City and Guilds qualifications for the whole ability range. Some of its students go on to study degrees while others look for local employment. Some combine work with part-time study and others take up apprenticeships.

What do we want to achieve?

We want to see improved choice and access for all students.

One way to do this would be to bring all provision together in a sixth form or tertiary college. An institution like this would be able to achieve significant cost efficiencies through the economies of scale at the same time as improving the range of choice available.

On the other hand, such a college would cut across the States and independent sectors and could lead to increased costs to the States if tuition for all students were free.

Closer collaboration between the four fee-paying schools on one hand and Highlands and Hautlieu on the other could achieve the same effect. Some joint working is already in place and it seems sensible to build on this good practice.

Highlands and Hautlieu are in a strong position to collaborate and already do in many ways. There is little duplication of programmes; Highlands does not offer A-levels to young people.

The two institutions also work together to forecast student demand. Further steps could be taken to reduce overhead costs by sharing staff and facilities; and there is a need to provide opportunities for those young people who want to study a mix of academic and vocational qualifications.

We want to develop a re-invigorated apprenticeship programme that will take its place alongside full time academic and vocational programmes as one of the three main routes to employment.

We want to build on the success of the vocational programmes introduced by Highlands and the 11-16 schools and establish school apprenticeships; pre-apprenticeship programmes that offer work experience and training for young people 14-16 and give them the skills that will help them progress to full apprenticeships later on if they choose.

We anticipate a future in which almost 100% of young people either stay in full time education until the age of 18 or take up modern apprenticeship places with employers. We want to work with employers and providers to plan for that now and to ensure that young people up to 18 years of age have the opportunity to continue in education or training at no cost to themselves.

Key issues

The provision of 14-19 education on the Island could be considered expensive and there is some duplication of provision which adds to the overall cost. This limits the development of the wider curriculum and restricts student choice.

Some young people leave education at 16 without jobs and register for income support. It would be more productive for these young people to continue in education or training improving their skills, gaining qualifications and preparing for future employment.

Key Questions

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 the 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?

Adult learning

Continuing education and personal enrichment

What do we know?

Adult education serves a range of needs. It supports those who need to improve their basic skills and those for whom English is not their first language.

It provides training for industry and opportunities for more advanced studies that can lead to a university degree. It gives many adults who did not achieve their full potential at school a vital second chance.

The adult education service also supports a range of social objectives, for example keeping people engaged, active and participating in purposeful activity. This can be important for the health, motivation and well-being of older people.

It can also support the development of young children through programmes addressed at parents and classes such as family literacy that involve parents and children working together.

Vocational programmes can help individuals equip themselves for the changing demands of work and are a major service to employers in the Island.

What are we doing?

Highlands College offers many non-vocational and recreational programmes in areas such as arts and crafts, foreign languages, sport and health. It also offers academic and vocational programmes on a full and part time basis.

An important part of its provision for adults is the programmes of basic literacy, whether for speakers of other languages or Islanders who want to improve their skills.

Part-time and evening programmes are offered in a wide range of vocational areas, including motor vehicle mechanics, catering, construction, engineering, business, finance, childcare, IT, pre-nursing, electrical installation, social care, sports management, teacher training, hairdressing and beauty therapy. Many of these programmes are linked to the off-the-

job aspects of the apprenticeship programme and to higher education courses. Some students independently undertake distance learning through organisations such as the Open University.

The island needs a highly educated workforce that is actively engaged and healthy

Fees are charged for non-vocational adult education provision to cover the direct costs (staff and equipment) and the States makes a small contribution to the costs of administration. The fee is not expected to cover the cost of overheads such as buildings since classes take place in facilities that are already provided for other purposes. The fees paid by participants make up for the fact that certain categories of learner, such as those on low incomes, receive a discount or do not pay fees.

Academic and vocational education for adults is fully or partly funded depending on whether it is offered on a full or part-time basis and on what subjects are studied. Courses in basic skills are free.

Full-time programmes are fully funded. It is expected that part-time students will contribute 25% of the cost of the course through fees although in practice this varies. In England students pay 50% of the cost of study although students under 19 study free.

What do we want to achieve?

To be competitive the Island needs a highly educated workforce that is actively engaged and healthy; people who are lifelong learners and can access a variety of opportunities to improve their skills.

Some of this learning will be in the workplace and through apprenticeships; some will be less formal. Highlands, the library service and the arts and heritage organisations have an important role to play as do the private training organisations and employers who offer courses and continuous professional development opportunities to employees. An increase in the provision of flexible on-Island degree courses through Highlands, the Open University and other providers is important for strengthening these developments.

If adult education is to expand, and it should, we need to consider how the costs can be met and whether to support personal development or the needs of our local industries.

We want to review the fees charged to students and develop a charging structure that reflects the benefits to the States, the employer and the student.

Key issues

Opportunities for adult learning need to be expanded to enable people to retrain and develop new skills. Adult learning also contributes significantly to community well-being.

Key Questions

How much do you value the programme of adult education offered by Highlands College?

How would you like to see it develop?



Higher Education

Opening up new opportunities

What do we know?

Higher education offers a diverse range of courses and qualifications; foundation degrees, first degrees and higher national diplomas. Most courses are offered at universities but many are also taught at further education colleges or specialist institutions.

Higher education benefits individuals and society. Graduates usually have access to a broader range of jobs and higher salaries leading to a better quality of life. They are important to society and the economy as a source of trained and well-educated personnel.

Studying for a first degree provides students with the skills to manage their own learning, to undertake research and come to grips with new knowledge in other areas, to apply creative skills to new problems and to develop solutions.

Graduates are important to society and the economy

Jersey relies on graduates to take up employment in all sectors. Law, media and the finance industries are obvious sources of employment for many graduates but professionally qualified graduates are also required in teaching, nursing and other related professions. The States requires graduates as project managers, statisticians, IT specialists and accountants.

A recent survey of the construction industry in Jersey also highlighted the need for graduates to enter the sector as architects, technicians, managers and engineers.

The employment of graduates is beneficial for the community as a whole but higher education is costly.

As this paper is published, the English government has yet to finalise new funding arrangements with universities although it is known that students there will have to pay more towards the cost of their courses in future. In some cases fees could be as much as £9,000 per year.

To encourage those who might otherwise be deterred by the cost of higher education, the English government has decided that every student will have access to a loan to meet the cost of tuition. The student will then start to repay the loan once they are employed on an annual salary in excess of £21,000. The loan may be repaid over 30 years.

What are we doing?

Two principles currently underpin higher education funding policy in Jersey: no student who can benefit from a university place should be denied access; a student's choice of course should not be influenced by cost.

The cost is met between the students, the parents and, depending on parental income, the States. However, over a period of time the value of the contribution by the States has effectively decreased.

A private student loan facility, underwritten by the States, is available to local students although it is currently capped at £1,500.

In 2007 the value of the maintenance grant to students was capped at £5,000. In September 2010, this cap was lifted and a commitment made to increase the value of the maintenance grant by inflation annually.

We have continued to negotiate with Universities UK, the organisation that represents the interests of universities, to achieve the best deal we can for Jersey students.

We know, however, that many families are struggling to meet the rising cost of higher education. We are therefore exploring options for expanding the current student loan scheme.

To provide opportunities for students who want to study on Island, degree courses in strategic subjects such as financial services and construction have been provided at the University Centre located in Highlands College in partnership with a number of English universities.

These programmes have been designed in consultation with private sector organisations in the Island such as Jersey Finance Ltd.

What do we want to achieve?

We believe that the education system of the future should continue to support student choice. Regardless of the field of study, a degree or similar

level qualification is now universally regarded as the basic requirement for professional jobs.

We want to see more higher education courses, tailored towards the needs of the economy, provided on Island where practical. As the cost of a degree increases across the UK, local provision may prove more popular for some students.

Key issues

Higher education is expensive and is likely to become more so. The current system of financial support will need to be reviewed.

Key Questions

Do you think that all students who are capable of studying at a higher level should 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?

Inclusion

Supporting those with additional needs

What do we know?

About 20% of our school population have additional needs, most of whom are provided for in the non fee-paying sector or special schools. These can be children and young people with physical, visual or hearing impairment or those with more general learning difficulties.

Pupils with special educational needs also include those learners who may have emotional or behavioural difficulties and can be challenging to teach. An increasing number of children and young people have complex difficulties.

In addition, a number of pupils also need additional support because English is not their first language.

An inclusive educational approach seeks, where possible, to educate pupils with additional needs alongside their peers in a normal classroom setting. To do so often requires adjustments to school organisation and curriculum, additional skills from the classroom teacher, one-to-one assistance from a learning support assistant or more specialised help from an educational psychologist, for example, or a speech therapist.

Most young people with special needs can be educated in mainstream classes once additional or different arrangements have been provided to meet their specific needs. A minority are better supported in a separate classroom though still on a local school campus, or at a separate special school for some or all of the time dependent on their individual needs.

Making adequate provision for pupils with additional needs can be expensive and costs need to be carefully managed.

We know, however, that with high quality support most pupils can succeed and become independent citizens benefiting the Island's economy.

What are we doing?

Support is provided at each level of the education system and often begins in the early years before children start school.

Early years staff are well trained to support the development of all the children in their care and for any child experiencing learning difficulties support is extended throughout the years of compulsory education, tailored to their specific needs.

There is a strong ethos of inclusion across States schools, primary and secondary. Many young people with additional needs benefit from additional classroom support, a tailored curriculum and special provisions set up in particular schools to teach children with specific needs such as hearing impairment, autism, or those with physical impairments. This places additional demands on these schools.

A specialist team of teachers and teaching assistants works across primary and secondary schools with newly arriving pupils who do not speak English

There is a strong ethos of inclusion across States schools, primary and secondary

as a first language to get them started and help them to access the curriculum and settle into their new school. Support is also provided for adults through Highlands College.

Our special schools provide a unique experience where a child's needs cannot be met at a mainstream school. These schools are now offering outreach services to help other schools

support children with special needs.

Extra support is also provided by Highlands College to students with additional needs who attend to develop the skills needed for employability and informed citizenship.

In a small minority of cases individuals may need to be educated in a specialist residential setting not available on Island. This is rare in Jersey as most children and young people with additional needs are supported within their home community.

A number of agencies currently engage with children and adults who have additional needs and these work together closely in order to ensure early and accurate diagnosis of needs.

What do we want to achieve?

There are some young people whose needs are such that they will not easily enter paid employment and for whom education needs to focus on helping them manage an independent lifestyle. We want to expand the

range of pre-employment courses available for these young people so that they can learn to deal with some of the issues they will face in the workplace and develop greater independence.

We need to build on our relationships with other agencies, schools and colleges and employers so that more opportunities exist for students with additional needs to progress successfully through the education system and into employment.

We want to build on current strengths and continue improving information systems and relationships with other agencies to predict more accurately future needs and plan effectively.

Key Question

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



Timetable for action

This consultation document will be released on **14 July 2011** and will be available in printed format and online to ensure the widest possible cross-section of the Island's population can access it.

A three-month period has been set aside to receive comments and the deadline for responses is **14 October 2011**.

The Department will then summarise and analyse the comments and representations received. A summary of responses will be made widely available as soon as possible.

Where it is possible to take action within current policies and financial constraints the Department may indicate how it intends to take account of the public's views; where a change of policy may be required or there are resource implications, options for change will be developed through green papers or white papers.

The aim is that a summary of responses together with an analysis of alternative options and their implications will be available to inform the development of the next States Strategic Plan.

Key Questions

1. What do you think of our current system of education?
2. What changes would you like to see?
3. What do you think a good education system should provide for learners?
4. What information would you want to know about the performance of the system?
5. What help do you think families need to give their children the best start to their schooling?
6. What do you think should be the priorities for a new Island primary curriculum?
7. What do you think of the selective nature of our education system?
8. What you think of our proposals to expand vocational education for 14-16 year olds?
9. How important is it to provide vocational choices for pupils alongside an academic education?
10. 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?
11. Should all the post 16 providers work more closely together and provide a broader range of options for all students?
12. How do you think we could work more effectively with employers and trainers to provide a modern apprenticeship programme?
13. How much do you value the programme of adult education offered by Highlands College?
14. How would you like to see adult education develop?
15. Should all students who are capable of studying at a higher level continue to have the opportunity to do so?
16. Do you think students should have access to financial support regardless of which course they study or what university they attend?
17. Do you think the current student loan scheme should be expanded?
18. How could our system deliver better support for children with special or additional needs?

About You

Thank you for taking part in this public consultation. To ensure we have reached a wide cross-section of the population, it would help us to know something about the people who respond. When you write in, please include the following information (answering this section is optional):

What age group are you?

16-24

25-34

35-44

45-54

55-64

65-74

75-84

85 or above

Are you a parent?

Yes No

What age group are your children?

Pre-school 0-4

Primary school 5-11

Secondary school 12-16

Further education 16-18

No longer in education 16-18

Higher education 18+

No longer in education 18+

Would you be happy for us to contact you for further comment?

Yes No

If yes, please let us have your name and contact details/ email address:

How to respond

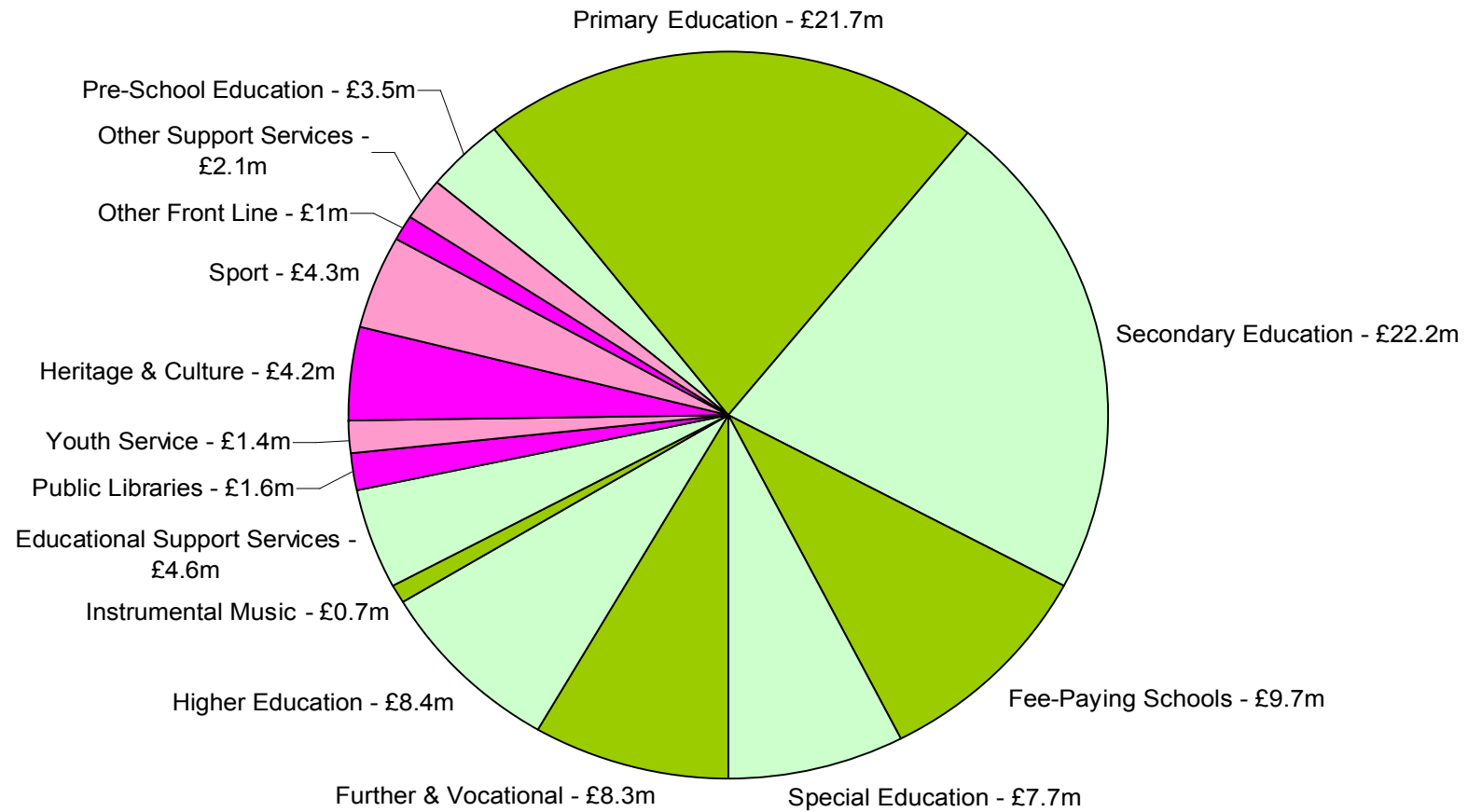
1. You can find this document online at www.gov.je/consult
2. Pick up a paper copy from Morier House in Halkett Place, your Parish hall, Jersey Library or reception at the ESC Department.
3. In writing: Send your views about any or all of the issues raised in the key questions to Future of Education, Department of Education, Sport & Culture, PO Box 142, Highlands Campus, Jersey JE4 8QJ
4. By email: Comments can be sent to a dedicated email address futureofeducation@gov.je
5. Three public meetings will be held at the start of the autumn term and will be divided into these subject areas:
 - Early years and primary
 - Secondary education
 - Post-16 and higher education

Details will be publicised nearer the time but if you are interested in reserving a place at one of these meetings please email us at futureofeducation@gov.je

6. Our team will also be holding smaller focus group meetings with specific stakeholders. If you represent an organisation and would like more information about these please contact us at futureofeducation@gov.je
7. Online: For updates please follow us on Facebook www.facebook.com/jerseyeducation or on Twitter [@statesofjersey](https://twitter.com/statesofjersey). Information will also be posted on the States of Jersey website www.gov.je and will be available through local media.

APPENDICES

Education, Sport and Culture Budget 2011



Numbers of students in Jersey Schools - 2011

States Primary Non-Fee Paying Schools

Bel Royal	159	Samares	211
d'Auvergne	317	Springfield	179
First Tower	362	St Clement	175
Grands Vaux	148	St John	169
Grouville	351	St Lawrence	167
Janvrin	331	St Luke	170
La Moye	315	St Martin	182
Les Landes	159	St Mary	147
Mont Nicolle	167	St Peter	174
Plat Douet	320	St Saviour	171
Rouge Bouillon	353	Trinity	158

Note: numbers exclude nursery

States Primary Fee Paying Schools

JCG Prep	376
Victoria College Prep	294

Private Primary and Preparatory Schools

Beaulieu Primary	193
De La Salle Primary	249
FCJ	294
Helvetia House	80
St Christopher's	54
St George's	177
St Michael's	324

States Secondary Non-Fee Paying Schools

Grainville	554		
Haute Vallee	712		
Hautlieu	672		
Le Rocquier	900		
Les Quennevais	825	Highlands College (full-time students)	936

States Secondary Fee Paying Schools

Jersey College for Girls	713
Victoria College	730

Private Secondary Schools

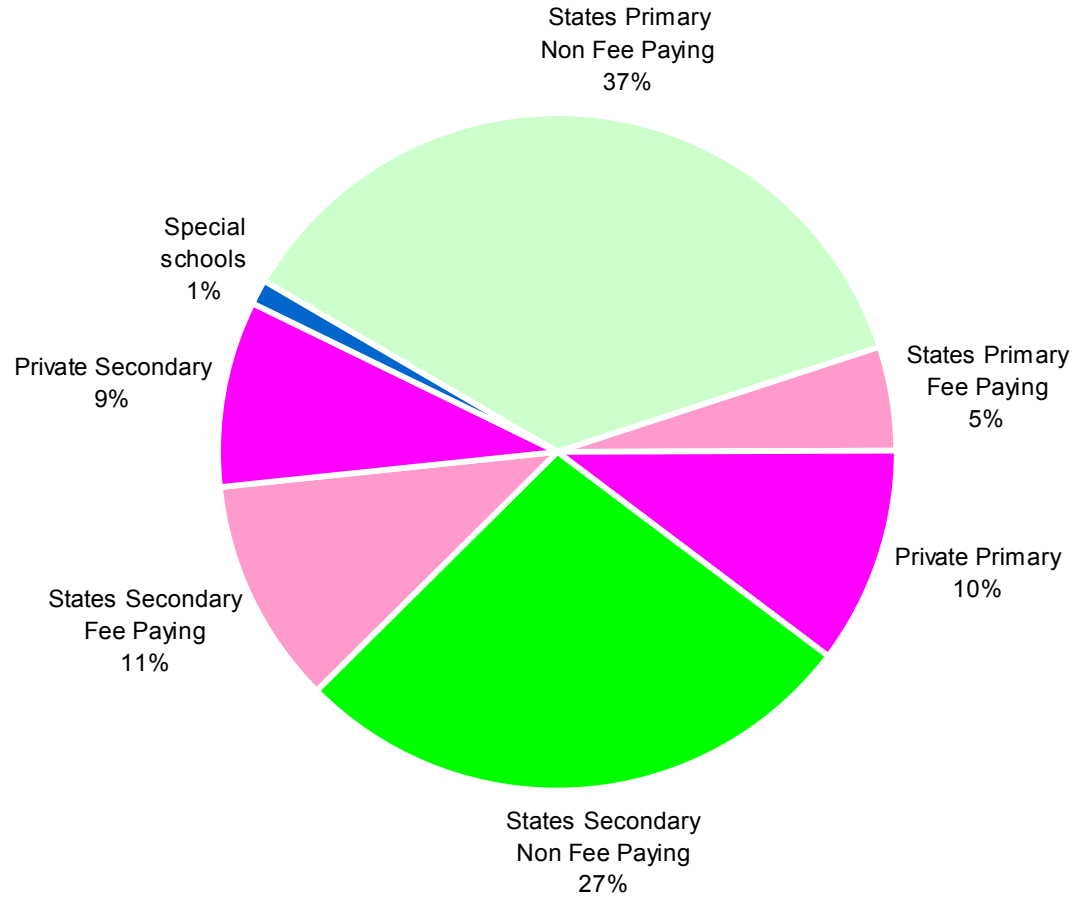
Beaulieu Secondary	553
De La Salle College	567

Structure of education

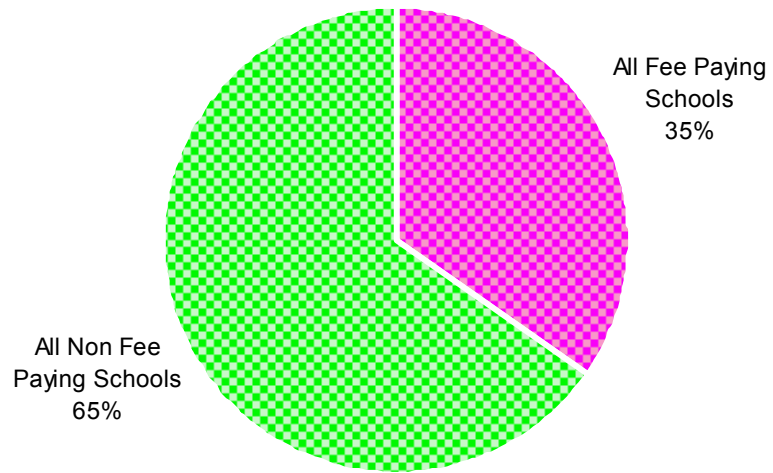
	Key Stage	Year	Age
Nursery	Foundation Stage	Nursery	3-4
		Reception	4-5
Primary	Key Stage 1	Year 1	5-6
		Year 2	6-7
	Key Stage 2	Year 3	7-8
		Year 4	8-9
		Year 5	9-10
		Year 6	10-11
Secondary	Key Stage 3	Year 7	11-12
		Year 8	12-13
		Year 9	13-14
	Key Stage 4	Year 10	14-15
		Year 11	15-16
	Key Stage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

Distribution of students across Jersey schools 2011

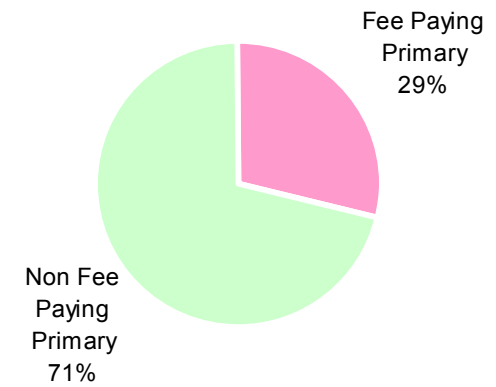
Total student population: Approx 13,000



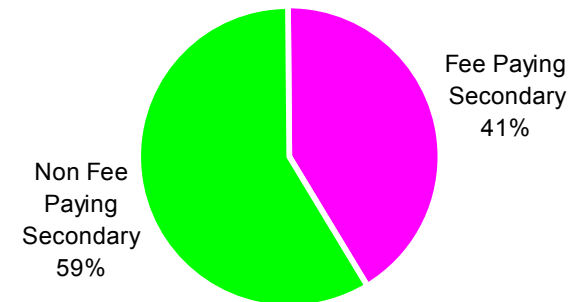
Distribution of students across all fee-paying and non fee-paying schools



Distribution of students across fee paying and non fee-paying primary schools



Distribution of students across all fee-paying and non fee-paying secondary schools



Summary of GCSE Results 2007- 2010

Percentage of GCSE examinations passed with grades A*-C

	2007	2008	2009	2010
Jersey	71.7	73.8	75.3	75.0
England & Wales	62.7	64.9	65.7	69.1

Percentage of students achieving 5 or more grades A*-G

	2007	2008	2009	2010
Jersey	92.3	95.6	94.7	94.4
England & Wales	89.9	91.6	92.5	92.7

Percentage of students achieving 5 or more grades A*-C

	2007	2008	2009	2010
Jersey	68.2	68.0	70.6	68.8
England & Wales	61.5	64.1	69.7	75.4

Percentage of students achieving 5 or more grades A*-C including English and Mathematics

	2009	2010
Jersey	58.7	55.0
England & Wales	49.6	53.4

A Level Results 2007 – 2010

Percentage of entries achieving grades A – C

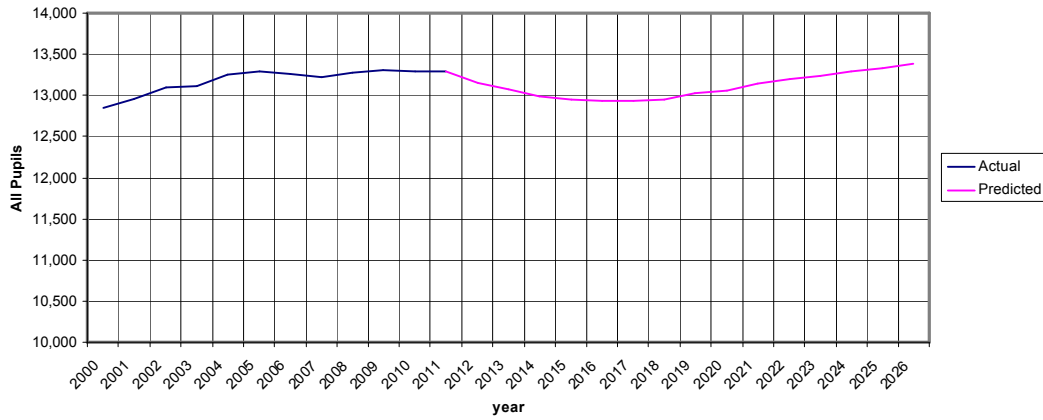
	2007	2008	2009	2010
Jersey	85.3	84.2	80.6	85.3
UK	72.5	71.8	75.2	75.6
Difference	12.8	12.4	5.4	9.7

A Level Points Scores 2009 - 2010

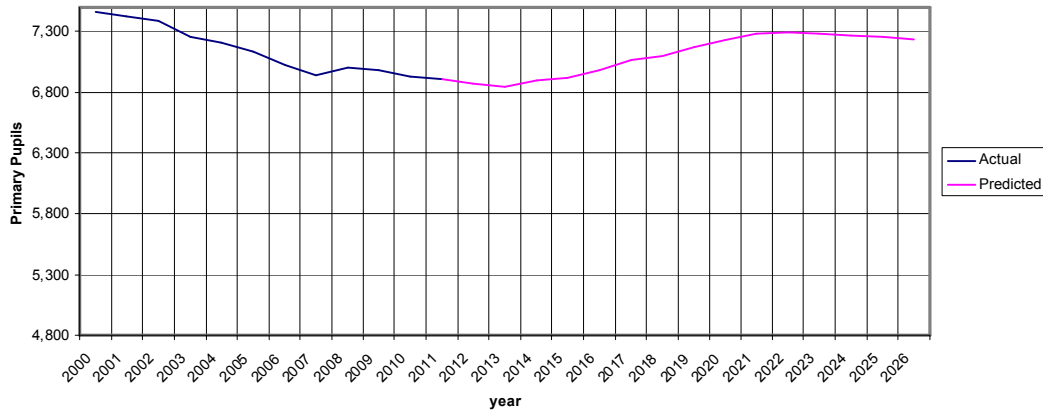
	2009	2010
Jersey	774.6	814.6
UK	731.1	744.8

Demographic profiles

All Pupils 5-18 : 2000 - 2026



Primary Education : All Pupils 5-11 : 2000 - 2026



Secondary Education : Students 11-18 : 2000 - 2020

