

THE STATES OF DELIBERATION
of the
ISLAND OF GUERNSEY

COMMITTEE *FOR* EDUCATION, SPORT & CULTURE

BLANCHELANDE COLLEGE, ELIZABETH COLLEGE & THE LADIES' COLLEGE:
FUTURE FUNDING ARRANGEMENTS

The States are asked to decide:-

Whether, after consideration of the Policy Letter entitled 'Blanchelande College, Elizabeth College and The Ladies' College: Future Funding Arrangements' including the related letter of representation (Appendix 1) they are of the opinion:-

1. To agree the following in its entirety:
 - to reduce the financial support paid by the States of Guernsey to Blanchelande College, Elizabeth College and The Ladies' College ("the Colleges") over the academic years 2026/2027 to 2030/2031 inclusive, adjusted annually by RPIX (as illustrated in Figure 28 in section 17 of the Policy Letter) such that no financial support shall be payable to the Colleges from the start of the 2031/2032 academic year onwards; and
 - that the resultant financial support to the Colleges is distributed to the Colleges in each academic year based on the number of qualifying students in Years 7 to 13 in each College (as described in paragraph 17.3 of the Policy Letter); and
 - to reinvest in the fully States-maintained education system a proportion of the resultant revenue savings as set out in figure 30 in section 17 of the Policy Letter, with the remaining revenue savings contributing to Reducing the Cost of Public Services, in accordance with Resolution 28 of the States of Deliberation in respect of the States of Guernsey Annual Budget for 2025¹.

Or, only if proposition 1 is not agreed,

2. To agree the following in its entirety:
 - to maintain the financial support paid by the States of Guernsey to Blanchelande College, Elizabeth College and The Ladies' College ("the Colleges") at the level in place for the 2025/2026 academic year for a further

¹ [Billet d'État No XIX dated 23rd October 2024 - Resolutions made on 8th November 2024](#)

seven academic years (i.e. for the academic years 2026/2027 to 2032/2033 inclusive), adjusted annually by RPIX (as illustrated in Figure 31 in section 17 of the Policy Letter); and

- that, conditional on a College continuing to meet, in all material respects, its agreed metrics as set out in the funding agreement for the academic years 2026/2027 to 2032/2033 inclusive, the States of Guernsey shall continue to pay financial support to that College for a further seven academic years (i.e. from 2033/2034 to 2039/2040 inclusive); and
 - that the financial support is paid to the Colleges for each of the seven academic years from 2033/2034 to 2039/2040 inclusive at the level in place for the 2032/2033 academic year, adjusted annually by RPIX (as illustrated in Figure 32 in section 17 of the Policy Letter); and
 - that the resultant financial support to the Colleges is distributed to the Colleges in each such academic year based either on the number of qualifying students in Years 7 to 13 in each College (as described in paragraph 17.3) or on such basis as is otherwise unanimously agreed by the Colleges and reported in advance of the payment period to the Committee *for* Education, Sport & Culture, for the purpose of delivering education for students in Years 7 to 13; and
 - that a new agreement between the Committee *for* Education, Sport & Culture and such Colleges (for the seven academic years from 2033/2034 to 2039/2040 inclusive) is entered into by no later than 31st August 2031, on materially the same terms as the funding agreement for the academic years 2026/2027 to 2032/2033 inclusive.
3. To agree that the resultant States' financial support for the Colleges is implemented by an agreement between the Committee *for* Education, Sport & Culture and each of the Colleges to reflect the above decisions, ensuring such agreement broadly reflects the terms of the current agreement with regard to the Conditions of Grant Aid, Health & Safety Compliance and Quality Assurance, Safeguarding Children, Key Performance Indicators and Performance Review, and Maintaining Provision to the Colleges (see Appendix 2 of the Policy Letter) and, in relation to the agreement commencing in the academic year 2026/2027, to execute that agreement with each College by no later than 30 November 2025.
4. To direct the Committee *for* Education, Sport & Culture to develop and agree in consultation with the Colleges, and in consultation with other stakeholders as necessary, a partnership arrangement with the Colleges for the benefit of the island's children of secondary school age, to take effect as soon as is practicable

and by no later than the date of the expiry of the funding agreement that commences in the academic year 2026/2027 arising from proposition 3 above. (noting, for the avoidance of doubt, that the partnership arrangement shall not include any obligation requiring the States to provide financial support to the Colleges, other than that arising from the above propositions).

THE STATES OF DELIBERATION
of the
ISLAND OF GUERNSEY

COMMITTEE *FOR* EDUCATION, SPORT & CULTURE

BLANCHELANDE COLLEGE, ELIZABETH COLLEGE & THE LADIES' COLLEGE:
FUTURE FUNDING ARRANGEMENTS

The Presiding Officer
States of Guernsey
Royal Court House
St Peter Port

17th February 2025

Dear Sir

1 Executive Summary

- 1.1 Historically, the States of Guernsey has had individual and different funding arrangements with Elizabeth College, The Ladies' College and Blanchelande College ("the Colleges"). Since 2005, each of the Colleges has benefitted from a grant agreement with the States on the same terms.
- 1.2 The agreement between the States and the Colleges has been revised since 2005, most recently in 2017, with the resulting agreement running from September 2019 until August 2026. This agreement recognised that the States had resolved to remove selection via the 11+ system, meaning that it would no longer pay the fees for 52 students who were selected via the 11+ system to join the Colleges each year.
- 1.3 The Colleges were concerned that their income would reduce as a result of the above, and the current agreement therefore recognised that a period of transition was needed. In addition to the reducing fee payments, under the terms of the current agreement the States pays grant-aid (also referred to as a 'general grant'), which has been increasing year-on-year. This grant-aid is distributed to the Colleges based on the number of pupils in each of them.
- 1.4 The concerns that fee income would reduce have proven to be unfounded. The places previously paid for by the States have been taken up by the children of fee-payers resulting in no overall loss of income to the Colleges. In addition, under the 2019 Agreement the grant-aid paid by the States to the Colleges has risen from £732,356 to £2,535,629 - an increase of 246% - with one further

annual increase due before the agreement ends in August 2026 (see section 7).

1.5 Via a working group, the Committee has been engaging with the Colleges to establish a new agreement for some time. The Committee and the Colleges have been unable to reach an agreement on the right way forwards related to the funding arrangement, which essentially gives rise to this Policy Letter. Given that very different views are held, the Committee has agreed to include within its propositions the funding option the Colleges would like to see implemented. The propositions therefore include:

- Proposition 1: is the Committee's recommended approach, that will see the grant-aid to the Colleges phased out incrementally over five years starting in September 2026, with an annual inflationary increase during the phase-out period. (See paragraphs 17.5 to 17.12 for more details.) The Colleges do not support this option.
- Proposition 2: is the College's preferred approach, that will see the grant-aid continue for a further 14 years to August 2040, with an annual inflationary increase. (See paragraphs 17.13 to 17.16 for more details.) The Committee does not recommend this option.

A detailed analysis of all the Propositions is set out in section 17.

1.6 With the Committee's prior agreement, the Colleges have provided a letter of representation in respect of the propositions (see Appendix 1). The Committee agreed with the Colleges that the letter would not be used to influence the content of this Policy Letter.

1.7 The findings and recommendations of the Reducing the Cost of the Public Services Sub-Committee were presented to the States for consideration as part of The States of Guernsey Annual Budget for 2025 Policy Letter². The resultant resolutions place an obligation on the Committee to investigate/deliver savings from the grants it provides³. The public consultation that contributed to the Sub-Committee's recommendations specifically identified the Colleges' grant-aid as a savings target (see section 4).

1.8 The fees charged by the Colleges are significantly below the national average for independent schools and are between c£4,500 and £5,500 per annum more than the cost of educating a secondary school student in a fully States-funded school. When the grant-aid is added, the Colleges' income increases by an additional £2,000 per student. It is the Committee's contention that it is inherently inequitable for the States to subsidise College fees when there is already this level of disparity in per pupil funds, and any additional subsidy, via grant-aid to

² [The States of Guernsey Annual Budget for 2025](#) (see Appendix VII)

³ [Resolutions: The States of Guernsey Annual Budget Debate](#) (see Resolution 28)

the Colleges, does not benefit all of the islands' secondary-age students (see section 8).

- 1.9 The States publishes equivalised data showing household income distribution broken down by the school a child in the household attends. There is a marked disparity between the median equivalised household income for households with a child attending one of the Colleges vs households with a child in a fully States-funded secondary school. If the fully States-funded secondary school with the highest equivalised median income (Les Beaucamps High School) is compared with the College with the lowest equivalised median income (Blanchelande College) the gap is in excess of £30,000 per annum (see section 9).
- 1.10 The island's school-aged population is declining. Without considerable net inwards migration, even if the Colleges retain their current 'market share' at c30% of the island's secondary-aged students, whether there are sufficient students for all three Colleges to remain viable in the long term is questionable (see section 10). Furthermore, although the Colleges have been able to replace the States-funded scholars with fee-paying students, they are in competition with each other for students, and changes to their individual operating models have not been without consequence for their competitors. It is notable that the equivalent 'market share' in England is c6%. It is the Committee's contention that it is not appropriate for the States grant-aid to help insulate the Colleges from the actions of their competitors, nor from the realities of the island's changing demographics.
- 1.11 The Sutton Trust, an organisation with no political alignment, campaigns for policies that promote social mobility in schools, to ensure the opportunities open to a young person are not dependent on the economic and social position they were born into. It is widely accepted that social mobility creates a fairer society, fosters social cohesion and boosts economic growth, as was evident in Guernsey's post-war period.
- 1.12 The Sutton Trust has published a report⁴ setting out its findings on the impact of social segregation - the extent to which students from different socio-economic backgrounds are schooled separately or mixed together, on attainment. The research indicates that, overall for the locality, higher degrees of social segregation have a depressive impact on levels of attainment (see section 12). The research shows that disadvantaged students with high potential perform better when in schools with more socially mixed intakes. Guernsey's education system has a high level of social separation and it is the Committee's contention that The Sutton Trust's research has applicability in the local context.
- 1.13 Approximately half of the students who attend the Colleges from year 7 onwards

⁴ [Social Selection on the Map](#)

undertook their primary education in a fully States-funded school. The Colleges undertake cognitive assessments prior to admission. The Committee's standardised assessment data for students in Year 6 shows that of the 269 students who left a States primary school to move to a College in Year 7 between 2022 - 2024, only four were assessed as 'below average' based on the outcome of their maths and English assessments. The Committee respects a parent's right to choose to educate their child privately if they can afford to do so, and recognises that the Colleges play an important part in the island's education system. However, it is the Committee's contention that any decision that would see the continuation of grant-aid to the Colleges, would run contrary to the States' policy position to remove academic selection via the 11+, which has now been fully implemented.

- 1.14 If the States withdraws funding from the Colleges, they assert that they will have no option but to increase fees, and that doing so will lead to some parents having little option but to transfer their child to a fully-States-funded school. Given the data on household incomes (see section 9), the Committee does not believe that, overall, the level of price sensitivity amongst fee-paying parents is such that it would lead to 'en masse' migration.
- 1.15 The Committee has modelled the indicative costs of incrementally accommodating 80% (rather than the current 70%) of students in the fully States-funded sector. This shows that, assuming other fee-paying parents have less price sensitivity should their fees rise above RPIX to compensate for the grant's withdrawal, taken over a 10-year period, the average increase in cost per annum of accommodating an additional 10% of students will be £0.29m (see section 14).
- 1.16 The Committee's contention is that this is a more effective use of taxpayers' money than funding grant-aid at an increasing annual cost of not less than £2.845m. It would also enable the Committee to invest in services and/or initiatives that would benefit a much larger group, and wider range, of students (see section 16), and to enable a recurring saving in excess of £1m to be made in accordance with the resolutions arising from The States of Guernsey Annual Budget for 2025.
- 1.17 The Committee is mindful that it would be in the Colleges' gift to specifically use the (reducing) grant-aid to cushion the impact of any fee increases on families who had already commenced their child's secondary education (see section 14).
- 1.18 As alluded to above, the Committee intends to reinvest some of the funds released by withdrawing the grant-aid in the education system. The Committee does not want to fetter the next Committee with regard to the most appropriate areas for reinvestment, but has set out the high level details of the areas where it considers the funds would have the greatest impact (see section 16).

- 1.19 Regardless of the outcome of propositions 1 and 2, the Committee understands the value to Guernsey of entering into a new partnership agreement with the Colleges, where a partnership between the States of Guernsey and the Colleges that is reimagined in a post-selection era will be of benefit for the education system as a whole. Indeed, the Committee began discussions with the Colleges in this regard alongside the grant-aid discussions, but they were paused to enable the work associated with this Policy Letter to progress. The Committee is keen to reignite those discussions, and seeks a States resolution to ensure this workstream is progressed accordingly (see paragraphs 17.18 and 17.19).
- 1.20 Finally, the Committee recognises that the matters at the heart of this Policy Letter are contentious, and emotive. In bringing them to the States of Deliberation, which the Committee is obliged to do, it in no way calls into question the contribution of the Colleges to the island, the legacy of which and deep-rooted connections the Committee recognises. The Committee does however, also recognise that it is appropriate to challenge cultural norms and asserts that the decision to remove selection in 2016 began a cultural change for the island's education system as a whole.
- 1.21 (Throughout this document, unless stated otherwise, 'the Colleges' means the education provision at Blanchelande College, Elizabeth College and The Ladies' College for students aged 11-18 (Years 7 to 13)).

2 A brief history of the Colleges

Elizabeth College

- 2.1 Elizabeth College can trace its origins back to a deed assigning it land and buildings in 1563 with a school formally established in the later part of that decade, although at times there were no students in attendance. The school building in La Grange was constructed with States funding (via 'impôt' taxation) in the 1820s, and has always catered for the needs of fee-paying students. In the 1830s the States agreed to provide the College with a subsidy. During the 1800s and 1900s the States continued to contribute via loans and grants to assist the College to expand its footprint, in addition to paying the fees for States scholars who were attending the College. The College has received grant-aid from the States since 1965,
- 2.2 Between 1992-1995 the College accepted girls (who had been attending Blanchelande College) into its Sixth Form and, in 1999, it established a formal sixth form partnership with The Ladies' College. The College began accepting girls into the 11-16 phase in 2021.
- 2.3 In the mid-2000s the then Education Department ended the arrangement whereby it funded the pension contributions of teachers at Elizabeth College under the public sector pension scheme.
- 2.4 Perrot Court (the former Royal Bank of Canada premises) was purchased by the College in 2023. The College has, in recent times, launched a bursary scheme (using funds from the Perrot legacy), via which it offers bursaries of between 25% and 100% of the annual fees to up to the equivalent of five 100% bursaries for students commencing Year 7 and three 100% bursaries for students commencing Year 12.
- 2.5 Most recently, the College has announced plans to raise funds to enable it to convert its outdoor swimming pool into a multi-use, covered recreational area for PE lessons and break times.

The Ladies' College

- 2.6 The Ladies' College was founded in 1872 and initially operated from rented accommodation. It has always been and, with the exception of its Sixth Form remains, a girls-only school. It has received financial support from the States (although initially from the Royal Court) since the early 1900s. The States has paid the fees of States scholars attending the College since 1907.
- 2.7 The Ladies' College has received grant-aid from the States since 1962. In the 1960s the States agreed to fund the construction of new premises for the College

and it has operated from those premises at Les Gravées, on land owned by the States, since 1966. A new sixth form block was added to the College in 2011, with 50% funding from the surpluses of the States grant-aid.

- 2.8 In 1999 The Ladies' College and Elizabeth College established a formal sixth form partnership. In the mid-2000s the then Education Department ended the arrangement whereby it funded the pension contributions of teachers at The Ladies' College under the public sector pension scheme.
- 2.9 Most recently, the College has announced plans for a construction project called 'College House' via which it intends to offer accommodation to some of its teachers, and a boarding provision for c30 Sixth Form students from outside the island.

Blanchelande College

- 2.10 Blanchelande Girls' College, opened in 1904 as a Catholic school for girls from premises in the fief de Blanchelande in St Martins. Initially run by the Sisters of the Sacred Hearts of Jesus and Mary, it was taken over by the Sisters of Mercy who ran the College from 1956 to 1992. The College was re-founded by parents in 1992 when it moved to Rosaire Avenue, and although an entirely new entity, there was no change in name or ethos and it is intrinsically Roman Catholic. The College has operated from its current premises at Les Vauxbelets since 1999.
- 2.11 The States began grant-funding to the College in 2001 and has paid the fees of States scholars attending the College since 2005. The estate at Les Vauxbelets was originally occupied by the College under a lease agreement with the De La Salle Brothers, but was purchased by The Blanchelande College Trust in 2022. The College began accepting boys in 2015, and reopened a Sixth Form in 2020, having closed it in 2011 due to falling student numbers. The College's nursery was re-opened 2021 having closed in 2017 due to low attendance.
- 2.12 Most recently, the College has announced a desire to grow its Sixth Form student numbers from its current number of c30 students across the two year groups and that it is exploring an expansion of its common room areas and places for quiet study.

3 Grant-Aided Colleges Working Group

- 3.1 In early 2023, the Committee established a working group comprising representatives of the Colleges, the Committee and the Policy & Resources Committee. The Committee regrets that it was unable to turn its attention to this workstream earlier in the political term, but believes it was appropriate for it to prioritise the implementation of its recovery programme in response to the

impact on education of the global pandemic, and stabilising States maintained secondary and post-16 education.

- 3.2 The terms of reference for the Working Group, agreed with the Colleges in September 2023, noted that the recommendations arising from the group might include: *“a new rolling grant agreement; alternative funding or forms of support; or no future funding”*. It is notable that, when writing to the Committee to confirm its Working Group representative on 8th February 2023, the Policy & Resources Committee stated *“...As your Committee itself raised in its previous submissions to this [Tax] Review, the removal or reduction of grant funding to the Colleges is a viable means of reducing your Committee’s expenditure and this potential opportunity, including the full withdrawal of grant support, has to form a key part of the working party’s considerations.”*
- 3.3 The Committee is of the view that it was inevitable, given the task of the Working Group, that it would be challenging for full agreement to be reached solely between the parties at this particular point in time. This not least because of the island’s very deep-rooted relationship with the Colleges, but also because any change that seeks to challenge long-established cultural norms is difficult, as well as taking into context the post-selective environment and fiscal circumstances of the island. Nevertheless, recognising the valuable contribution the Colleges bring to the island’s education system and attempting to build consensus, were an integral part of the process.
- 3.4 It was a requirement of the Terms of Reference that recommendations made to the Committee *“...should include an impact analysis from each of the separate Colleges”*. In January 2024, the Colleges submitted only a joint impact assessment. As a result of the competitive nature of the independent schools sector, the joint impact assessment was necessarily high level, and lacked any material evidence or quantitative data to support the Colleges’ collective assertion that they would each have no alternative but to increase fees to compensate for any loss of income from the States’ general grant.
- 3.5 While the Working Group was able to make some progress, it became apparent that there was little agreement in respect of the future funding arrangements, such that there was limited prospect of the group unanimously recommending a way forwards to the Committee.
- 3.6 In light of the prevailing financial background, and mindful of the complex nature of the islands’ ‘education eco-system’ and the Colleges’ role within it, it became clear that an alternative approach was needed. Not least because, for all the reasons set out in this Policy Letter, the Committee’s position was that there had to be a meaningful reduction in the grant-aid and the Colleges’ position was, and remains, that they are unable to agree to any grant reduction.

- 3.7 The Committee met separately with each of the Colleges in July 2024 and was able to receive information from each of the Colleges that would not have been shared with the Working Group. That commercially sensitive information was shared with the Committee after reassurances were given that its confidentiality would be respected. The Committee continues to respect that confidentiality and is grateful to the Colleges for their candour during those meetings.
- 3.8 Following further negotiations, the Committee agreed to produce this Policy Letter setting out its preferred way forwards. It agreed to include within the propositions attached to the Policy Letter one proposition (Proposition 2) setting out the Colleges' preferred way forwards, albeit the Committee was clear it would not be recommending this option to the States of Deliberation. The Committee further agreed that it would append to this Policy Letter the Colleges' letter of representation (see Appendix 1) setting out the rationale behind its preferred funding option. Neither party has seen the arguments put forward by the other prior to publication, as this was felt to be the fairest way to proceed in all the circumstances.
- 3.9 Thus, it now falls to the States of Deliberation to determine how to proceed. The Committee is mindful that many States Members will have a relationship with the Colleges either via their own attendance or that of their children and/or grandchildren, and some are current or past College Governors; others will have a similar relationship with the fully-States-funded schools and settings, and some might have little knowledge of the relationship between the States and the Colleges. However, those reading this report are asked to step back from any personal preconceptions and to consider the education system as a whole, including the complexities of the island's education eco-system, and the impact that its component parts have on educational outcomes and the island's economy.
- 3.10 The remainder of this Policy Letter concerns itself with unpacking those complexities, and the wider context within which the Committee's propositions must be carefully considered.

4 Reducing the Cost of Public Services

- 4.1 Running in parallel to the above working group, the Reducing the Cost of Public Services Sub-Committee ("the Sub-Committee") was constituted by the Policy & Resources Committee in 2023 to explore the options available to deliver £10-16m of recurring savings incrementally over the next five years⁵.

⁵ [The Tax Review: Phase 2 - States of Guernsey](#)

- 4.2 In its report, published as part of The States of Guernsey Annual Budget for 2025⁶ the Sub-Committee confirmed that it had invited suggestions from all Guernsey and Alderney residents, States Members and public service employees on how the cost of public services could be reduced. 865 people responded across the three surveys, submitting 2,385 ideas. Each idea was reviewed and independently scored based on its potential savings, funding and resource requirements, any financial risk to other services, social and environmental impact, feasibility, and wider economic impact.
- 4.3 The survey highlighted a number of grants and subsidies where the cost savings potential was high. The grant to the Colleges featured in the responses. It reached the threshold for progression and thus, for the purposes of the report under the more general heading of 'Grants Review' was included in 'Tier 1': high priority ideas that were *"...considered to have the greatest potential to deliver material cost reductions in the States..."*.
- 4.4 Following The States of Guernsey Annual Budget for 2025 debate, the States of Deliberation resolved, inter-alia, *"To agree that Tier 1 initiatives identified by Reducing the Cost of Public Services Sub Committee as detailed in paragraph 7.83 and to direct that Principal Committees investigate these initiatives further or, where possible, implement the changes needed to deliver savings."*⁷ Paragraph 7.83 included *"...the grants provided by the Committee for Education, Sport & Culture."*
- 4.5 This above Resolution places an obligation on the Committee to investigate/deliver savings from the grants it provides, and the grant to the Colleges was specifically identified by the respondents to the survey as a savings target. It is timely given that the Committee was already working with the Colleges (albeit ultimately without being able to reach agreement) in an effort to find common ground over a meaningful reduction in the grant and/or a reasonable timeframe over which to withdraw it.
- 4.6 The Committee is also mindful of its entire education budget and the need to deliver highly aspirational education for every single child, young person and adult learner in Guernsey and Alderney, which is fit for the 21st Century within increasingly limited means.
- 4.7 The Committee must also ensure, in the event that an incremental reduction in the grant materially increases the number of students attending fully States-funded secondary education, it can accommodate and meet the needs of those students. This is explored in section 14.

⁶ [The States of Guernsey Annual Budget for 2025](#) (see Appendix VII)

⁷ [Resolutions: The States of Guernsey Annual Budget Debate](#) (see Resolution 28)

- 4.8 Therefore, the Committee is seeking to retain a proportion of the savings resulting from the reduction in grant-aid to the Colleges that it is proposing and intends to reinvest elsewhere in the education system (see section 16).

5 Recent history of the current funding arrangements for the Colleges

- 5.1 In 2005⁸ the Colleges began operating under the same States funding model, with each College receiving a general grant in addition to the States covering the fees of 'Special Place Holders'. The States paid the fees for 23 Special Place Holders at each of Elizabeth College and The Ladies' College, and for 6 Special Place Holders at Blanchelande College.
- 5.2 In September 2019, the then Committee *for* Education, Sport & Culture enacted the decisions made by the States of Deliberation at their meetings of 15th March 2016⁹ and 30th November 2016¹⁰; to end selection at the point of entry into secondary education, in favour of an all-ability system. From that time, the arrangement for Special Place Holders funded by the States to attend the Colleges also came to an end for new entrants to the Colleges.
- 5.3 In the following years, the remaining Special Place Holders attending the Colleges, whose places were secured via the 11+ selection process prior to 2019, have been working their way through their secondary education and the current academic year (2024/2025) sees the last of the Special Place Holders reach the age of 18 and therefore complete their school-based learning. From September 2025 onwards, there will be no Special Place Holder funding. However, under the terms of the current agreement the general grant-aid remains payable for a further academic year (2025/2026), at which time the current arrangement ends.
- 5.4 The current funding arrangements arise from the States of Deliberation's consideration of the Policy Letter 'The Role of the Grant-Aided Colleges and Their Future Funding Arrangements'¹¹, in September 2017 and the resultant Resolutions¹². They came into effect in September 2019 and come to an end in August 2026.
- 5.5 The September 2017 debate was set against a backdrop of the States decision to remove selection via the 11+ from September 2019 onwards, meaning that no new States-funded Special Place Holders would take up places in the three Colleges from that time. At that point, how the States secondary education

⁸ [Billet d'État No. IX dated 10th June 2005 – Resolutions made on 29th June 2005](#)

⁹ [Billet d'État No. VII of 2016 – Resolutions made on 15th March 2016](#)

¹⁰ [Billet d'État No. XXIX dated 8th November 2016 – Resolutions made on 2nd December 2016](#)

¹¹ [Billet d'État No XVIII dated 7th September 2017](#)

¹² [Billet d'État No XVIII dated 7th September 2017 - Resolutions made on 27th September 2017](#)

system would be organised in the post-selection era was not settled. History records it would not be until September 2021 that a lasting agreement over the way forwards would be reached, with the transitional arrangements to the new model for secondary education that will be introduced in September 2025, almost complete at the time of this Policy Letter's publication.

- 5.6 As a consequence of the September 2017 debate, and by way of a late Amendment, the States resolved “...that the arrangements for financial support of the Colleges shall continue for a period of seven years until the 31st August, 2026, at which point they will be subject to review.”
- 5.7 At the time of the 2017 debate, the States was in a very different fiscal position to the one it finds itself in today. There was also no clarity over the way in which the States' secondary and post-16 education provision would be reorganised following the decision to remove selection via the 11+.
- 5.8 Unsurprisingly, a wide range of views and concerns were expressed during debate, including that:
- the Colleges could see a reduction in the number of students attending the Colleges if the c352 Special Place Holders spread across Years 7 – 13 and distributed (although not evenly) across all three Colleges at that time were not incrementally replaced by fee-paying students;
 - there could be a migration of students from the States secondary education phase into the Colleges given the uncertainty over the comprehensive secondary education model the States would adopt;
 - a complete and sudden removal of the grant could lead to a large influx of students into the States' secondary education sector if it gave rise to a corresponding increase in College fees, and thus the cost of delivering the States secondary education phase would significantly increase;
 - unlike the then Committee's proposals that would have seen the Colleges receive a c£900k annual subsidy, the (ultimately successful) Amendment provided an incrementally increasing annual subsidy, which by the end of the agreement in 2026, would result in the Colleges collectively receiving c£2.2m per annum which would come to be relied upon by the Colleges, with little/no conditions attached to its use;
 - it was not fair to provide an annual grant that could be used to subsidise the College fees for all students, as this would mean using taxpayers' money to subsidise even the wealthiest of fee-paying families; and
 - it was not fair to remove any subsidy in one sweep, when many of those

opting to send their children to the Colleges might be making sacrifices to do so, relying upon the fees being kept at a reasonable level for the duration of their child's education as a result of the States' subsidy, including parents who, as the result of an older child being a Special Place Holder opted to send their younger child(ren) to a College to ensure they received the same education as their older sibling.

- 5.9 For some Members of the Assembly in 2017, the successful proposals were seen as a transition period to a future without grant-aid for the Colleges, for others they were seen as a transition to a different funding model.
- 5.10 It is clear from the 2017 debate that the States had no desire to destabilise the Colleges by creating an immediate and total cessation of funding when questions remained unanswered about the impact on the Colleges of the removal of selection and thus the cessation of States-funded Special Place Holders.

6 The cessation of selection via the 11+ system

- 6.1 Since the removal of selection via the 11+ system, the last of the Special Place Holders attending the Colleges have been working their way through their secondary education. From September 2025 onwards, no Special Place Holder funding will be available; however, the general grant-aid remains payable for a further academic year (2025/2026), at which time the current agreement will come to an end.
- 6.2 The States' subsequent decision to reorganise its secondary education estate into three non-selective high schools catering for students ages 11-16, with a separate Sixth Form Centre, will be fully realised in September 2025.
- 6.3 With the benefit of hindsight, and as will be explored in greater detail in section 7 below, it is now clear the Colleges have not, collectively, seen a reduction in student numbers as the Special Place Holders have worked their way through the year groups. It is also clear that the outcome of the 2017 debate has, as was anticipated by some at the time, resulted in the Colleges, collectively, receiving general grant-aid (that is to say, not taking into account the fees still being paid in respect of the last of the Special Place Holders), that has increased from £732k in the academic year 2019/2020 to c£2.85m by the 2025/2026 academic year.
- 6.4 Since the 2017 debate, each of the Colleges has made (or has announced plans to make) changes to their business models as set out in section 2 above, some of which might be at the expense of their competitor colleges.

7 The current funding arrangements

- 7.1 Under the current arrangements there are two elements to the States grant funding to the Colleges.
- 7.2 Via the first element the States pay, in full, the fees for every Special Place Holder, that is to say, the 52 highest achieving students in each year group of the 25% of students who, as a result of their 11+ examination results, would have been offered a place at the then Grammar School, but who expressed a preference to attend one of the Colleges. The Special Place Holder grant (fees) is paid to each College termly in advance (three payments a year), based on the number of Special Place Holders in that College, and has been reducing as no new Special Place Holders have joined the Colleges since September 2018.
- 7.3 The second element is general grant-aid, also paid to each College termly in advance, which is distributed to the Colleges based on their total secondary-phase student numbers. As student numbers vary from College to College and as there is some fluctuation in numbers from year to year, the amount paid to each College varies, but the benefit each College derives from the general grant-aid is equitable, in that grant-aid is paid on a per-pupil basis.
- 7.4 At the time of the 2017 debate, the Colleges expressed concern that they would be unable to replace the Special Place Holders funded by the States with fee-paying pupils. This has not proved to be the case. As illustrated by the 'Total Number of College Pupils (Years 7-13)' column in Figure 1 below, the overall number of students attending the Colleges has risen in the period since the Special Place Holder scheme has ended, from 1,147 students in September 2018 to 1,256 students in September 2024 (an increase of 106 students).
- 7.5 In other words, overall, the incremental decrease in Special Place Holders as they complete their College education but have not been replaced by new Special Place Holders, has been more than compensated for by the corresponding number of fee-paying students¹³ joining the Colleges annually.
- 7.6 As the current academic year sees the last of the Special Place Holders complete their College-based education, for the final year of the current arrangements (the academic year 2025/2026), only the general grant-aid will remain.

¹³ It should be noted that both [Elizabeth College](#) and [The Ladies' College](#) also operate bursary schemes.

Figure 1: The Colleges' Grant Funding and Pupil Numbers 2018 to 2026

Academic Year	Special Place Holder funding	General grant	Number of Special Place Holders	Total Number of College Pupils (Years 7-13)	General grant per pupil
2019/2020	£3,332,484	£732,356	286	1,150	£637
2020/2021	£2,788,178	£1,052,687	234	1,195	£881
2021/2022	£2,285,628	£1,316,476	187	1,244	£1,058
2022/2023	£1,680,804	£1,823,061	129	1,255	£1,453
2023/2024	£1,119,087	£2,248,829	78	1,237	£1,818
2024/2025	£590,679	£2,535,629	39	1,256	£2,019
2025/2026 (est)	£0	£2,844,940	0	1,256	£2,265

Notes:

The Colleges applied a fee reduction for all students in 2020/2021 due to COVID-19 lockdown; therefore, the actual Special Place Holder fees paid were £65,112 less than shown above.

The 2025/2026 grant is an estimate calculated assuming RPIX at 4% and static student numbers.

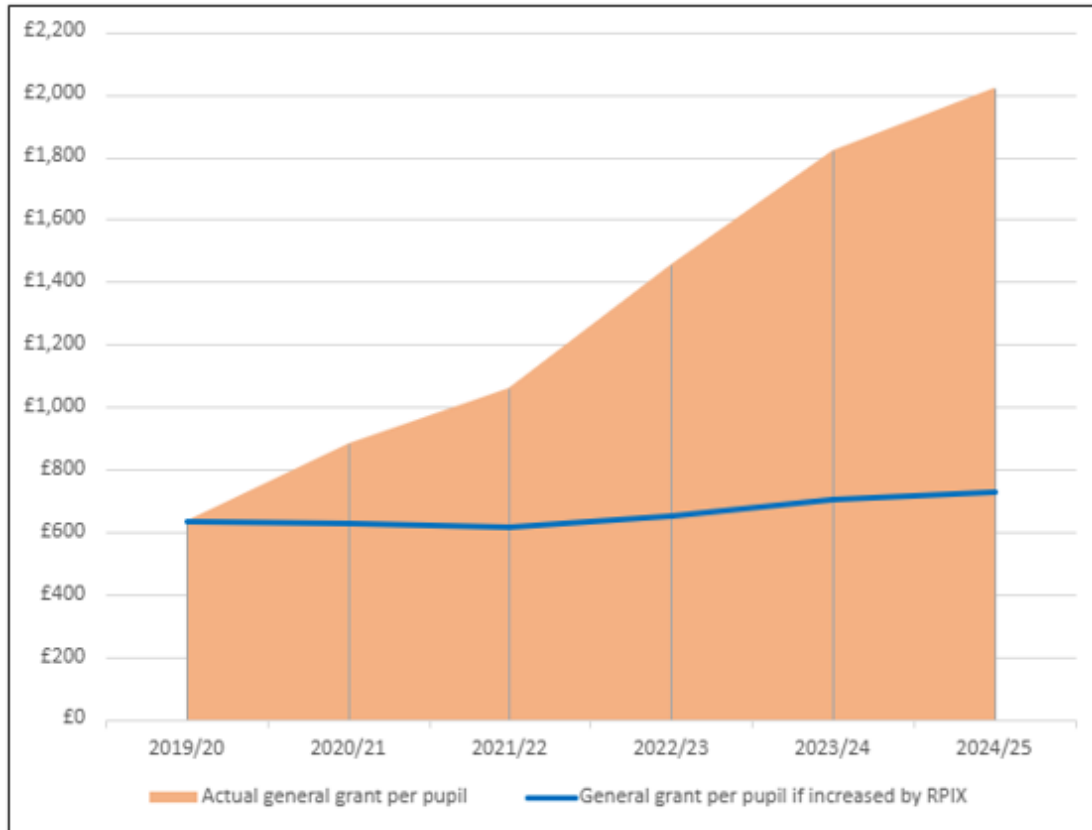
- 7.7 The formula applied to the annual increase in the general grant-aid results from a successful amendment during the September 2017 debate¹⁴. Figure 1 above shows the grant-aid increasing in line with the terms of the agreement which began in September 2019¹⁵. Between 2019 and 2024 the overall value of the general grant has increased from £732,356 to £2,535,629 – an increase of 246% or £1,803,273, (discounting for 2025/2026 -the final year of the general grant-aid as its value can only be an estimate until the June 2025 RPIX figure is released). Had the general grant-aid been subject to only inflationary increases, it would have risen by 25% to £915,445.
- 7.8 When calculated per pupil, from a starting point of £637 per pupil in 2019 the grant has risen to £2,019 per pupil by 2024 – an increase of 217% (£1,382 per pupil). Had the grant been subject to only inflationary increases, the per pupil funding would have risen by 25% to £797 by 2024 (had the number of students remained static; however, as the number of students attending the Colleges has increased, the per pupil funding would have been £729).
- 7.9 Figure 2 below, illustrates the impact of the funding formula agreed by the States in 2017, with inflation based on RPIX shown for comparison. As can be seen, the value of the general grant-aid has been increasing at a rate well in excess of the

¹⁴ [Billet d'État XVIII dated 7th September 2017, Amendment P. 2017/70 Amdt 3](#)

¹⁵ This results in the grant-aid at the end of the current agreement being half of the States' total funding to the Colleges at the start of the agreement, plus annual inflation.

annual inflationary increase (RPIX).

Figure 2: Colleges' General Grant 2019/2020 to 2024/2025 Actual vs RPIX



7.10 For completeness, the information shown in Figure 1 above is broken down by each College in Figures 3, 4 and 5 below. As can be seen from Figures 3 and 5, the number of students attending Elizabeth College and Blanchelande College during the academic years 2018/2019 (the last year Special Place Holders joined the Colleges in Year 7) to 2024/2025 have increased, whereas Figure 4 shows that, overall, the number of students attending The Ladies' College has decreased over the same period.

Figure 3: Elizabeth College Grant Funding & Pupil Numbers 2018 to 2026

Year	Special Place Holder Funding	General grant	Total grant	Special Place Holders	Number of pupils (total)	General grant per pupil
2019/20	£1,645,380	£325,420	£1,970,800	132	511	£637
2020/21	£1,393,020	£468,644	£1,861,664	109	532	£881
2021/22	£1,154,508	£596,859	£1,751,367	89	564	£1,058
2022/23	£895,554	£854,152	£1,749,706	66	588	£1,453
2023/24	£544,677	£1,050,787	£1,595,464	37	578	£1,818
2024/25	£281,644	£1,219,361	£1,501,005	18	604	£2,019
2025/26 (est)	£0	£1,368,108	£1,368,108	0	604	£2,265

Notes:

Elizabeth College applied a fee reduction for all students in 2020/2021 due to COVID-19 lockdown; therefore, the actual Special Place Holder fees paid were £38,121 less than shown above.

The 2025/2026 grant is an estimate calculated assuming RPIX at 4% and static student numbers.

Figure 4: The Ladies' College Grant Funding & Pupil Numbers 2018 to 2026

Year	Special Place Holder Funding	General grant	Total grant	Special Place Holders	Number of pupils (total)	General grant per pupil
2019/20	£1,427,400	£251,548	£1,678,948	130	395	£637
2020/21	£1,200,540	£354,126	£1,554,666	107	402	£881
2021/22	£1,017,720	£428,595	£1,446,315	88	405	£1,058
2022/23	£749,700	£544,740	£1,294,440	60	375	£1,453
2023/24	£574,410	£649,015	£1,223,425	41	357	£1,818
2024/25	£309,015	£730,809	£1,039,824	21	362	£2,019
2025/26 (est)	£0	£819,959	£819,959	0	362	£2,265

Notes:

The Ladies' College applied a fee reduction for all students in 2020/2021 due to COVID-19 lockdown; therefore, the actual Special Place Holder fees paid were £24,831 less than shown above.

The 2025/2026 grant is an estimate calculated assuming RPIX at 4% and static student numbers.

Figure 5: Blanchelande College Grant Funding & Pupil Numbers 2018 to 2026

Year	Special Place Holder Funding	General grant	Total grant	Special Place Holders	Number of pupils (total)	General grant per pupil
2019/20	£259,704	£155,387	£415,091	24	244	£637
2020/21	£194,618	£229,918	£424,536	18	261	£881
2021/22	£113,400	£291,022	£404,422	10	275	£1,058
2022/23	£35,550	£424,171	£459,721	3	292	£1,453
2023/24	£0	£549,027	£549,027	0	302	£1,818
2024/25	£0	£585,455	£585,455	0	290	£2,019
2025/26 (est)	£0	£656,873	£656,873	0	290	£2,265

Notes:

Blanchelande College applied a fee reduction for all students in 2020/2021 due to COVID-19 lockdown; therefore, the Special Place Holder fees paid were £2,161 less than shown above.

The 2025/2026 grant is an estimate calculated assuming RPIX at 4% and static student numbers.

- 7.11 As part of their negotiations with the Committee, the Colleges have asserted that under the current funding agreement which reflects that no new Special Place Holders have joined the Colleges since 2019, the consequent reduction in fees paid by the States to the Colleges therefore means that the Colleges have saved the States in excess of £10m. That there will be an incremental reduction to zero in the Special Place Holder fees paid by the States to the Colleges over this period is not disputed. The saving arises however from a decision taken by the States of Deliberation to bring the Special Place Holder scheme to an end, rather than any action on the part of the Colleges.
- 7.12 Moreover, readers should be careful not to assume that the decision of the States to end the Special Place Holder scheme means the Colleges' income has been significantly disadvantaged – or disadvantaged at all – as a direct result of the States' decision. To the contrary, as the data in Figure 1 shows, taken collectively, the Colleges have replaced all the Special Place Holders with fee-paying students¹⁶ and have in fact increased student numbers beyond a one-for-one replacement. Given this, there has been no directly related impact on the Colleges' income when viewed holistically.
- 7.13 In fact, because the general grant paid to the Colleges has increased year-on-year since 2017 as the number of Special Place Holders, but not the overall number of College students, has reduced, the total income received by the Colleges (fee income + States general grant-aid) has increased (see section 8 for more information).
- 7.14 Equally important to note is that the c£10m reduction in the College fees paid by the States referred to in paragraph 7.11 above has not been retained within the Committee's education budget.
- 7.15 Readers should also note it does not necessarily follow that if a child the States was expecting to educate in its secondary phase moves to the Colleges, there will be material reduction in the States' secondary education operating costs. This is because some costs are fixed, such as those pertaining to the school's senior leadership team's salaries, utilities, premises maintenance, etc, and it is unlikely that one less student would have an impact on the number of teachers and support staff in the school. The same will also be true in reverse for the Colleges.
- 7.16 Under the terms of the current written agreement between each College and the Committee, acting for and on behalf of the States of Guernsey, there are conditions that must be met in order for the grant-aid to continue. These conditions relate to matters such as Health & Safety, Quality Assurance, Safeguarding, and Key Performance Indicators. The Colleges are also required to

¹⁶ In the case of Elizabeth College, this might include Bursary Students funded by the Perrot legacy.

provide student 'census' data, and financial accounts. Relevant extracts of the current agreements can be found at Appendix 2.

8 The Colleges' fees

- 8.1 The Colleges' reported to the Committee in January 2024 that the Independent Schools Council (ISC) data pointed to significantly higher fees for independent senior schools in comparable cost of living areas of the UK. The ISC reported annual fees of between £19,000-£28,000 (for day students, the fees for boarders are considerably higher averaging £39,000 per annum). In January 2025, Independent School Management¹⁷ reported that the average annual fees of independent schools were c£18,000¹⁸.
- 8.2 The Colleges have explained to the Committee that they have to keep fees 'unusually low' given the high cost of living locally, and thus parents' ability to pay. They have also referenced the higher cost of teachers' salaries locally, which as in the States education sector, is the most significant element of their operating overheads. As a result of these two factors, the Colleges assert that they are able to spend less than their UK counterparts on other aspects of education delivery and thus are already operating efficiently.
- 8.3 The Colleges have also highlighted to the Committee that the fees charged by the Colleges in Jersey are considerably lower than those in Guernsey. The Colleges have asserted to the Committee that there is a risk that those seeking to relocate to the islands might view Jersey more favourably than Guernsey as a result of these fee structures. The Committee does not share that view, as it believes a range of factors influence a relocation decision. It is also mindful that there are significant differences between the education systems in both islands, which will also influence parental choice. By way of an example of the differences, Jersey retains an element of selection in Year 9 with a '14+' process in place. In addition, the majority of grant aided colleges in Jersey are part of the States of Jersey Education provision, including Victoria College and Jersey College for Girls, where all staff are directly employed by The States of Jersey. This means that the colleges are externally inspected under the same regime as all other schools in Jersey, follow the same Jersey curriculum and are line managed directly by the Director of Education for Jersey.
- 8.4 It must also be borne in mind that, with only c6% of parents using the independent schools sector in the UK, many 'middle-income' families looking to relocate will have no pre-existing expectation that their child(ren) will attend an

¹⁷ Independent School Management is a leading publication for independent school operators

¹⁸ [Labour's independent school tax plan strongly backed by public, poll shows | Independent School Management](#)

independent school. What is perceived to be a cultural norm for some middle-income families in Guernsey, is not the cultural norm elsewhere, and many people relocating to the Island will make a choice over the schooling of their children based on their personal ideologies, and a school's performance. The States schools show a demonstrably improving picture, guided by the priorities and commitments of our ambitious Education Strategy, and evidenced by the outcome of rigorous external inspections.

- 8.5 The Committee believes that for high-income families many of whom, regardless of their chosen place of residence, would opt to educate their child at an independent school, a modest increase in College fees is unlikely to be of such significance as to be an overriding consideration amongst the many and varied factors taken into account when relocating to a new jurisdiction to make their long-term home. Furthermore, it should be remembered that unlike costs associated with other life-choices, private health insurance for example, by their very nature, school fees are paid for only a limited duration of time.
- 8.6 Figures 6, 7 and 8 below show the fees for each of the Colleges for the period 2019 to 2024. The fees charged locally are well below the national average (see paragraph 8.1), and significantly below those charged in areas where the Colleges have indicated that the cost of living is comparable to Guernsey's.
- 8.7 It is also evident that the Colleges have, at times, increased their fees beyond the level indicated by RPIX, and this appears not to have had a material impact on overall student numbers. Furthermore, it is noteworthy that Elizabeth College, whose annual fees are c£1,000 higher per annum than those of the other Colleges, also has the highest proportion of students.
- 8.8 The Committee recognises that there will be price-sensitivity for fee-paying families, and that the level and impact of that sensitivity will differ from family to family. The Colleges have not provided any detailed price-sensitivity analysis to the Committee, and the Committee acknowledges that very few parents, regardless of the context or their means, will support a price increase. (The question of price-sensitivity is further explored in section 14).

Figure 6: Elizabeth College Fee & Grant income 2019 to 2024

Academic Year	Fees	% increase on prior year	General grant per pupil	% increase on prior year	Total	% increase on prior year
2019/20	£12,465		£637		£13,102	
2020/21	£12,780	2.5%	£881	38.3%	£13,661	4.3%
2021/22	£12,972	1.5%	£1,058	20.1%	£14,030	2.7%
2022/23	£13,569	4.6%	£1,453	37.3%	£15,022	7.1%
2023/24	£14,721	8.5%	£1,818	25.1%	£16,539	10.1%
2024/25	£15,648	6.3%	£2,019	11.0%	£17,667	6.8%

Figure 7: The Ladies' College Fee & Grant income 2019 to 2024

Academic Year	Fees	% increase on prior year	General grant per pupil	% increase on prior year	Total	% increase on prior year
2019/20	£10,980		£637		£11,617	
2020/21	£11,220	2.2%	£881	38.3%	£12,101	4.2%
2021/22	£11,565	3.1%	£1,058	20.1%	£12,623	4.3%
2022/23	£12,495	8.0%	£1,453	37.3%	£13,948	10.5%
2023/24	£14,010	12.1%	£1,818	25.1%	£15,828	13.5%
2024/25	£14,715	5.0%	£2,019	11.0%	£16,734	5.7%

Figure 8: Blanchelande College Fee & Grant income 2019 to 2024

Academic Year	Fees	% increase on prior year	General grant per pupil	% increase on prior year	Total	% increase on prior year
2019/20	£10,821		£637		£11,458	
2020/21	£11,121	2.8%	£881	38.3%	£12,002	4.7%
2021/22	£11,340	2.0%	£1,058	20.1%	£12,398	3.3%
2022/23	£11,850	4.5%	£1,453	37.3%	£13,303	7.3%
2023/24	£12,750	7.6%	£1,818	25.1%	£14,568	9.5%
2024/25	£14,655	14.9%	£2,019	11.0%	£16,674	14.5%

Notes:

Blanchelande College has been clear that 2024/2025 fee increase was exceptional, due to a financial loss.

8.9 Figures 9, 10 and 11 below illustrate the combined income of each College per pupil (fees + States general grant), with inflation based on RPIX shown in respect of both the fees and the general grant for comparison. As can be seen, the fees for all three Colleges broadly tracked inflation (RPIX) during the academic years 2019/2020 to 2021/2022. However, since then, the fees for The Ladies' College and Blanchelande College have increased beyond inflationary increases. For all three Colleges, their combined income per pupil for the 2024/2025 academic year is significantly above that indicated by RPIX.

Figure 9: Elizabeth College Fee & Grant income 2019 to 2024 Actual vs RPIX

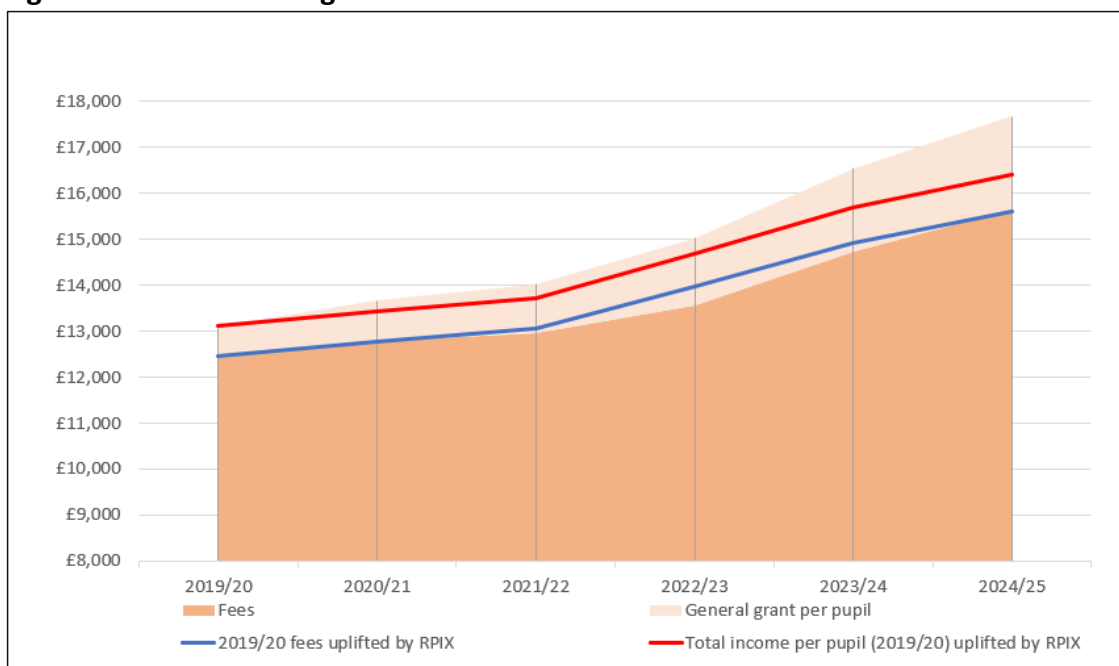


Figure 10: The Ladies’ College Fee & Grant income 2019 to 2024 Actual vs RPIX

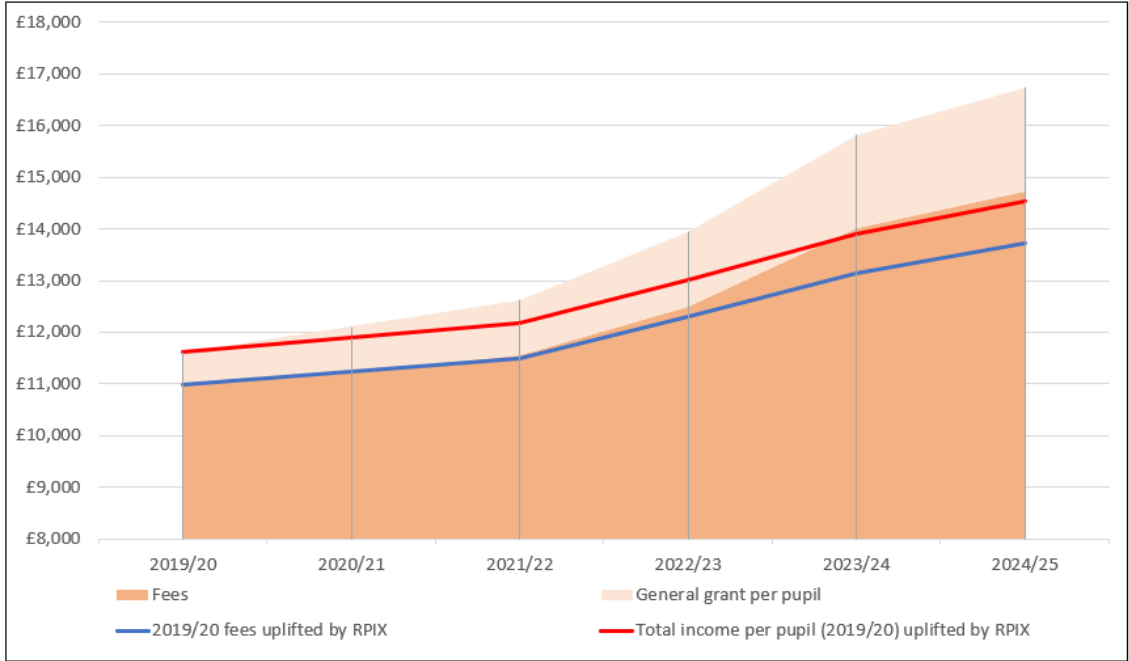
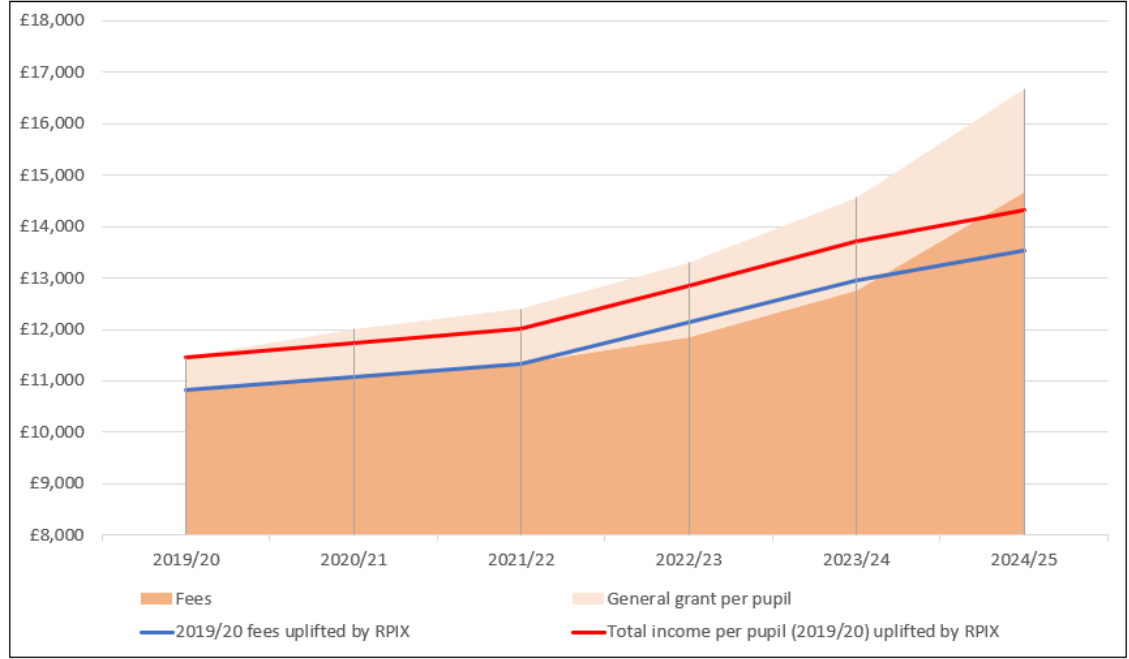
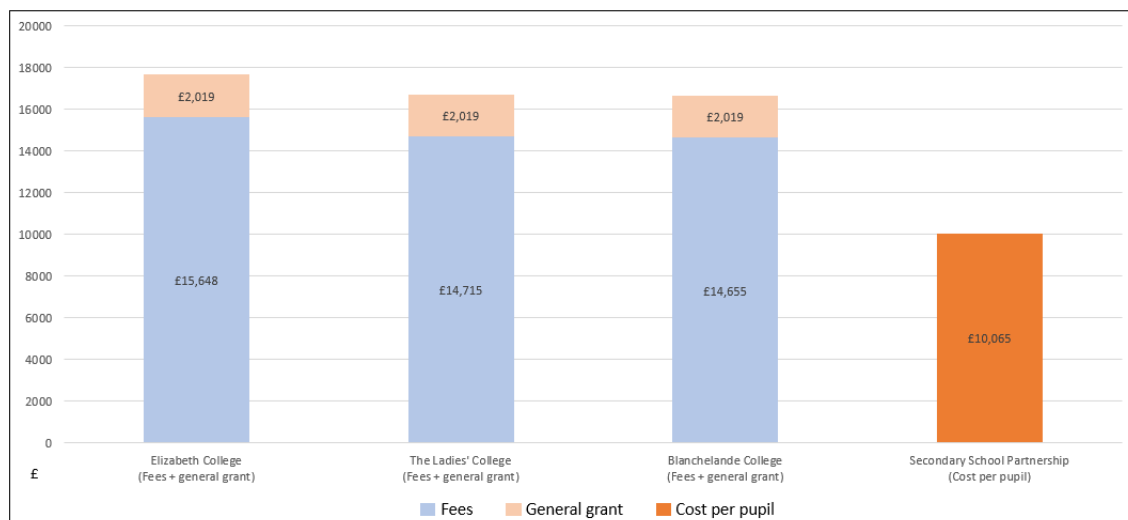


Figure 11: Blanchelande College Fee & Grant income 2019 to 2024 Actual vs RPIX



8.10 For comparison, Figure 12 below shows the total income per pupil for each of the Colleges alongside the combined cost per pupil in fully States funded Secondary School Partnership (“SSP” -comprising the three high schools and the Sixth Form Centre).

Figure 12: Colleges' Income (fees & general grant) per Pupil & Cost per pupil in Secondary School Partnership - 2024/2025 academic year



Notes:

Care has been taken to ensure the costs taken into account in the Secondary School Partnership calculation reflect those associated with a stand-alone school (for example, central costs such as student finance and the Education Psychology Service have not been included). The cost per pupil (2024/25) is based on 2023 costs and has been uplifted by pay awards in 2024 (5.8%) and estimated pay awards of 5% for 2025. HR related costs including recruitment fees, rent allowances and costs associated with agency teachers have been included. An apportionment of central costs for HR, IT, Finance and 'the Hub' is also included within this figure. Student Finance, additional central support costs and the Music Service have not been included. This figure excludes buildings depreciation which, if apportioned by pupil numbers, is £660 per pupil.

8.11 As can be seen, even before the general grant is added, there is a significant disparity between the income generated per pupil in the Colleges when compared with the cost per pupil in the fully States-funded Secondary School Partnership. While there might be some economies of scale in the States' sector, there is also a greater range of need and ability amongst the students within the Secondary School Partnership (see section 13). Data provided to the Committee by the Colleges shows the number of students assessed as having Special Educational Needs & Disabilities (SEND) within the Colleges. Where those needs require significant additional support, fee-paying families will usually be asked to make further financial contributions to cover (at least in part) the additional costs incurred by the College in meeting their child's needs. The same is not true in the States sector.

8.12 It falls therefore to the States of Deliberation to consider why, if the States' Secondary School Partnership's comparative cost per pupil for the academic year 2024/2025 is £10,065, and the Colleges fee income ranges from £14,655 to £15,648 per pupil in the same period, before the general grant-aid is added, it is not possible for the Colleges to deliver education to their students within that income envelope.

- 8.13 Recognising that in addition to being partners with each other and with the Committee when it comes to the delivery of education, the Colleges are also in competition with each other for students. Although the Committee has worked with all the Colleges via the Working Group in an effort to reach an agreement over future funding (see section 3 for more details), it has also met with representatives of each of the Colleges independently, to understand their unique characteristics and pressures.
- 8.14 The Committee has assured each College that it will respect the commercial sensitivity of the information provided to it, and therefore it will not explore the information it is privy to in this Policy Letter. However, the Committee is confident, based on the information it has been given directly by the Colleges that each of them has realistic and viable options to make some reductions to their overheads should they want or need to, in order to cushion, at least in part, any increase in fees that *might* become necessary over time as a direct result of the Committee's recommendation that the general grant-aid to the Colleges is phased out by the start of the 2031/2032 academic year.
- 8.15 Given this, it is the Committee's strong assertion that to compound the financial disparity that exists between the fee income received by the Colleges and the per pupil costs of the Secondary School Partnership by continuing to 'top up' the Colleges' income by over £2,000 per pupil each year is inequitable.
- 8.16 However, if one assumes that it is not possible for the Colleges to reduce overheads, and thus would be left with little option but to pass on the impact of the general grant-aid's removal to its fee-payers, there are two other significant matters that ought to be taken into account. First, it is necessary to consider the price-sensitivity of fee-paying families and, second, it is necessary to have regard to the impact on the States, both in terms of finances and capacity, should the incremental removal of the College's grant-aid lead to a higher number of students in the States sector. Section 14 explores these matters in more detail.

9 Household income

- 9.1 The most recent Guernsey Household Income Estimates Report¹⁹ was issued in December 2024. The Report provides equivalised median annual household income information for households with school-aged children, grouped by the school attended. In this context, 'equivalised' means that the household's income has been adjusted in relation to its size and composition. Incomes are equivalised so households can be looked at on a more comparable basis, since the income that a household needs to attain a given standard of living will depend on its size and composition. Page 4 of the Report provides more

¹⁹ [Guernsey Household Income Estimates Report 2022](#)

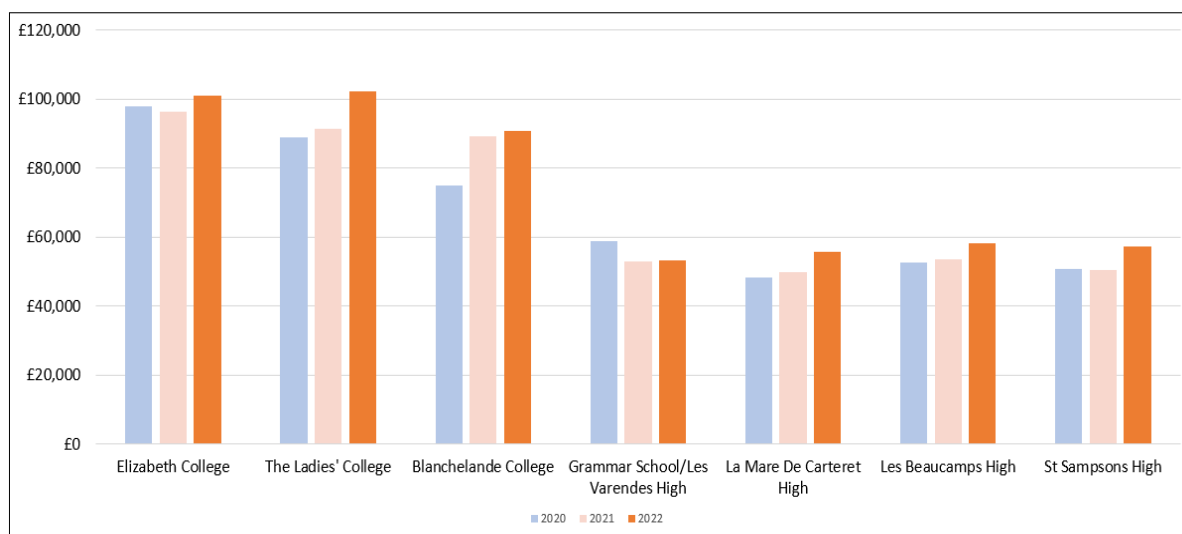
information about the equivalisation process.

- 9.2 The States of Guernsey's Data & Analysis team has provided, from the same dataset, data only for households with a child in Years 7 to 11 (i.e. excluding those in post-16 studies (Years 12 and 13), so that a like-for-like comparison can be made between the households with a child attending a fully States-funded school and households with a child attending a College. The data is shown in table format at Figure 13 below, with data from the previous two years shown for comparison. Figure 14 shows the same data in a chart.

Figure 13: Equivalised median household income (2020-2022) by secondary school attended (children in Years 7 to 11) (data)

Education Setting	2020	2021	2022
Elizabeth College	£97,784	£96,272	£101,050
The Ladies' College	£88,946	£91,449	£102,135
Blanchelande College	£74,839	£89,106	£90,842
Grammar School/Les Varendes High	£58,937	£52,760	£53,295
La Mare De Carteret High	£48,340	£49,680	£55,838
Les Beaucamps High	£52,742	£53,509	£58,340
St Sampsons High	£50,724	£50,449	£57,368

Figure 14: Equivalised median household income (2020-2022) by secondary school attended (children in Years 7 to 11) (chart)



9.3 The year-on-year variation in the household equivalised median income for those with a child attending a school in the Secondary School Partnership shows the impact of the removal of selection (11+) from September 2019. In 2020, three of the five year groups at the Grammar School/Les Varendes High School had been selected via the 11+, but by 2022 only one 11+ year group remained. The levelling of household income that can be seen as the profile of students across the Secondary School Partnership has changed is consistent with the findings of the Sutton Trust's research (see section 12).

9.4 As can be seen above, of the schools comprising the Secondary School Partnership, households with a child attending Les Beaucamps High School had the highest equivalised median income in 2022 at £58,340, whilst households with a child attending Grammar/Les Varendes High School or La Mare de Carteret High School had the lowest equivalised median incomes in 2022 at £53,295 and £55,838 per annum respectively.

9.5 Taking the same dataset for the Colleges, households with a child attending Blanchelande College had the lowest equivalised median income in 2022 at £90,842, whilst households with a child attending Elizabeth College and The Ladies' College had equivalised median incomes in 2022 of £101,050 and £102,135 respectively. The data also shows that the equivalised median income of households with a child attending Blanchelande College and The Ladies' College have risen more rapidly than is the case for households with a child attending Elizabeth College, such that the household income gap between the three Colleges is less pronounced in 2022 than it was in 2020.

9.6 It is, perhaps, unsurprising that the median equivalised household income for

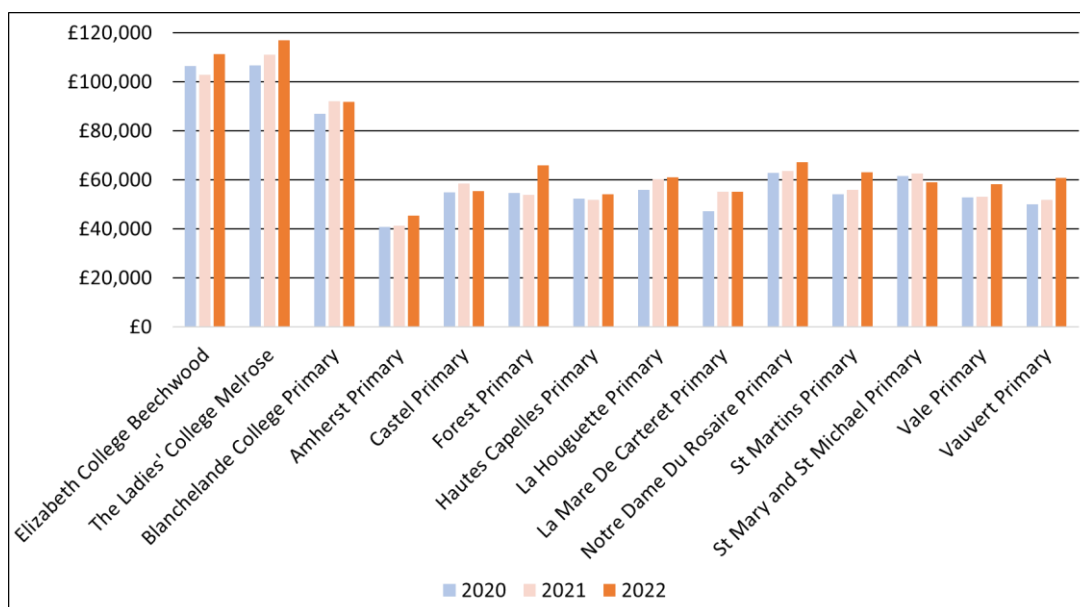
households with children attending Blanchelande College is the lowest of the three Colleges given that its fees are lower than the other Colleges (see Figures 13 and 14). It is equally unsurprising, given the proportion of students attending the Colleges is significantly higher than the equivalent in the UK (c30% vs c6%) that the level of household income for independent school fee-paying households locally is, in the main, likely to be less high than the UK equivalent. Nor is it surprising that the median household income for households with children attending schools within the States Secondary School Partnership is considerably lower than the lowest measure for the Colleges.

- 9.7 As can be seen from Figures 13 and 14, there is a clear disparity between the equivalised median annual income of households with a child attending the Colleges when compared with households with a child attending a school in the Secondary School Partnership. As can be seen from Figure 14 below, this gap is in excess of £30,000 per annum even when the fully States-funded secondary school with the highest equivalised median income (Les Beaucamps High School) is compared with the College with the lowest equivalised median income (Blanchelande College).
- 9.8 Figures 15 and 16 show the equivalised median household income for the island's primary phase for the period 2020 - 2022. This information is helpful when considering the longer-term picture, as the majority of the children who undertake their primary education in a fee-paying school will go on to be educated at one of the Colleges.

Figure 15: Equivalised median household income (2020-2022) by primary school attended (children in Years Reception to 6) (data)

Education Setting	2020	2021	2022
Elizabeth College Beechwood	£106,411	£102,792	£111,140
The Ladies' College Melrose	£106,689	£110,909	£116,889
Blanchelande College Primary	£86,859	£92,074	£91,644
Amherst Primary	£40,608	£41,250	£45,334
Castel Primary	£54,721	£58,548	£55,346
Forest Primary	£54,513	£53,824	£65,894
Hautes Capelles Primary	£52,195	£51,756	£54,127
La Houquette Primary	£55,914	£60,130	£61,017
La Mare De Carteret Primary	£47,214	£55,149	£55,021
Notre Dame Du Rosaire Primary	£62,702	£63,669	£67,204
St Martins Primary	£53,994	£55,816	£63,098
St Mary and St Michael Primary	£61,566	£62,523	£59,012
Vale Primary	£52,698	£53,039	£58,205
Vauvert Primary	£50,076	£51,665	£60,765

Figure 16: Equivalised median household income (2020-2022) by primary school attended (children in Years Reception to 6) (chart)



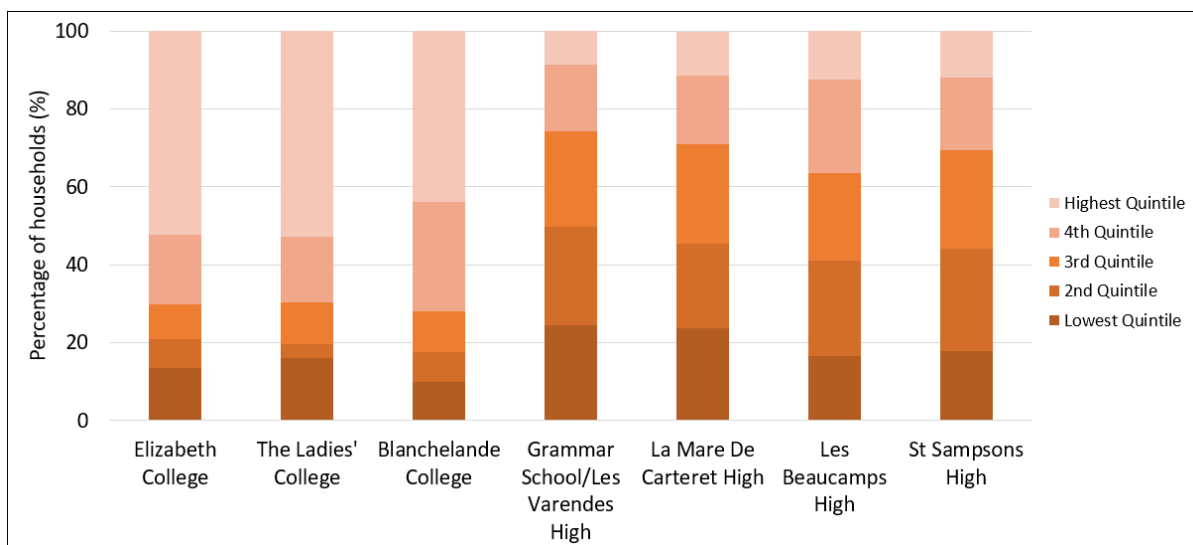
9.9 The distribution of equivalised median household income in the primary phase shows a similar pattern to that in the secondary phase.

9.10 That some families make sacrifices, or receive assistance from family members

beyond their own household, to meet the cost of College fees is not in question. However, as was highlighted during the 2017 debate on the Colleges' funding arrangements (see paragraph 5.8), some question whether it is fair to provide grant-aid that appears to be used to subsidise the College fees for all students, as this means using taxpayers' money to subsidise even the wealthiest of fee-paying families.

- 9.11 Conversely, it is also the case that some of the island's wealthier tax paying parents are contributing towards the States education system that they chose for their own children not to access. It is a feature of many societies that government income via taxation and social security contributions is used on a wide range of services and benefits, with the aim of providing all citizens with access to fair and equitable services. In the local context, as elsewhere, this will mean islanders without children are contributing towards the States education system, and healthy islanders are contributing towards a health system and sickness benefits they are not accessing, whilst others will have private health insurance and will also be making a contribution to a health system they are opting not to rely on for some or all of their medical needs.
- 9.12 Figure 17 below, shows the same dataset as Figure 14, with the 2022 equivalised median household income distributed by quintiles. The lowest quintile represents the bottom 20% of all households when sorted by equivalised income, and in 2022, its upper boundary was £31,167 (equivalised household income). The highest income quintile represents the top 20% of all households when sorted by equivalised income and had a lower boundary of £90,275 in 2022.
- 9.13 As can be seen, more than 70% of the households with a child attending a College in Years 7 to 11 have an equivalised median household income in the highest two quintiles, whereas for the households with a child in the fully States-funded schools, between 60% and 75% were in the lowest three quintiles. All three Colleges have a minority of households in the lowest quintile. For Elizabeth College and The Ladies' College this might be accounted for by some of the students benefiting from their bursary schemes. It might also be the case, as suggested in paragraph 9.10 above, that some College fees are being paid by a family member living outside the family home, and this might include where a child's parents do not live together. It should also be borne in mind that some of the Colleges offer reduced fees to the children of staff members.

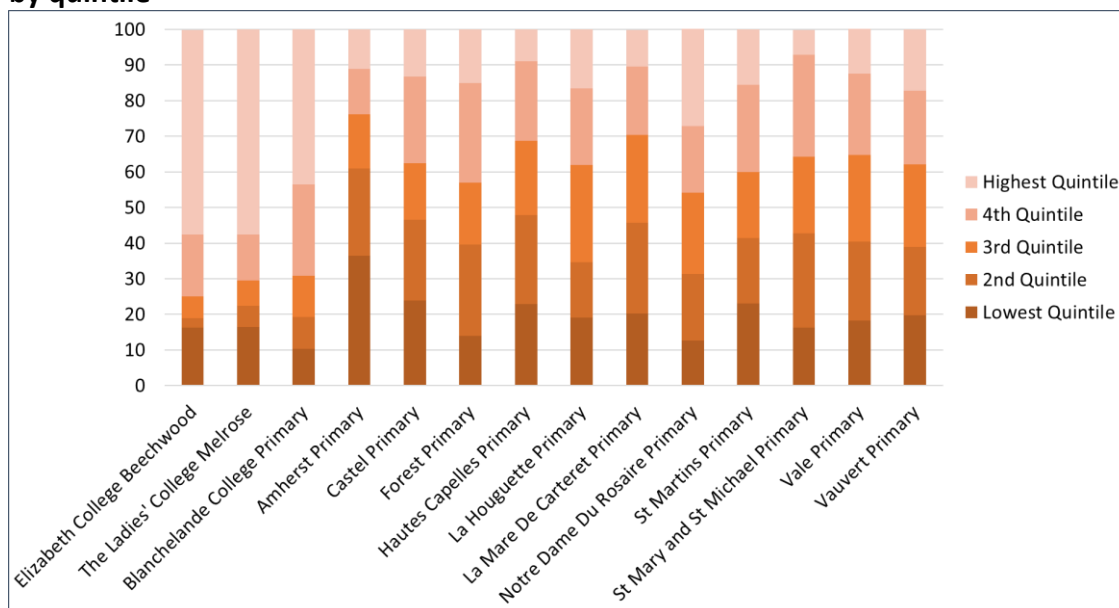
Figure 17: Equivalised median household income (2022) by secondary school attended (children in Years 7 to 11) by quintile



9.14 Figure 18 below, shows the same dataset as Figure 16, with the 2022 equivalised median household income by primary school attended, distributed by quintiles. Again, the lowest quintile represents the bottom 20% of all households when sorted by equivalised income, and in 2022, its upper boundary was £31,167 (equivalised household income). The highest income quintile represents the top 20% of all households when sorted by equivalised income and had a lower boundary of £90,275 in 2022.

9.15 Again, the distribution profile is not dissimilar to that in the secondary phase of education with c70% of the households with a child attending a fee-paying primary school having an equivalised median household income in the highest two quintiles. For the households with a child in the fully States-funded primary schools, more than 50% were in the lowest three quintiles.

Figure 18: Equivalised median household income (2022) by primary school attended by quintile



10 Student Population Projections

- 10.1 As explained in section 7, the overall number of students attending the Colleges has increased by 106 since the States of Deliberation's decision not to continue the Special Place Holder scheme was enacted, in September 2019. However, the distribution of students between the Colleges has changed (see Figures 3, 4 and 5 above).
- 10.2 It is difficult to say with confidence what has given rise to the increase in the overall number of students attending the Colleges, and it is likely that there will be no single overall factor. However, it is likely that the instability caused by the delay in the States coming to a settled policy decision over the reorganisation of secondary and post-16 education has played its part. The steps being taken by the Committee towards the realisation of the commitments of Our Education Strategy, as evidenced in successive Annual Reports²⁰ are undoubtedly contributing to the rapidly improving and stabilised picture reported by recent Ofsted inspections, with the vast majority of schools now judged to be at least 'good' in all evaluated areas.
- 10.3 As described in section 2, the Colleges have each adapted their business models in the recent past and, in very recent times, have announced further plans for changes. Such matters are commercial decisions for the individual Colleges to take, and it appears such decisions are taken unilaterally, regardless of the

²⁰ [Our Education Strategy - States of Guernsey](#)

potential impact on the competitor Colleges. The Committee is not critical of such actions, no more than it would be, for example, if a private healthcare provider made commercial decisions the result of which was to increase its market share to the detriment of another business in the same sector.

- 10.4 However, given their income generating nature, the Committee asserts that the impact of these, and other changes, requires each College to be sufficiently agile to be able to adjust their business model to the changing landscape in the island's independent school sector, the wider education system, and the island's demographics. It is, in the Committee's view, unreasonable for the Colleges to rely on the States, and therefore ultimately the taxpayer, to insulate them from the impact of these, and other factors.
- 10.5 Overall, notwithstanding the removal of the Special Place Holder scheme, the Colleges 'market share' of secondary aged students has remained stable at c30%. However, in the years ahead, as the overall number of children and young people in the island is set to decrease (see Figure 19 below), even if the Colleges retain their market share, the number of students attending the Colleges is also likely to decrease, regardless of the States of Deliberation's decisions regarding grant-aid. It should be kept in mind that the States of Deliberation have indicated that steps will be needed, some of which are already being taken, to attempt to arrest this population decline.
- 10.6 Unless it is addressed as a result of government intervention, the fall in the island's school-age population is likely to mean that, in the longer term, the viability of the island's independent school sector can be maintained only by (or by some combination of) the Colleges increasing their market share, consolidating their offering, significantly adapting their business models, or significantly increasing their fees. It is anticipated that the work that has taken place during the current Committee's term of office to stabilise and improve the States education system, which the incoming Committee will be asked to continue to build upon, will also have implications for the Colleges. This is because it is leading to improved outcomes for students in the fully States-funded schools which, in turn, the Committee expects might result in less migration to the Colleges at the start of the secondary phase.
- 10.7 In this regard, it is noteworthy the number of students attending the independent schools in the primary phase is approximately half that of the secondary phase. This level is closer aligned with, but still exceeds, the equivalent distribution of students between the independent schools sector and the State schools sector in the UK (where approximately 6% of students attend independent schools).
- 10.8 Additionally, the States have actively taken steps to reorganise their secondary and post-16 education operating model to bring about efficiencies and will soon

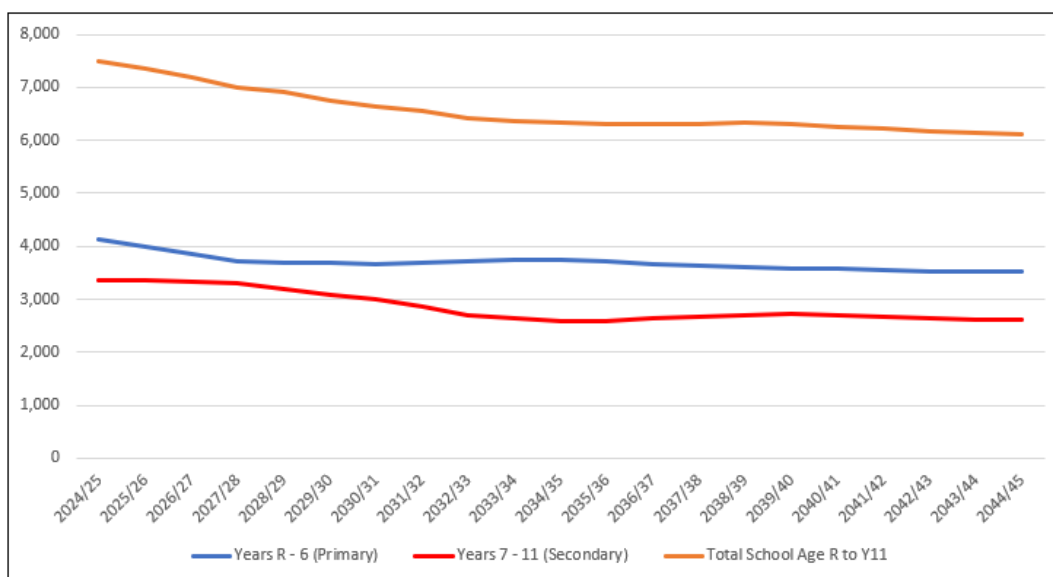
begin a similar process in respect of primary education. The demographic realities of the island cannot be ignored, nor left un-responded to. It is the Committee's view that it is likely to be necessary, at some future stage, for the Colleges to work together and with the Committee, to consider how they might consolidate their education offering in a post-selective landscape and facing some shared challenges.

- 10.9 Figure 19 below shows the total school age Population (Years Reception to 11 – children aged 4 to 16) forecast based on mix of actual student population data and current population data from all Guernsey schools extrapolated forward. This takes into account the island's birth rate and an assumed net inward migration figure of 150 children a year in this age-range. As can be seen, without intervention the overall number of children in the island between the ages of 4 and 16 is projected to reduce from 7,495 to 6,115, a reduction of 1,380 children over the next 20 years.
- 10.10 Figure 20 shows the same data in a chart. As can be seen, the secondary school age population reduces more rapidly than in the primary phase over the next 12 years, after which the two phases follow a similar declining trajectory.

Figure 19: Total School Age Population forecast based on a mix of actual population data from all Guernsey schools extrapolated forward and population projection data (table)

Academic Year	Number of Students (Primary YR-6)	Number of Students (Secondary Y7-11)	Total Number of Students
2024/25	4,140	3,355	7,495
2025/26	4,000	3,352	7,352
2026/27	3,863	3,336	7,199
2027/28	3,715	3,293	7,008
2028/29	3,695	3,205	6,900
2029/30	3,678	3,071	6,749
2030/31	3,663	2,988	6,651
2031/32	3,685	2,863	6,548
2032/33	3,714	2,700	6,414
2033/34	3,735	2,638	6,373
2034/35	3,737	2,598	6,335
2035/36	3,705	2,595	6,300
2036/37	3,674	2,635	6,309
2037/38	3,644	2,674	6,318
2038/39	3,616	2,705	6,321
2039/40	3,591	2,716	6,307
2040/41	3,569	2,693	6,262
2041/42	3,550	2,670	6,220
2042/43	3,535	2,646	6,181
2043/44	3,522	2,624	6,146
2044/45	3,511	2,604	6,115

Figure 20: Total School Age Population forecast based on a mix of actual population data from all Guernsey schools extrapolated forward and population projection data (chart)



11 Future fiscal pressures

- 11.1 The States decision to move to a non-selective education model which, by September 2025 will no longer include any students who sat the 11+ exams was bound to have longer-term implications for the Colleges, as has been the case in other jurisdictions. It appears that the Colleges have continued to rely on - and are seeking to retain for at least the next 14 years - the (increasing) States general grant (see paragraphs 17.13 to 17.16). It is unclear whether the Colleges have actively taken any steps to mitigate the impact of the grant-aid's possible withdrawal/reduction mindful of the nature of the States' current financial challenges and the recent UK Government's decision to remove the VAT exemption from the independent school sector²¹.
- 11.2 To some extent this is likely to be because the States has not reached a clear policy position over the long-term future of the general grant, and discussions with the Colleges did not commence until the latter half of this political term. In part, this is because the Committee (appropriately) initially focused its energies into managing the continued impact on education of the global pandemic, and on stabilising secondary and post-16 education by developing and introducing a new operating model. Regardless of the reasons, the Committee remains very alert to the risks of destabilisation to the education system, as a whole, of the sudden withdrawal of the grant-aid and it is not proposing such action.

²¹ [UK Government: Removal of VAT exemption for private school fees - explanatory note](#)

- 11.3 Mindful of the above decision in respect of VAT in the UK, the Colleges have expressed to the Committee their concerns over the impact the introduction of a Goods & Services Tax (GST) will have on their finances. The Committee's view is that it is for the Colleges to engage with the Policy & Resources Committee to explore options for exemptions from the payment or charging of GST in respect of goods and services associated with the delivery of education. For this reason, the Committee does not consider the prospect of the introduction of GST to have any relevance in the context of this Policy Letter and the propositions hereto attached.

12 Impact of the distribution of secondary-aged students on outcomes

- 12.1 The Committee recognises and values the role of the Colleges, as independent schools, as a component part of the island's education system, just as independent schools are a feature of many comparable jurisdictions. It fully supports the right for parents/carers to choose whether or not to pay for their child's education.
- 12.2 The Committee is, however, also mindful that the island is atypical in terms of the volume of learners being educated in the independent sector, and is concerned about the impact this has on the outcomes of all learners. In England, c6% of students are educated in the private sector, in Guernsey the figure stands at c30%. This variation is not without impact for the island – and islanders - as a whole.
- 12.3 When considering the likely impact of the arguably disproportionate distribution of students between the independent Colleges and the fully-States funded schools, the Committee has looked to the growing body of evidence internationally to help it understand long-term impacts. One example of such evidence is The Sutton Trust's 'Selective Comprehensives 2024: Summary Report'²² which builds on earlier research from 2017.
- 12.4 The Sutton Trust is a UK based non-political organisation created by philanthropist Sir Peter Lampl in 1997, which campaigns for policies that promote social mobility in schools. Social mobility in this context is about ensuring the opportunities open to a young person are not dependent on the economic and social position they were born into, so that students from all backgrounds are able to access the opportunities suited to their talents and aspirations. Social mobility is widely accepted as being crucial for creating a fairer society, fostering social cohesion and boosting economic growth and had a significant beneficial effect for the island and many children in the post-war period.

²² [Selective-Comprehensives-2024.pdf \(suttontrust.com\)](#)

- 12.5 The Sutton Trust has researched the impact of social segregation on attainment, and findings are published in its 'Social Selection on the Map'²³ report. Noting that the term 'segregation' is an emotive one, in this context 'social segregation' means the extent to which students from different socio-economic backgrounds are schooled separately or mixed together. It is used as such in this Policy Letter. As seen in Figures 14, 16, 17 and 18, the education system within Guernsey is characterised by a high degree of social separation.

Research overview

- 12.6 The Sutton Trust's findings support the assertion that social selection by better performing schools within a defined locality, leads to much poorer outcomes for students not attending those schools. The net effect of which is an overall reduction in outcomes (as the result of a widening attainment gap) when the locality is viewed as a whole.
- 12.7 The research shows, for example, in a Local Authority area in England, where all parents are able to select the comprehensive secondary school their child attends, the more engaged parents, and those able to transport their child further, are more likely to select a school based on its previous outcomes and external inspection evaluations, than on its proximity to their home. Typically, such parents are higher achieving and better able to support their child to achieve, and have higher aspirations for them. Over time, the cost of housing in the vicinity of the better performing school increases, resulting in changes to the socio-economic mix of the area. This means that schools with poorer outcomes are then, in general terms, more likely to be populated by a higher than average proportion of less able children, often with less support from less able parents than would have been the case if all children attended their local school.
- 12.8 The research also demonstrates that, over time, the standards and outcomes of lower performing schools result in them increasingly being populated by less able and less well supported students, with a higher proportion of students with social deprivation indicators (such as, in the English context, free school meal entitlement), and will have a higher proportion of students with more complex Additional Learning Needs. Such schools tend to find it harder to attract and retain high-quality teachers. In turn, this will lead to poorer student outcomes, meaning the attainment gap widens and, overall, the area as a whole is worse off than if there were no parental choice over schools, and there was a more diverse socio-economic mix in every school.
- 12.9 While The Sutton Trust research looked at social segregation within the State comprehensive school sector, as opposed to both the State and independent

²³ [Social Selection on the Map](#)

sector, it is reasonable to infer that similar patterns would be reflected had they included independent schools in their analysis.

- 12.10 Although, in general terms, there is no parental choice over schools in the States education system, the high proportion of students being educated in the Colleges (compared with the proportion of students educated in the independent sector in comparable jurisdictions) means The Sutton Trust's findings have some applicability in our local context.
- 12.11 The Committee in no way wishes to undermine the important role of the Colleges locally, and in the context of the growing body of evidence similar to that set out above²⁴ is in no way seeking to suggest that there is criticism to be laid at any particular door. However, the Committee does seek to challenge, and provoke discussion around whether, now that the non-selective system and operating model is almost complete, there needs to be some creative thinking applied to our perceptions of the island's education system as a whole as we collectively seek to meet the challenges of the 21st Century.
- 12.12 The Committee therefore suggests the States of Deliberation should carefully consider whether they want, as a conscious policy decision, to continue to grant-fund the Colleges for a protracted period of time, when doing so financially incentivises a choice that is likely to: i) depress standards across the system taken as a whole; ii) increase social segregation (as described by The Sutton Trust); iii) reduce social mobility; iv) have a negative impact on overall outcomes for the island's young people; and v) thus have long-term negative implications for the island's economy and prosperity.

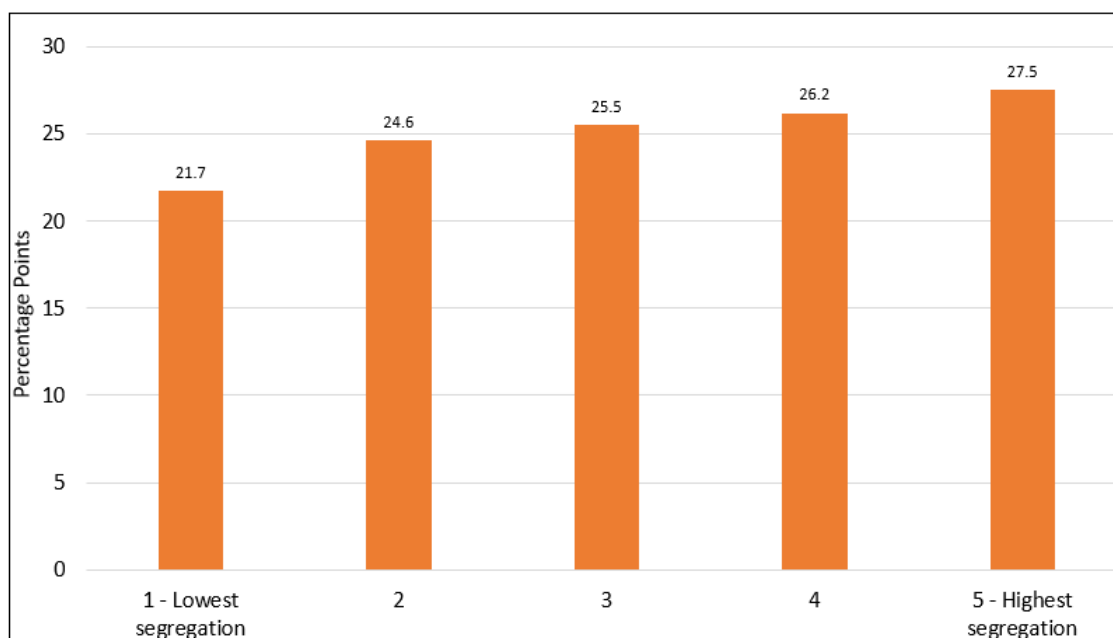
Research in detail

- 12.13 The Sutton Trust's analysis showed that higher levels of social segregation are correlated with higher attainment gaps between disadvantaged and non-disadvantaged learners. When looking at the rate of strong passes in GCSE (grade 5 and above) English and maths, The Sutton Trust's research showed that the average local authority had a 25 percentage point gap between disadvantaged and non-disadvantaged pupils in their area. However, in the least segregated areas this was below 22 percentage points, and in the most segregated areas it was 27.5 percentage points. This was, in the main, driven by lower pass rates for students with social deprivation indicators in more segregated areas, rather than higher rates for students without social deprivation indicators.

²⁴ [The effects of generalized school choice on achievement and stratification: Evidence from Chile's voucher program](#)
[The Impact of School Choice on Student Outcomes: An Analysis of the Chicago Public Schools](#)
[Replicating Swedish 'free school' reforms in England](#)

12.14 The correlation between segregation and attainment gaps was found even when controlling for a number of demographic, geographic and school characteristics through multivariate analysis (see Social Selection on the Map page 13).

Figure 21: Attainment gaps (Grade 5 or above in English and maths at GCSE) by level of segregation



12.15 Similarly, looking at attainment across a range of subjects using Attainment 8²⁵ scores, the average gap in the areas with lowest segregation is 11. In the highest, it is 12.3, though these figures are an average across schools, rather than an overall local authority figure.

12.16 The analysis shows clearly that greater social segregation is not associated with higher levels of performance at an area level taken as a whole. In fact, greater social segregation is associated with larger attainment gaps between disadvantaged and non-disadvantaged learners. What is more, previous research undertaken by The Sutton Trust has shown that disadvantaged pupils with high potential perform better when in schools with more socially mixed intakes²⁶.

12.17 From this research, it is clear that educational social segregation negatively impacts on levels of attainment across an education system taken as a whole. In particular, it widens gaps between disadvantaged and non-disadvantaged learners, without any net raising of standards across the system as a whole.

²⁵ Attainment 8 is a measure showing average academic performance. It is calculated by adding together a student's highest scores across eight predefined school subjects.

²⁶ [Social-Mobility-The-Next-Generation-Lost-Potential-Age-16.pdf](#)

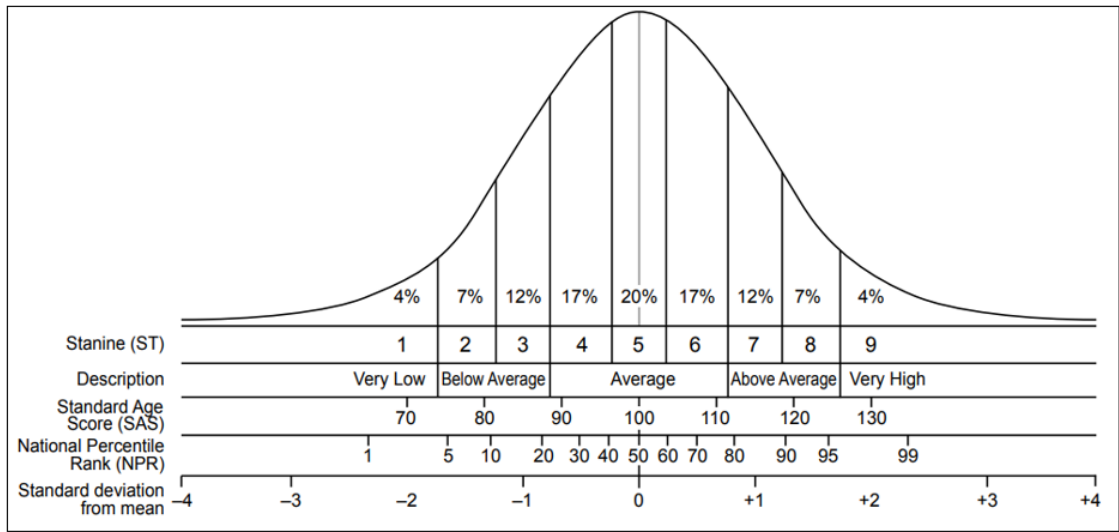
13 Admission to the Colleges

- 13.1 For admission into the secondary phase of education, each College has an admissions process that involves a cognitive assessment of the student²⁷. Although the bar that a student is expected to reach might differ between the Colleges, that an assessment takes place prior to admission challenges any suggestion from the Colleges that they are fully ‘comprehensive’ in nature.
- 13.2 In 2022, the Committee introduced an assessment process aimed at assisting education professionals and school governors to monitor the progress of groups of students as they move through the year groups within the fully States-funded schools. Over time, this enables the Committee to build a body of data against which to monitor each school’s performance. Incidental to its main purpose, the data also has relevance to the subject of this Policy Letter, as set out below.
- 13.3 The assessment process results from a partnership with GL Assessment, the leading provider of formative assessments to schools across the UK and Ireland²⁸. Such relationships are a core part of Our Education Strategy’s commitment to *develop partnerships within and beyond the Bailiwick to provide effective validation, challenge and support to improve the quality of education*. -
- 13.4 As a result of this particular partnership, assessments in Reading (NGRT - New Group Reading Test) and mathematics (Progress Test) were introduced for students in the last year of their primary education in every fully States-funded primary school. The assessments are benchmarked against a representative sample in England. Each score is assigned to a band, as detailed in Figure 22. Students with a standard age score above 126 are categorised as ‘very high’ and represent the highest achieving 4% of students across England, with those in the ‘above average’ category representing the next 19% of students. This data is primarily used to benchmark full year groups against their counterparts in England, and to track groups to ensure they make progress over time. It is not the primary measure used to assess children at an individual level.

²⁷ [Elizabeth College – Admissions](#); [The Ladies’ Colleges – Admissions](#); [Blanchelande College – Admissions](#)

²⁸ [GL Assessment](#)

Figure 22: Assessment Categorisation Methodology

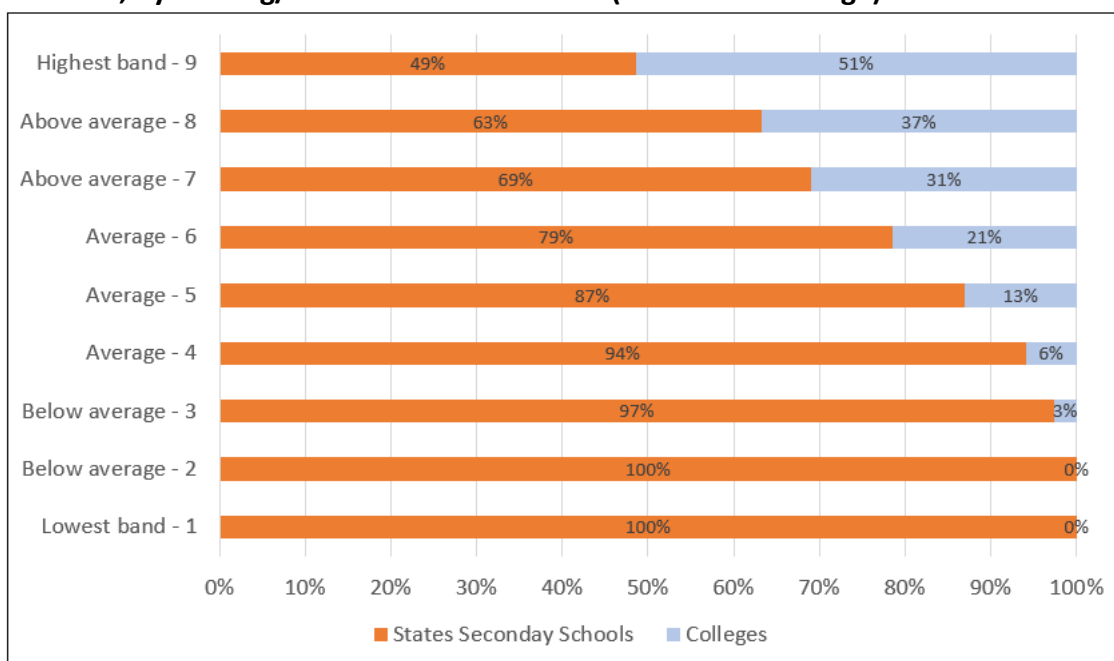


- 13.5 To create the dataset represented in Figures 23 and 24 below, the individual scores for the students in the States' primary schools (for 2022, 2023 and 2024) were averaged across reading and maths and then assigned to one of the nine categories outlined in Figure 22. The students were then separated into two groups: i) those who remained in the fully States-funded sector when they progressed to the secondary phase; and ii) those who left the fully States-funded sector to join one of the Colleges. The total number of students in each group was recorded.
- 13.6 Figures 23 and 24 below show the division of students joining each sector of secondary education upon the completion of their primary education in a States primary school. (The dataset does not include students: in the College's primary phase; attending St Anne's School, Alderney; in or moving to a specialist school; moving to or from the island for the start of their secondary education; and a small number of students who did not complete the assessment.)

Figure 23: Secondary education destination of mainstream States primary school students, by reading/maths attainment band (2022-2024 average)

Stanine	Remained in States sector in secondary phase	Moved to the Colleges in secondary phase	Total
Highest band – 9	17	18	35
Above average – 8	67	39	106
Above average – 7	143	64	207
Average – 6	296	81	377
Average – 5	313	47	360
Average – 4	253	16	269
Below average – 3	148	4	152
Below average – 2	76	0	76
Lowest band – 1	28	0	28

Figure 24: Secondary education destination of mainstream States primary school students, by reading/maths attainment band (2022-2024 average)



13.7 As can be seen above, of the 269 students who moved from a fully States-funded primary school to one of the Colleges to start their secondary education, only four had been assessed to be below the age-related average in English and maths.

13.8 The different academic starting points of learners entering Year 7, with the

Colleges attracting a disproportionately higher number of students already working at an above average range, would statistically lead to an expectation that GSCE outcomes would be higher in the Colleges than those attained within the fully States-funded schools. Therefore, comparing outcomes between the two sectors is not balanced considering the variable starting points of students. A fairer comparison is the level of progress made, and the introduction of GL Assessments allows progress to be monitored as year groups of students progress through their formal education.

- 13.9 It is interesting to consider this data with the findings of The Sutton Trust's research (see section 12) and the distribution of household income (see section 9) in mind. In combination, the evidence suggests that the extent of the social and academic selection of students that still takes place locally, notwithstanding the move away from the 11+ selection system, is highly likely to be leading to an overall reduction in outcomes, as the result of a widening attainment gap, for the island as a whole.
- 13.10 Cognisant that discussion over the attainment gap is sensitive and, in the scope of the legacy debate on selection, has been a divisive topic for the island, the evidence demonstrates that the States' grant-aid to the Colleges is a contributing factor to a widening attainment gap, with all the consequential impacts of this for the island's economic prosperity, community values and social cohesion, because it results in artificially low College fees. This in turn means that contrary to the States' approved policy to remove selection (via the removal of the 11+ system), both academic and social selection are still a feature of the education system.

14 Cost to the States of fewer students attending the Colleges

- 14.1 When considering the most appropriate approach to take for the period following the end of the current grant agreement, the Committee's principal consideration has been the impact on students right across the education system. The Committee is particularly mindful not to propose a change that would increase the likelihood of a parent facing the difficult choice between financial hardship and moving their child to a different education provider part-way through their compulsory education. It is for this reason that the Committee recommends a phased approach to the withdrawal of grant-aid to the Colleges.
- 14.2 In the Colleges joint impact assessment (see paragraph 3.4), understandably the Colleges were unable to provide anything other than anecdotal information and supposition in respect of the impact of any above RPIX fee increases that might result from the withdrawal of grant-aid. The impact assessment asked the Colleges how any information gaps would be filled, and the Colleges suggested they would survey parents to better understand the position. If such a survey

has been conducted by the Colleges, the results have not been shared with the Committee.

- 14.3 It is the Committee's view that neither the Colleges nor the Committee can truly understand the extent of the price-sensitivity of the parents of current and future College students, although the information contained in section 9 is informative. It is the Committee's contention that whilst there might be considerable price sensitivity for some fee-paying parents, there will be significantly less price sensitivity for others. In this regard, although the Committee understands the reasons why, it is notable that Blanchelande College's fees rose by 14.9% for the 2024/2025 academic year, and this does not appear to have had a material impact on student numbers.
- 14.4 The Committee recommends withdrawing the grant over a 5-year period (the period of a student's compulsory secondary education), starting in September 2026. The notice period of this proposed change affords time for each of the Colleges to best resolve how to manage this transitional period. For example, the Colleges could apportion the grant-aid only to fee payers where fee increases would lead to financial hardship. Another option, as referenced in paragraph 1.17, would be for the Colleges to apply the (reducing) grant-aid only to students already in the Colleges at the start of the taper period, thus cushioning them, to some extent, from any fee increases applied to new joiners.
- 14.5 Figure 25 below gives an indication of how the grant-aid could be used to cushion the impact of any fee increases on families with a student already in the Colleges when the new agreement comes into effect. For modelling purposes, the overall number of students across the three Colleges in the 2024/2025 academic year has also been used for future years. If the number of students reduced, the value of the grant-aid per pupil would increase accordingly. For the academic years/year groups where no grant-aid is shown, it is assumed that students will pay the full cost of their College place.

Figure 25: Per pupil general grant distribution, modelled with grant supporting transition for existing pupils.

Academic Year	Total General Grant	General grant distribution per pupil (transition)							Estimated pupil numbers
		Y7	Y8	Y9	Y10	Y11	Y12	Y13	
2025/26	£2,844,940	£2,265	£2,265	£2,265	£2,265	£2,265	£2,265	£2,265	1256
2026/27	£2,430,053	£1,935	£1,935	£1,935	£1,935	£1,935	£1,935	£1,935	1256
2027/28	£1,992,643		£1,878	£1,878	£1,878	£1,878	£1,878	£1,878	1061
2028/29	£1,531,845			£1,787	£1,787	£1,787	£1,787	£1,787	857
2029/30	£1,046,760				£1,581	£1,581	£1,581	£1,581	662
2030/31	£536,465					£1,144	£1,144	£1,144	469
2031/32	-								

Notes:

The grant for 2025/2026 has been calculated based on estimated inflation (RPIX) in June 2025 of 4%.

Inflation (RPIX) has been assumed at 2.5% per annum from 2026 onwards.

Student numbers have been modelled based on 2024/2025 actual numbers and take into account that Years 12 &13 have lower student numbers than other year groups.

14.6 Based on the evidence available to it, the Committee’s ‘greatest likely movement’ scenario modelling has assumed an incremental reduction from 30% to 20% in the number of students migrating from the fully-States-funded primary schools into the Colleges at the start of the secondary phase, during the transitional period over which the grant is being withdrawn.

14.7 It is important to note that it does not automatically follow that the cost per pupil will remain the same if more students join the Secondary School Partnership, and there are various reasons for this. Many of the elements that are included in the per pupil costs do not increase if there are more students. For example, the costs associated with the salaries of the school’s senior leaders, running costs such as heating, lighting, general maintenance & repairs and so on. Other costs, such as those associated with the salaries of teachers, will increase only if it is not possible to accommodate students within existing classes (in accordance with the Committee’s class size policy), such that a new class (‘form of entry’), needs to be created. Given the number of year groups and the number of forms of entry within each year group across the Secondary School Partnership, there is scope to manage some increase in numbers without incurring significant cost.

14.8 When thinking about scale, the following example is helpful. If, at some future date, the Secondary School Partnership needed to accommodate 300 additional students, and those students were distributed evenly across Year 7 to Year 11 this would mean: 100 students being added across the five year groups in each of the three high schools, resulting in 20 additional students in each year. As

there are at least five forms of entry in each year, if there was capacity to do so, additional students would be added to existing classes up to the agreed maximum class size, at which point a new class would be created, with all students being split into (for example) six groups rather than five. If there was insufficient capacity, a new form of entry would have to be created.

Figure 26: Impact on the Secondary School Partnership of an incremental reduction in College students from 30% to 20% (data)

	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33
Change in pupil numbers	0	62	122	173	224	274	290	302
Additional forms of entry	0	3	3	6	3	3	0	0
Additional cost (£m)	0	0.33	0.35	0.71	0.40	0.45	0.11	0.13

Notes:

Based on projected student population.

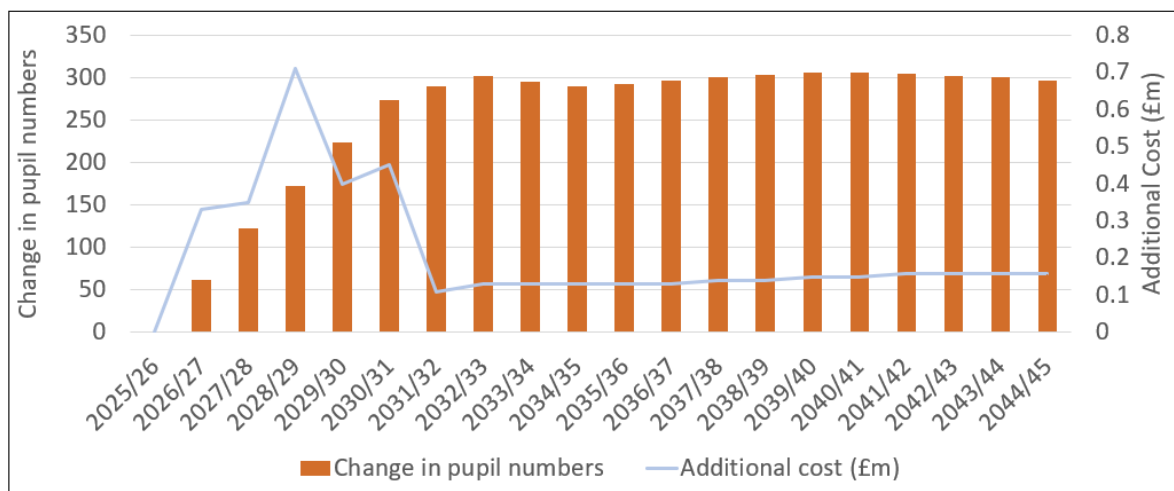
Assumes incremental increase over successive year groups and even distribution across Secondary School Partnership.

Assumes 2.5% annual inflation.

14.9 As demonstrated in Figure 26 above, and somewhat counterintuitively, the cost of accommodating the additional students decreases as the number of additional students increases. This is because the island's overall student population is decreasing such that, under the scenario being modelled, there are increasingly fewer students in the baseline data at the same time as additional students are being added.

14.10 Figure 27 below overlays the data in Figure 26 above, to show the modelled change in student numbers in the Secondary School Partnership and the cost of accommodating them.

Figure 27: Impact on the Secondary School Partnership of an incremental reduction in College students from 30% to 20% (chart)



Notes:

Based on projected student population.

Assumes incremental increase over successive year groups and even distribution across Secondary School Partnership.

Assumes 2.5% annual inflation.

14.11 When considered over time, the cost implications for the States of the Colleges educating only 20% of the secondary student population are as follows:

- 5 year – average increase in cost per annum is £0.45m
- 10 year – average increase in cost per annum is £0.29m
- 15 year – average increase in cost per annum is £0.24m
- 19 year – average increase in cost per annum is £0.22m

14.12 The information available suggests that there will be a significant number of families with children attending the Colleges who are not so price-sensitive that incremental fee increases, that reflect the removal of the States grant-aid and better align College fees with their English equivalent, will result in them withdrawing their child from the Colleges.

14.13 Thus the Committee contends that, in the ‘greatest likely movement’ scenario modelling, ceasing to provide £2.845m in grant aid would, when averaged over the next 10 years, increase the cost of delivering education via the Secondary School Partnership by only £0.29m.

15 Students with Additional Learning Needs

15.1 When considering the cost information set out in section 14, the Committee has also been mindful of the number of students in the Colleges with Special Education Needs and Disabilities (‘SEND’, often now referred to as Additional

Learning Needs 'ALN').

- 15.2 In England, for the academic year 2023/2024, the national average of students with Special Education Needs and Disabilities is 18.4%. Of these, 4.8% of learners are in receipt of an Education & Health Care Plan (EHCP) which is required to attend a specialist provision such as a SEND school²⁹. This means that, typically, 13.6% of students in mainstream schools have been identified to have SEND.
- 15.3 Fully States-funded schools in Guernsey and Alderney broadly mirror this, 20.5% of students across all schools being identified as having an ALN, with 4.8% being in receipt of a Determination of ALN (EHCP equivalent). Of this 4.8%, 4.2% are supported in specialist schools, meaning that 16.3% of learners identified as having an ALN are within mainstream schools.
- 15.4 As can be seen in Appendix 2, Schedule 1, as part of their annual returns, the Colleges report on: i) the number of SEND pupils on the Learning Support Register; and ii) number of SEND pupils receiving Learning Support. The returns provided by the Colleges suggest, overall, the number of SEND pupils on the Learning Support Register is c39%, and the number of SEND pupils receiving Learning Support is c7%. These numbers appear to be atypical when considered against both the national position and that in the fully States-funded schools.
- 15.5 Under the provisions of The Education (Guernsey) (Amendment) Law 1987, a child is defined as having 'special educational needs' "...if he has a learning difficulty which calls for special educational provision to be made for him". The Law's definition of a 'learning difficulty' includes that:
- [the child] has a significantly greater difficulty in learning than the majority of children of his age, or
 - [the child] has a disability which either prevents or hinders him from making use of educational facilities of a kind generally provided in schools for children of his age
- 15.6 In fully States-funded schools, the SEN Code of Practice (Guernsey) 2004³⁰ is the guidance followed to identify, assess and make provision for children who have learning difficulties and therefore special educational needs. It should be noted that this describes how teachers in schools can identify children who might have special educational needs. The continuum of support begins with the expectation that all learners should access High Quality Inclusive Practice³¹ (in teaching) and progresses through to access to targeted support, specialist

²⁹ [Special educational needs in England, Academic year 2023/24 - Explore education statistics - GOV.UK](#)

³⁰ [SEN Code of Practice](#)

³¹ [High Quality Inclusive Practice - The Essentials](#)

support and, if required, the issuing of a Determination of SEND through a rigorous Formal Assessment process for those with the highest level of needs. It should be noted that since September 2024, there has been a gradual change-over to a new Additional Learning Needs Code of Practice ('ALN Code')³², and associated processes. By September 2025, the ALN Code and processes will apply in full.

15.7 The Code sets out four main areas of special need. These are:

- **Cognition and Learning Needs**

This includes children who have difficulty with learning, thinking and understanding or who have developmental delay. They may have features of moderate, severe or profound learning difficulties or specific learning difficulties (dyslexia and dyspraxia).

- **Social, Emotional and Behavioural Needs**

Pupils with social, emotional and behavioural needs cover the full range of ability and severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum. They may be withdrawn or isolated, disruptive and disturbing, have immature social skills or present challenging behaviours.

- **Communication and Interaction Needs**

This includes children with speech and language difficulties and disorders and autistic spectrum disorders including Asperger's Syndrome.

- **Sensory and/or Physical Needs**

This includes children with a range of significant visual or hearing difficulties and children with physical disabilities which impede their learning in school and their ability to take part in the curriculum.

15.8 Children do not fall into neat categories, and some have needs in more than one area. When a child has very significant difficulties falling into a number of these areas, then this child might be described as having complex needs.

15.9 As set out in section 13, to gain entry to each of the Colleges, students undertake a cognitive assessment. Given this, it is likely that the number of College students with cognitive learning difficulties, as defined above, is low (see also Figure 24). As such, the Committee does not conclude that the reported high number of SEND students within the Colleges is specific cause for concern should some of that number migrate to a States school, not least because of the needs-driven support it would seek to provide when reinvesting a proportion of the

³² [The Additional Learning Needs \(ALN\) Code of Practice \(Guernsey & Alderney\)](#)

grant-aid in the fully States-funded schools and settings.

16 Reinvestment of savings

- 16.1 The Committee remains committed to continuously improving the fully States-funded education system. It is keen to ensure, via the partnership agreement described in paragraph 1.19 above, that the Colleges are also able to benefit from the realisation of the priorities and commitments of Our Education Strategy, which is applicable to all aspects of the islands' education system.
- 16.2 In 2014, the UK Government undertook a review of literature and research into the impact of education spending³³. The review found that spending £1,000 on education support staff positively affected the attainment of students with social deprivation indicators (increasing test scores by 7%); with English as an additional language (by 12.4%); and Gifted and Talented pupils (by 11%). Mindful of this, the Committee has identified the following areas of need.
- 16.3 With regard to the reinvestment of the Committee's portion of the savings resulting from the withdrawal of the grant-aid, the Committee has identified the following areas. It believes this investment could be particularly impactful for learners and their families and/or would have a direct impact on outcomes and therefore ultimately the success of our island community and its economy, and the reduction in public spend in other areas such as Health & Social Care, social security benefits and the justice system. However, it is aware of the limited time remaining this political term, and is keen not to fetter the future Committee and its aspirations. As such, the following areas should be seen as indicative, but are initiatives that will feature in the Committee's handover report to the incoming Committee.
- **Development of an Early Years Strategy:** the Committee has identified a need for the States to develop an Early Years Strategy, which would inform and support an investigation into enhanced access to pre-school and nursery care which has the potential to support all families with young children. The Committee expects that the Strategy should, in part, be used to inform the Review of Primary Education which will be undertaken during the next political term. Although the Committee recognises the development of such a strategy would be a cross-committee initiative, nevertheless, it would likely require funding to ensure it was prioritised.
 - **Needs-driven support:** As with many comparable jurisdictions, there is an ever-increasing pressure associated with meeting the needs of learners who require additional support, especially those with complex ALN. Therefore,

³³ [Impact-of-school-spending-on-pupil-attainment.pdf](#)

an increase in resources to support those with additional needs will be made available to schools and settings, particularly mainstream schools where there is a strong focus on the inclusion of all learners. Alongside meeting the needs for those who are most vulnerable, programmes and resources available for our highest attaining students will be extended to ensure that they have the appropriate stretch and challenge required to fulfil their potential.

- **Early intervention/Early Help – Enhanced pastoral and family support in schools (Family Support Workers):** The Committee has been able to invest in the provision of a Family Support Worker in each of the schools within the Secondary School Partnership. The holders of these roles support some of the island's most vulnerable students, and in doing so release resources elsewhere, including skilled teachers and professional staff working in Health & Social Care services. Their focus is on early intervention and ensuring students have the support they need to contextualise out of school concerns and focus on learning. Given the extent of their success, the Committee is keen to extend the roles into primary and specialist schools.
- **Wraparound Care Co-ordination:** Wraparound care, in the form of breakfast and afterschool clubs, offers parents and carers the option to drop their child at school earlier and collect them later. This facilitates work, or other commitments and provides a safe and welcoming environment for children to have breakfast and prepare for the school day, or to complete homework or other activities at the end of the day. Parents/carers are usually charged for the use of wraparound care.

Many primary schools already offer some before and/or afterschool provision, but there are limitations on capacity, and it can take time to establish a new provision before it attracts sufficient numbers to break-even. Seed-funding for wraparound care will ensure consistency for parents/carers who need reliable childcare, and for those vulnerable learners who benefit from the extra support wraparound care provides. Holiday clubs can also be part of the wraparound care provision; however these are often run independently of schools to offer a range of activities during the school holidays.

- **Hot lunchtime meals in primary schools:** the Committee has long held the view that the provision of (subsidised) hot meals in primary schools would be beneficial for learners and for learning. It has been impressed by the creativity that has given rise to the introduction of this provision in Jersey, and would be keen to explore and pilot such an initiative locally.

17 Propositions

General Comments

- 17.1 As set out in paragraph 1.5, the Committee recommends Proposition 1 to the States. The Committee has made - and honours - its commitment to the Colleges to include in its propositions the Colleges' preferred option, which is set out at Proposition 2. The Colleges are aware that the Committee does not support, and cannot recommend to the States, Proposition 2.
- 17.2 The Committee has sought, and obtained, the agreement of the Presiding Officer that Proposition 1 and, should Proposition 1 not succeed, Proposition 2 will be put to the vote each in their entirety. As such, it will not be possible for States Members to select/deselect elements of either Proposition in their original form. This too, honours the Committee's commitment to the Colleges that their preferred option would be considered as one proposition.
- 17.3 Both propositions use the phrase 'qualifying student'. In this context, 'qualifying student' means:

a student in Years 7 to 13 inclusive who, were they not being educated at one of the Colleges, would be eligible for free education in a fully States-funded setting or The Guernsey Institute, and expressly excludes boarders who would not otherwise be resident in Guernsey or Alderney.

The Committee considers this clarification is necessary as it is possible, and indeed likely, that the Colleges might seek to (re)introduce student boarders as a way to increase their income and/or stabilise their student numbers to achieve economic critical mass in the face of declining population numbers. Should grant-aid still be in operation, the Committee does not consider it reasonable for any such boarders to be taken into account in the grant distribution calculation.

- 17.4 The Committee's expectation is that the grant-aid resulting from this Policy Letter would continue to be distributed between the Colleges as it is now. That is to say, the total grant would be divided by the total number of qualifying students in the Colleges, and then distributed to each College based on the number of qualifying students in that setting. Please see paragraph 17.16 for comments on the distribution flexibility sought by the Colleges.

Proposition 1

- 17.5 The rationale behind the Committee's recommendation to withdraw grant-aid from the Colleges is set out throughout this Policy Letter and so is not repeated here. However, the Committee has been particularly mindful of the implications for the island as a whole of the States of Deliberation making a conscious policy

decision that risks widening the attainment gap, and thus having a depressive effect on outcomes for students when viewed across the whole education system, as described in section 12.

- 17.6 As alluded to in paragraph 14.5, the Committee is very keen to avoid a situation where a sudden and unmanaged withdrawal of grant-aid to the Colleges results in families having to either make significant sacrifices or take the difficult decision to move their child from one education provider to another part-way through their compulsory secondary education. It has concluded that Proposition 1 represents the shortest timeframe over which any negative implications of incrementally withdrawing grant-aid can reasonably be managed by all concerned.
- 17.7 Although it might be attractive for some to consider the immediate withdrawal of the Colleges' grant-aid, the Committee's primary consideration must at all times be the implications of its decisions on the outcomes of all children and young people. The Committee is strongly advocating for the cessation of historic policy decisions taken by the States of Deliberation that prolong the disparities that exist as a result of the current funding arrangements. However, in doing so, the Committee also recognises that a funding change of the type it is proposing is best done incrementally, so that all parties can adapt to the implications of the change over a number of years, and so that any unforeseen consequences can be monitored and, if necessary, addressed collaboratively.
- 17.8 The Committee has considered and modelled a number of options, each of which would see the Colleges' grant-aid reduce over a period of years. The Committee's preferred option recognises that families will be exploring and committing to decisions over where their child will be undertaking their secondary education as much as 18 months in advance. Given this, many parents will now be considering, or will have already made the decision over, where their child will begin their secondary education in September 2026, and that same child will be sitting their GCSE examinations in the Summer of 2031.
- 17.9 It is not for the Committee, nor for the States of Deliberation, to determine how the Colleges structure their fees. However, it would at least be theoretically possible, given that the reduction in the grant-aid would commence in September 2026 and take a five further years to reach its full effect, for the Colleges to introduce a two-tier funding structure. In that way, the Colleges could effectively apply the grant as a form of a fee subsidy only to those families whose child was already enrolled, or who had committed to be enrolled, at their College when the funding began to taper. The Colleges could impose a different fee for those families who made the decision for their child to undertake their secondary education at a College, fully cognisant of the withdrawal of grant-aid.
- 17.10 The financial profile of the withdrawal of grant-aid under Proposition 1 is set out

below.

Figure 28: Proposition 1 – grant-reduction profile (data)

Year	Estimated grant in 2025/26 under current agreement (inflated annually by 2.5%)	Reduction (inflated annually by 2.5%)	Estimated grant (inflated annually by 2.5%)
2025/26	£2,844,940		£2,844,940
2026/27	£2,916,064	(£486,011)	£2,430,053
2027/28	£2,988,965	(£996,322)	£1,992,643
2028/29	£3,063,689	(£1,531,845)	£1,531,845
2029/30	£3,140,281	(£2,093,521)	£1,046,760
2030/31	£3,218,788	(£2,682,324)	£536,465
2031/32	£3,299,258	(£3,299,258)	0

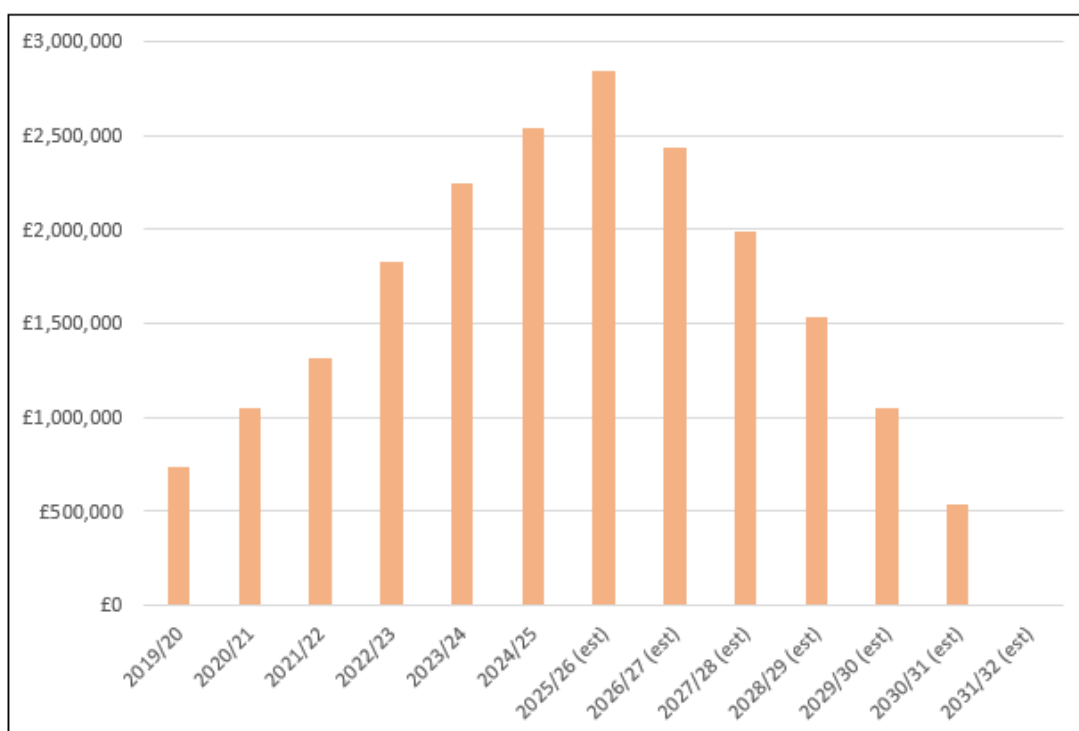
Notes:

For modelling purposes:

The grant for 2025/2026 has been calculated based on estimated inflation (RPIX) in June 2025 of 4%.

Inflation (RPIX) has been assumed at 2.5% per annum from 2026 onwards.

Figure 29: Proposition 1 – grant-reduction profile (chart)



Notes:

For modelling purposes:

The grant for 2025/2026 has been calculated based on estimated inflation (RPIX) in June 2025 of 4%.

Inflation (RPIX) has been assumed at 2.5% per annum from 2026 onwards.

- 17.11 With regard the savings resulting from Proposition 1, the Committee recognises the obligation it and all other committees of the States are under to deliver recurring savings (see section 4). However, the Committee is also mindful of the increasing pressure placed upon the education budget given the demands on the education system and the strong desire to ensure that every learner is given every opportunity to make the best progress they can. It is also necessary to ensure that there are sufficient funds available to meet any increased demand placed on the education system should the Colleges seek to recoup the lost grant-aid by significantly increasing fees (see section 14).
- 17.12 The Committee proposes, taking the 2025/2026 grant as the baseline, that by the end of the period it will be returning in excess a £1.1m per annum recurring saving, but will retain £2.1m to reinvest in the education system, including cover the costs of educating a higher percentage of students should that prove necessary. The profile of the allocation of savings arising from the incremental withdrawal of the grant-aid is set out in Figure 30 below.

Figure 30: Allocation of Proposition 1 grant-aid savings (data)

Academic Year	Estimated reduction in grant funding (assuming 2.5% inflation)	Saving Returned	Retained within Education
2026/27	£486,011	£171,130	£314,880
2027/28	£510,311	£179,687	£330,624
2028/29	£535,523	£188,564	£346,959
2029/30	£561,676	£197,773	£363,903
2030/31	£588,803	£207,325	£381,478
2031/32	£616,934	£217,230	£399,704
TOTAL	£3,299,258	£1,161,709	£2,137,548

Notes:

For modelling purposes:

The grant for 2025/2026 has been calculated based on estimated inflation (RPIX) in June 2025 of 4%.

Inflation (RPIX) has been assumed at 2.5% per annum from 2026 onwards.

Proposition 2

- 17.13 The Committee does not support, and cannot recommend, Proposition 2, which would see grant-aid to the Colleges continue for 14 years beyond the expiry of the current agreement, thus securing States grant-aid with an annual inflationary

increase (RPIX), until August 2040. As can be seen in Figures 31 and 32 below, modelling indicates that the grant-aid would reach £4,019,826 by the end of the proposed payment period. Taking all the evidence set out in this Policy Letter together, this level of grant-aid over such a protracted period of time cannot, in the Committee's view, be justified.

Figure 31: Proposition 2 – grant profile 2026/2027 to 2032/2033

Year	Brought forward estimated grant from prior year	Inflationary annual increase of 2.5%	Estimated grant (including inflation of 2.5%)
2025/26	£2,844,940		£2,844,940
2026/27	£2,844,940	£71,124	£2,916,064
2027/28	£2,916,064	£72,902	£2,988,965
2028/29	£2,988,965	£74,724	£3,063,689
2029/30	£3,063,689	£76,592	£3,140,281
2030/31	£3,140,281	£78,507	£3,218,788
2031/32	£3,218,788	£80,470	£3,299,258
2032/33	£3,299,258	£82,481	£3,381,740

Notes:

For modelling purposes:

The grant for 2025/2026 has been calculated based on estimated inflation (RPIX) in June 2025 of 4%.

Inflation (RPIX) has been assumed at 2.5% per annum from 2026 onwards.

Figure 32: Proposition 2 – grant profile 2033/2034 to 2039/2040

Year	Brought forward estimated grant from prior year	Inflationary annual increase of 2.5%	Estimated grant (including inflation of 2.5%)
2033/34	£3,381,740	£84,543	£3,466,283
2034/35	£3,466,283	£86,657	£3,552,940
2035/36	£3,552,940	£88,824	£3,641,764
2036/37	£3,641,764	£91,044	£3,732,808
2037/38	£3,732,808	£93,320	£3,826,128
2038/39	£3,826,128	£95,653	£3,921,781
2039/40	£3,921,781	£98,045	£4,019,826

17.14 The Committee's work in respect of education is viewed through the lens of educational outcomes and also making the most efficient and effective use of

resources. It therefore, respectfully asks the States to carefully consider the impact on the education system as a whole and on the outcomes for all students, of a policy decision that would see the long-term continuation of grant-aid that enables College fees to be maintained at an artificially low level, and enables an unusually high ‘market share’ of students to access independent schooling, to the detriment of the majority of the island’s children, and the island’s future economy. Readers are referred to sections 12 and 13 for further evidence of the detriment of this proposition.

- 17.15 Should it be successful, one of the outcomes of Proposition 2 would be that, in the event that one of the Colleges ceased to meet the agreed metrics of the grant agreement at the end of the first seven years of the grant-aid period, they would be ineligible for grant-aid in the second seven-year period. However, the overall amount of grant-aid would not reduce. Thus, there is the potential for the per-pupil funding being paid to the remaining Colleges to increase significantly above the 2026/2027 level beyond the level indicated in Figure 33 below. The same would be true if the overall number of students attending the Colleges reduced over time, which, based on population projections (see section 10) is a likely scenario. The Committee’s view is that to maintain a long-term subsidy via States grant-aid is inequitable and, for the reasons set out in this Policy Letter, runs contrary to the States now implemented policy decision to remove selection by academic ability.

Figure 33: Actual and estimated general grant distributed per pupil, 2019 to 2032.

Year	General grant for years 2019/20 - 2024/25	Actual pupil numbers 2019/20 - 2024/25	Actual general grant contribution per pupil for years 2019/20 - 2024/25
	<i>Estimated general grant (including annual inflation of 2.5%) for years 2025/26 to 2031/32 - under Proposition 1</i>	<i>Estimated pupil numbers for 2025/26 - 2031/32 (based on 2024/25 actual)</i>	<i>Estimated general grant contribution if split evenly across all pupils for years 2025/26 - 2031/32</i>
2019/20	£732,356	1,150	£637
2020/21	£1,052,687	1,195	£881
2021/22	£1,316,476	1,244	£1,058
2022/23	£1,823,061	1,255	£1,453
2023/24	£2,248,829	1,237	£1,818
2024/25	£2,535,629	1,256	£2,019
2025/26 (est)	£2,844,940	1,256	£2,265
2026/27 (est)	£2,430,053	1,256	£1,935
2027/28 (est)	£1,992,643	1,256	£1,586
2028/29 (est)	£1,531,845	1,256	£1,220
2029/30 (est)	£1,046,760	1,256	£833
2030/31 (est)	£536,465	1,256	£427
2031/32 (est)	£0	1,256	£0

- 17.16 It should also be noted that Proposition 2 would also introduce the flexibility for the Colleges to agree between them to distribute the grant disproportionately.

Such a decision would likely be taken to maintain the viability of one of the Colleges due to financial adversity, should the need to do so arise.

Proposition 3

- 17.17 Regardless of whether Proposition 1 or Proposition 2 is successful, it will be necessary for a new agreement to be put in place. This proposition sets out the timeline for that process, and indicates, by reference to aspects of the current agreement document, the information to be contained in it (see Appendix 2).

Proposition 4

- 17.18 Regardless of the outcome of Propositions 1 and 2, the Committee has already begun to explore with the Colleges how the two education sectors might work more closely together under a partnership agreement. That workstream has temporarily paused to enable this Policy Letter to be progressed, but it is the Committee's sincere intention to reignite those discussions following debate on this matter.
- 17.19 The Committee does not want to pre-empt the content of such a partnership agreement, nor how the relationship between the sectors might evolve under it, but it would expect exploratory discussions might include, but would not be limited to, items such as:
- Shared Continuous Professional Development (CPD) opportunities
 - Shared Policy Libraries
 - Collaboration on the island's post-16 further and higher education offering
 - Cross-sector staff secondments
 - Learner-based collaborative working
 - Collaboration and participation in an Islands' Governors Network
 - Shared access to extra-curricular activities
 - Shared accommodation for staff

18 Summary

- 18.1 The Committee values the role of the Colleges as an integral part of the island's education eco-system. It respects the right for parents to choose whether to educate their children in the fully States-funded schools and The Guernsey Institute, the private Colleges, or indeed to home educate. However, the Committee is of the view that where a choice is made not to the education service that is free at the point of delivery, it must fall to the parents to manage the costs associated with their choice. This is no different to other areas where there are States-provided services/benefits that sit alongside private

alternatives, such as health care and pensions.

- 18.2 The States of Deliberation have placed an obligation on the Committee, as a result of the output of the Reducing the Cost of Public Services Sub Committee *“to investigate... ..or, where possible, implement the changes needed to deliver savings”*, and a public survey identified the grant-aid to the Colleges in particular as a savings target.
- 18.3 The grant-aid to the Colleges has been increasing over the last 7 years to mitigate the risk that the Colleges would be unable to replace students whose place was paid for by the States, following the removal of selection via the 11+. We now know that fee-paying students have replaced those funded by the States, the last of whom will finish Year 13 this summer, such that, overall, there has been no reduction in the Colleges’ student numbers.
- 18.4 The average independent school fees in the UK are £18,000 per annum. The fees currently charged by the Colleges are between £14,655 and £15,648 per annum, and the States grant-aid equates to £2,019 per student per annum. The Committee asserts that the grant-aid serves to keep the Colleges’ fees artificially low. Per pupil, the Colleges fee income (before grant-aid is added) is c£4,500 to £5,500 more than the cost of fully States-funded secondary education. The ‘market share’ of students attending the Colleges is c30% whereas the UK equivalent is c6%.
- 18.5 Household income data shows that although there are some families with a child attending one of the Colleges with relatively low (equivalised median) household income, for the majority, their family’s (equivalised median) household income far exceeds that of the majority of the households with a child in a fully States-funded school.
- 18.6 Independent research shows that parental choice over the school their child attends can lead to social segregation, which disproportionately disadvantages the most vulnerable students, and widens attainment gaps when the area (in our case the island) is taken as a whole. Although this research relates to free choice within a State-provided system, there is strong applicability to the local context.
- 18.7 The island’s school-age population is declining. Even if the Colleges retain their current market share, they will have fewer students in the future. As is evidenced by actions taken over recent years (for example the reinstatement of Blanchelande College’s Sixth Form and Elizabeth College’s decision to become fully co-educational, the Colleges are making unilateral decisions to the detriment of each other, rather than collaborating to consolidate their collective offering, and ensure future stability.
- 18.8 Approximately half of the students in the Colleges undertook their primary

education in a fully States-funded school. Assessment data shows that, as a result of their admissions policies, which include cognitive assessments, of 269 students who moved to a College in Year 7 between 2022 - 2024, only four were assessed as 'below average', whereas 121 were assessed as at least 'above average'. If the States was to make a conscious decision to continue to provide grant-aid to the Colleges for the long-term, it would be acting against its policy to remove academic selection.

- 18.9 If the grant-aid was to be removed incrementally over a number of years, it would limit the risks associated with any sudden increase in the number of students in the States Secondary School Partnership, especially if the Colleges opted to weight the distribution of the grant-aid in favour of their existing students. Assuming a gradual increase over successive years, as a result of fewer students joining the Colleges in Year 7 each year, the States' Secondary School Partnership could accommodate an extra 10% of the Island's students, taking the ratio between the two sectors from 70:30 to 80:20. As a result of the declining population, the cost of doing so would be c£0.45m per annum when taken over a 5 year average; and £0.29m over a 10 year average.
- 18.10 The Committee could cover these costs by diverting the grant-aid. It would also seek to reinvest some of the savings, recommending to the incoming Committee a number of areas where additional resources would have high impact. The Committee would also be able to make a recurring saving of c£1m.
- 18.11 In light of all of the above, the Committee proposes the withdrawal of grant-aid to the Colleges over a 5-year period, recognising that the end of the current grant agreement provides an ideal opportunity to further progress the cultural change that began with the States decision in 2016 to remove selection.

19 Compliance with Rule 4

- 19.1 Rule 4 of the Rules of Procedure of the States of Deliberation and their Committees sets out the information which must be included in, or appended to, motions laid before the States
- 19.2 In accordance with Rule 4(1):
 - a) The Committee confirms that the Propositions (with the exception of Proposition 2) contribute to the delivery of the Government Work Plan 2023-2025 by including proposals that generate real-terms recurring savings [estimated to be £1.16 – see Figure 30] and enable the reallocation of funding against the Government's strategic portfolio including extant strategies and plans. Moreover, these Propositions fulfil the resolutions of the States, through its decisions on the removal of selection by ability (11+) and the need to reduce the

cost of public services. These policy decisions (or objectives) are achieved through the Committee's recommended Propositions which are aligned with the Education Strategy (endorsed by the States through the Government Work Plan).

- b) In preparing the propositions, consultation has been undertaken with the Boards of Governors, Principals and Bursars of Elizabeth College, The Ladies' College and Blanchelande College.
- c) The propositions have been submitted to His Majesty's Procureur for advice on any legal or constitutional implications.
- d) The financial implications to the States of carrying the proposal into effect are set out in section 17, see in particular Figures 28, 31 and 32.

19.3 In accordance with Rule 4(2):

- a) The propositions relate to the Committee's to the purpose of the Committee 'To encourage human development by maximising opportunities for participation and excellence through education, learning, sport and culture at every stage of life.'
- b) Propositions 1, 3 and 4 have the unanimous support of the Committee. The Committee unanimously does not support, and cannot recommend, Proposition 2, which it has included to ensure the Colleges' preferred option is put before the States of Deliberation for consideration.

Yours faithfully

A C Dudley-Owen
President

S P Haskins
Vice President

S E Aldwell
A K Cameron
A Gabriel

D E Mitchell
Non-States Member

**THE STATES OF DELIBERATION
of the
ISLAND OF GUERNSEY**

**LETTER OF REPRESENTATION
IN RELATION TO THE POLICY LETTER FROM
THE COMMITTEE FOR EDUCATION, SPORT AND CULTURE**

FUNDING FOR THE GRANT-AIDED COLLEGES

FROM:

The Chair of the Trustees of Blanchelande College
The Chair of the Board of Directors of Elizabeth College
The Chair of the Board of Governors of The Ladies' College

The Presiding Officer
States of Guernsey
Royal Court House
St Peter Port

14 February 2025

Dear Sir

1. Background

- 1.1. This letter of representation has been prepared by Blanchelande College, Elizabeth College and The Ladies' College (the "**Colleges**") and been provided in support of the Colleges' proposal for States' funding to the Colleges to continue (the "**Colleges' Proposal**"). The Colleges' Proposal (i.e., Proposition 2) forms part of the propositions provided by the Committee for Education, Sport and Culture (the "**Committee**") on funding for the grant-aided colleges. The Committee had determined not to share their policy letter in relation to the propositions on funding (the "**Policy Letter**"), in advance of its publication, with the Colleges.
- 1.2. The Colleges' Proposal has been prepared by the Colleges, at the request of the Committee.
- 1.3. This letter of representation sets out the rationale for the Colleges' Proposal. The Colleges have not seen, in advance, the Committee's comments in the Policy Letter about the Colleges' Proposal.
- 1.4. The current States' financial support for the Colleges, through grants, is provided by agreements between the States and each College, each of which commenced on 1 September 2019 and is due to expire on 31 August 2026 (the "**Current Agreements**"). In the absence of an agreement to extend the Current Agreements or implement new agreements, whereby the States would provide financial support to the Colleges from 1 September 2026, all such financial support would cease from 31 August 2026.
- 1.5. For the reasons set out in this letter, the Colleges do not endorse or support the Committee's proposition (i.e., Proposition 1) for States' funding to the Colleges to reduce to zero by 2031 (the "**Committee's Proposition**"). Instead, the Colleges respectfully request the States to consider and support the Colleges' Proposal.

Letter of representation from the grant-aided Colleges

2. The Colleges' Proposal

- 2.1. The States are respectfully requested to consider and approve the Colleges' Proposition in its entirety, as summarised below:
- to maintain the States' financial support for the Colleges, at the same level as the States' funding in place for the academic year 2025/2026, for another 7 academic years (i.e., from 2026/2027 to 2032/2033 inclusive), adjusted annually by RPIX (which we understand will be illustrated in the Policy Letter); and
 - that, conditional on a College meeting its agreed metrics, in all material respects, set out in the funding agreement for the academic years 2026/2027 to 2032/2033, the States' financial support will continue to that College for another 7 academic years (i.e., from 2033/2034 to 2039/2040 inclusive); and
 - that the States' financial support to the Colleges for a further 7 academic years from 2033/2034 to 2039/2040 inclusive is maintained at the level in place for the 2032/2033 academic year, adjusted annually by RPIX (which we understand will be illustrated in the Policy Letter); and
 - that the States' funding of the Colleges is distributed to the Colleges in each academic year either on a per capita basis of 'qualifying' students in Years 7 to 13 in each College, or on such basis that is unanimously agreed by the three Colleges and reported in advance of the payment period to the Committee, for the purpose of delivering education for students in Years 7 to 13; and
 - that a new funding agreement with the States for the 7 academic years from 2033/2034 to 2039/2040 inclusive, is to be entered into by no later than 31 August 2031, on materially the same terms as the funding agreement for the academic years from 2026/2027 to 2032/2033 inclusive.
- 2.2. We understand that a definition of "qualifying" student (mentioned above) will appear in the Committee's Policy Letter to mean "a student in Years 7 to 13 inclusive who, were they not being educated at one of the Colleges, would be eligible for free education in a fully States-funded setting or The Guernsey Institute, and expressly excludes boarders who would not otherwise be resident in Guernsey or Alderney".
- 2.3. The Colleges have not been given sight of the Policy Letter before its publication, but the Colleges were given sight, before publication, of the draft Committee's Proposition and draft propositions from the Committee relating to execution mechanics for a new funding agreement (if approved) and a proposal for a consultation on partnership arrangements. The Colleges were also given sight of the Committee's calculations to determine the amount of States' financial support each year, including a notional RPIX, as mentioned in the Committee's Proposition and in the Colleges' Proposal.
- 2.4. The Colleges have not been given sight of the information referred to in the Committee's Proposition regarding the amount of any resultant saving from the removal of States' funding for the Colleges to be re-invested into the States' education sector and cross-referenced to a part of the Policy Letter. As such, the Colleges have sought to explain estimates and assumptions relevant to school data and costs which may not agree with the data included by the Committee in their Policy Letter.
- 2.5. For the reasons set out in the Executive Summary and discussed in more detail below, the Colleges do not endorse or support the Committee's Proposition to reduce to zero

Letter of representation from the grant-aided Colleges

the States' funding for the Colleges.

- 2.6. We understand that the Committee is proposing discussions with the Colleges for a partnership arrangement with the States' sector to benefit the island's secondary students. The Colleges offered proposals for collaboration and had anticipated discussions within the working group established to consider future States' funding for the Colleges (the "**Working Group**"). A draft document was provided to officers of the Committee on 21 June 2024. Regrettably, this idea was not pursued during Working Group discussions. Our proposal document is included in the Appendix to this letter.

3. **Executive Summary**

- 3.1. At first glance, some may assume that the Committee's Proposition to reduce and then terminate States' funding to the Colleges by August 2031 will lead to savings for the States. However, the background to Resolution 28¹ from the November 2024 States' Budget 2025 debate (proposing Tier 1 savings) notes that such savings needs to be 'sustainable' savings². The Colleges would like to make clear that the recommendation in the Committee's Proposition is neither cost-effective nor sustainable.
- 3.2. For more than two years, the Colleges have worked in good faith with members of the Committee and its key officers (as part of the Working Group) to seek to agree a recommendation on funding for the Colleges to be presented to the States. We provided joint impact assessments, presented detailed individual financial data to the Committee, and submitted a partnership proposal document with ideas to strengthen collaboration between the independent and States' education sectors. Despite this, at the last moment and without meaningful negotiation, the Committee proposed a phased cessation of funding over five years.
- 3.3. Unfortunately, the Committee has not been willing to share the contents of their Policy Letter, apart from illustrations of certain calculations for funding amounts and estimated RPIX. As such, this letter has been created blind and so we apologise in advance if it does not fully address points raised in the Policy Letter.
- 3.4. This lack of transparency from the Committee with the Colleges is particularly concerning given the potential consequences:

• **The removal of funding for the Colleges is not a saving to the States**

- The Colleges currently educate c.30% of Guernsey's secondary school children for around 3% of the total estimated Education budget (based on the cash limits in the recent budget for 2025).
- Between c. 30% to 37% of children in the independent Colleges (at junior and secondary age) come from families in the bottom three quintiles of income distribution³. Therefore, it is too simplistic to argue that removing funding will not have an adverse impact on our parents.

¹ Resolutions relating to Billet d'État No XIX dated 23rd October 2024:

<https://gov.gg/CHttpHandler.ashx?id=183968&p=0>

² See paragraph 4.22 of Appendix 7 to the States' Annual Budget for 2025, in the 'Reducing the cost of public services sub-committee report' <https://gov.gg/CHttpHandler.ashx?id=182873&p=0>

³ Guernsey Household Income Estimates Report 2022 (Dec 2024), page 24:
<https://gov.gg/CHttpHandler.ashx?id=185046&p=0>

Letter of representation from the grant-aided Colleges

- The cost per child at secondary level in the States' sector is hard to clarify but we believe it is between c. £10,000 and £15,000 in the academic year 2024/2025.
- Thus, even with efficiencies, we do not believe the Committee's case that this movement of children into the States' sector can be accommodated without a significant cost increase to the States. Given that between 34% to 39% of the children in the Colleges (including junior schools) are on the Special Education Needs and Disability (SEND) register, the financial and resourcing impact on the States' sector is likely to increase even more.
- **Removal of funding would destabilise the sector and impact on Guernsey's competitive positioning**
 - It is very easy to break an ecosystem and very hard to build one.
 - As demonstrated in detail to the Committee (and explained in this letter), none of the Colleges can absorb the level of loss of States' funding set out in the Committee's Proposition, and any cut will lead to the independent sector being destabilised, along with the island's education system as a whole.
 - Education is a key factor for families and businesses choosing to move to or remain on the island. The island risks losing the economic benefits that those families and businesses could bring.
 - In 2023, the "factor income" in the Financial and Insurance activities sector was £226,237⁴ per worker in Guernsey. The Colleges' funding for the academic year 2024/2025 is equivalent to approximately 13 of those finance sector workers. So Guernsey would only need to attract and/or retain 13 workers to support States' funding for the Colleges and help underpin Guernsey's economy.
 - The Colleges directly contribute between £35 million to £45 million to Guernsey's economy.
 - Unlike the UK, many jurisdictions - such as Australia, New Zealand, Ireland and the USA - provide state financial support to independent schools to strengthen their economies and maintain competitiveness. Indeed, the equivalent colleges in Jersey are given very substantial support. A loss of funding in our jurisdiction will further exacerbate and highlight this difference.
- **The long-term vision for education**
 - This decision on States' funding for the Colleges will set in motion a direction of travel for the educational ecosystem of Guernsey. We believe it is worth understanding whether the vision for the future is to create a centrally controlled education system where nearly all children - except for what will become the small percentage of the most affluent - are channelled through a uniform structure; a system where independent and States' schools grow increasingly isolated from one another, further dividing our children; or is the vision to foster a truly collaborative ecosystem that offers children and the island the benefits of choice, diversity, and a variety of approaches? The Colleges wholeheartedly support the latter.

⁴ Guernsey Annual GVA and GDP Bulletin 2023 page 13: <https://www.gov.gg/CHttpHandler.ashx?id=182351&p=0>

Letter of representation from the grant-aided Colleges

- During our Working Group meetings, which included representatives from the Committee, the Colleges proposed innovative ways to continue and develop the partnership arrangements with States' schools, including each College partnering with one of the States' High schools, sharing expertise, teacher training, and governance collaboration. These opportunities have not been responded to, despite their potential to enhance educational outcomes island-wide.
- 3.5. Guernsey's education system and economy are at a crossroads. A short-term funding cut has longer-term risks of destabilising the independent sector and the island's wider education system, reducing the island's offering, and damaging Guernsey's wider economy and competitive positioning internationally.
- 3.6. The Colleges go back hundreds of years and include some of the oldest institutions in the British Isles. They are woven into the rich history and culture of our island. Their history is our history. Guernsey has shaped the Colleges, and the Colleges have contributed to Guernsey. The Colleges have been supported by the States for generations, and what might seem like a small decision today, could have ripples that continue some way into the future.
- 3.7. The Colleges remain fully committed to working in partnership with the States' sector as part of an education system that supports all Guernsey's children and the island's future prosperity. The Colleges have proposed genuine and impactful ways for schools to collaborate that build direct relationships between educators and educational institutions. We are sceptical about the efficacy of the mechanism suggested in the Committee's proposals for a partnership arrangement, but would welcome exploring genuinely productive ways to partner.
- 3.8. In conclusion, the Committee's Proposition to reduce the Colleges' funding to zero by August 2031 is not a sustainable saving. The independent Colleges represent outstanding value for money, delivering high-quality attainment and outcomes at low cost to the States. Sustaining this funding is not just an investment in education - it is an investment in the future prosperity of Guernsey.

4. Reasons for the Colleges' Proposal

4.1. A reduction in Colleges' funding is not a saving for the States

- 4.1.1. The Colleges recognise that there are varying personal views about different types of educational provision, and that the States is facing a challenging financial position.
- 4.1.2. However, the reality in Guernsey is that its education system is a mixed economy which has served the island well over the years.
- 4.1.3. The Colleges believe that any further reduction in States' funding will not result in a sustainable saving to the States but instead will be a cost, and will likely destabilise both the independent sector and the island's education system as a whole at a time when the system is in transition. This will also have an adverse impact on Guernsey's wider economy.

4.2. The Colleges offer powerful value for money

- 4.2.1. The Colleges acknowledge that the States is being asked to continue its financial support for the Colleges in the context of a challenging financial position. However, the Colleges are operating at extremely high levels of efficiency, and will have absorbed a

Letter of representation from the grant-aided Colleges

significant reduction in support from the States of c. £10.3 million over the 7-year term of the Current Agreements; and any further reduction will likely result in some students being required to move out of (or not enter) the independent sector for affordability reasons, at additional cost to the States.

4.2.2. The Colleges do not accept the proposed calculations that have been provided by the Committee to the Colleges at various points during our discussions, as they suggest that there would be minimal impact to the States if a large number of students were to move from the independent Colleges to the States' sector. We asked to see the Committee's final position on its purported savings from students moving into the States' sector, but this information was not shared with the Colleges prior to publication of the Policy Letter (which the Colleges have not seen in advance of the Policy Letter being published).

4.2.3. In summary:

- (a) It is estimated that c. £10.3 million of lasting cost savings will have been made by the States in reduced funding to the Colleges over the 7-year term of the Current Agreements ending in August 2026, through a combination of a reduction in the States' overall financial support for the Colleges and the end of special placeholder funding.
- (b) The Colleges educate c. 30% of the island's secondary school children for around 3% of the estimated total education budget. The estimated total States' annual financial support for the Colleges will be c. £2.8 million in 2025/2026, the last year of the Current Agreements (reducing from c. £4.4 million in 2019/2020). This figure of c. £2.8 million compares to the wider education budget in the 2025 budget paper estimated to be just over c. £100 million (including an estimated proportion of the £27.6 million central services allocation controlled by the Policy & Resources Committee). The States' overall budget expenditure for 2025 is c. £650 million.
- (c) Independent schools in comparable cost of living areas in the UK charge between £22,000 to £28,000 a year before the introduction of VAT. However, the UK's independent sector serves a much smaller proportion of the overall education system (currently estimated at c. 7%). In comparison, the Colleges are accessible to a wider section of the island's population and the Colleges wish to remain so. The Colleges pay staff according to the States' pay scale and, to keep fees as low as possible, they allow a higher proportion of their budget to be spent on staff than similar schools in the UK.
- (d) Whilst the UK fees mentioned may suggest that the Colleges' fee-paying parents could pay the same range of fees as those in the UK, we do not believe there is meaningful fee elasticity available in Guernsey for our current and future parents. All three Colleges are not-for-profit entities - there is no 'fat on the bone' in the Colleges' financial models and, therefore, any loss in States' funding will eventually likely result in that cost being passed to parents as fee increases.
- (e) Many parents and wider family units are, due to the increase in cost of living, already going to extreme measures to pay fees and, therefore, the Colleges anticipate that any further material increase will impact many middle-income parents in Guernsey either already in, or considering, the independent education sector. The recent "Guernsey Household Income Estimates Report for 2022",

Letter of representation from the grant-aided Colleges

published in December 2024⁵ found that c. 30% to 37% of children in the Colleges (at junior and secondary age) were from the lowest three quintiles of income distribution, demonstrating how vulnerable our parents are to fee increase. Therefore, it is too simplistic to argue that removing funding will not have an adverse impact on our current and prospective parents.

- (f) Set against these Committee and States' figures, the Colleges consider that the States' financial support of the Colleges of c. £2.8 million (estimated, in real terms, by August 2026) offers **significant value for money** to the States, particularly given that:
- (i) the Colleges educate c. 30% of the island's school-age cohort at secondary school level and c. 21% of the island's total school-age cohort from Reception to Year 13;
 - (ii) the States' financial support in the academic year for 2025/2026 is estimated to equate to c. £2,100 per student at secondary school level in the Colleges (based on a per capita calculation);
 - (iii) a high proportion of students in the Colleges are on the SEND register at all school-age levels (varying from c. 34% to 39% across the Colleges); and
 - (iv) the Colleges also provide education in the junior and pre-school sectors at no cost to the States.

4.2.4. We believe the Committee will claim they can absorb those students who may have to move from the independent Colleges to the States' sector (due to the fees becoming unaffordable) at minimal additional cost to the States. We would challenge that claim.

4.2.5. In short, the relatively low investment by the States in the independent sector offers huge value for money. Any reduction to zero by 2031 in that funding will destabilise the sector and parents may have to move their children into the States' sector at a much higher cost to the States than is currently being spent in the independent sector.

4.3. **The cost of educating a child in the States' system**

4.3.1. The Colleges have been given only headline information about the costs of educating a secondary pupil in the States' system. As such, it has not been possible to meaningfully compare the costs of educating a secondary pupil in the independent sector against the costs for educating a secondary pupil in the States' sector.

4.3.2. Obtaining clear and consistent information on the cost of educating a child in the States' sector has proven to be challenging and should not be. Figures vary a great deal and there is a notable lack of transparency regarding the full scope of expenses, including learning support, back-office services, and capital expenditure. This lack of clarity makes it difficult to place confidence in the calculations being presented.

4.3.3. Figures range widely - from a 2022 cost per States' secondary age pupil (including support services) provided by the Committee and which (once RPIX is applied) is just over £10,000 in 2024, to a PwC benchmark figure in 2017 which, when cost of capital is estimated and RPIX is applied, suggests a cost per secondary age pupil of c.£15,000 in 2024. The contribution made by the States to the Colleges is a defined cost-efficient

⁵ Guernsey Household Income Estimates Report 2022 (Dec 2024), page 24:
<https://gov.gg/CHttpHandler.ashx?id=185046&p=0>

Letter of representation from the grant-aided Colleges

and educationally effective investment in education. Other outcomes such as attainment are also favourable and demonstrate value for money for the States and the island.

4.4. **Consequences if the States' financial support for the Colleges is removed, phased out or reduced**

- 4.4.1. If the States' financial support is removed, phased out or reduced in the short to medium term, it is a reality that the fees for each of the Colleges will have to increase.
- 4.4.2. Fee-paying parents already pay twice when exercising their choice to educate their children in the independent sector: by paying their taxes which support the States' sector, and paying College fees for their own children, thereby saving the States money that would otherwise be required to educate their children in the States' sector.
- 4.4.3. Many middle-income earning parents are juggling their finances, seeking support from family members and we are aware that increasing numbers are taking on additional work in order to send their child to one of the Colleges. Indeed, between c. 30% to 37% of the students at the Colleges come from the lowest three quintiles in terms of income distribution⁶. We believe that they may well have to leave the independent sector and that similar parents may well not enter the sector because of fee increases.
- 4.4.4. Given that there are many more middle-earning parents in the independent sector in Guernsey than in, say, the UK, we believe that the removal, phasing out or reduction of the States' financial support for the Colleges, will result in significant migration in the short and long term from the independent to the States' sector. We believe this will lead to increased costs for the States.
- 4.4.5. The Committee's reply to Deputy de Sausmarez's recent Rule 14 questions⁷, also identified existing pressure on some class sizes at certain High schools. Children will leave from multiple year groups and at unpredictable times and in different school catchment areas. This will not be a simple picture of children moving in an organised fashion into the States' sector. Class sizes will be stretched, potentially impacting on the children who are currently in those classes.

4.5. **The wider economic impact from destabilising the Colleges**

- 4.5.1. The Colleges assess that there are a significant number of middle-income parents who will have to move their children out of the independent sector should fees increase. Given how tight the margins are in the Colleges, we believe this change will destabilise the sector as a whole.
- 4.5.2. The Colleges' presence is key to the Bailiwick's competitive positioning and makes Guernsey an attractive destination for a range of skilled workers and businesses which is vital for the island's current and future economic health. Like accommodation and connectivity, education is one of the key reasons that people will move to or from a location. The Colleges are not only all rated excellent, but they offer a diverse offering that meets the needs of parents who might want a religious education, all-girls or to be part of one of the oldest schools in the British Isles.

⁶ Guernsey Household Income Estimates Report 2022 (Dec 2024), page 24:

<https://gov.gg/CHttpHandler.ashx?id=185046&p=0>

⁷ Rule 14 reply 8 November 2024: <https://gov.gg/CHttpHandler.ashx?id=183846&p=0>

Letter of representation from the grant-aided Colleges

- 4.5.3. The States recognises that Guernsey's working age population is declining and that, as stated in the Government Work Plan 2023-2025, '*Guernsey must continue to invest in economic competitiveness and core infrastructure to support economic growth*'. To do so it states that, amongst other things, it must focus on supporting the finance sector, skills and entrepreneurial growth.
- 4.5.4. If Guernsey is to attract and retain the brightest and the best in what is a highly competitive market, it cannot afford to destabilise the educational sector and restrict choice.
- 4.5.5. The Colleges thus are a vital part of the offering of Guernsey in the following key ways:
- **Attracting talent:** Quality education is a significant draw for skilled workers considering moving to Guernsey. It also assists with attracting and retaining subject-specific, high quality teaching staff.
 - **Competitive advantage:** Other jurisdictions, including direct competitors, offer substantial subsidies to their independent schools, making them more affordable and attractive. Guernsey must maintain its competitive edge.
 - **Global practices:** Many countries from Nordic nations to Australia, New Zealand, Ireland and the United States subsidise independent education, recognising its value in attracting and retaining talent.
 - **Diverse educational approaches:** The Colleges offer varied skills and educational approaches necessary in a rapidly changing world.
- 4.5.6. Guernsey operates in a highly competitive environment, with an international and mobile workforce. Key competitors like Jersey offer similar education at a significantly lower cost to parents. In addition, the range of schools in Guernsey ensures that parents currently living on the island and considering moving to the island may access the educational approach of their choice. Destabilising the sector and a rise in the Colleges' fees could significantly impact both the attraction of Guernsey to workers and businesses and their retention.
- 4.5.7. Thus, the Colleges believe that the States' financial support for the Colleges must be placed in a broader, island-wide policy context.

4.6. Potential impact on industry of destabilising the sector

- 4.6.1. From conversations with industry, it is clear that the independent Colleges play a key role, particularly in the education of the future local workforce as well as in the attraction and retention of workers and businesses. Stakeholders have made clear that independent schools play a key role in recruiting and retaining these workers.
- 4.6.2. In 2023, the "factor income" in the Financial and Insurance activities sector was £226,237⁸ per worker in Guernsey. The Colleges' funding for the academic year 2024/2025 is equivalent to 13 of those finance sector workers. So it would only need Guernsey to attract and/or retain 13 such workers to support States' funding for the Colleges and help underpin Guernsey's economy.
- 4.6.3. This comparison becomes increasingly stark when compared to competitors such as Jersey. Fees in comparative schools are currently significantly lower than fees in

⁸ Guernsey Annual GVA and GDP Bulletin 2023 <https://www.gov.gg/CHttpHandler.ashx?id=182351&p=0>

Letter of representation from the grant-aided Colleges

Guernsey due to support from the Government of Jersey. A loss of funding in Guernsey would exacerbate that difference and have a significant impact on the competitiveness of key sectors such as Finance.

4.7. **There is value in a diverse educational ecosystem**

- 4.7.1. Having a single conception of what education should look like, limits and restricts the ability to respond to a rapidly changing context. Independence in all sectors allows for innovation, challenge and development. As was seen during the pandemic, many independent schools moved quickly to full online learning, driven by parental pressure to do so. That allowed experimentation and clarity about the best possible approaches which could then be adopted by other schools. Guernsey benefits from having a thriving and diverse independent sector that offers a multitude of views on how best to equip young people for the future.
- 4.7.2. Different children thrive in different contexts. For example, many parents with children with SEND opt to send their child to one of the Colleges because they feel that is right for their child. Similarly, there are parents who strongly want an all-girls environment, value a religious education or have a child with a co-curricular strength that can be nurtured in one of the Colleges.
- 4.7.3. The Colleges would like all children to have access to the school of their choice and regret the loss of special place holders. Each College has worked to provide means-tested bursaries to give opportunities to as many children as possible. We are concerned that this provision might be impacted by a change in funding.
- 4.7.4. The Colleges recognise and welcome the power of collaboration. As members of our island community, we already provide a wide range of opportunities, from hosting maths roadshows in local primary schools to organising debates, guest speakers, events, and sports or science workshops for local children.
- 4.7.5. In recent years, the Colleges have been gradually excluded from areas where collaboration with the States' schools once thrived. For example, Principals were previously invited to participate in the Education Leaders Forum, Heads of Department from both sectors met to share ideas, and the Colleges' Principals were included in correspondence and weekly updates from the Education Department. Unfortunately, this contact has largely ceased.
- 4.7.6. The Colleges deeply regret the removal of these valuable connections, as they played a crucial role in fostering collaboration and strengthening the island's education system as a whole.
- 4.7.7. In a meeting on 21 June 2024, the Colleges proposed to the Committee's senior officers a three-page document on how the Colleges could work in deeper partnership with other schools in order to ensure that the island's education system benefits from authentic collaboration (this document has been replicated in the Appendix below). This was never taken forward or discussed. One idea the Colleges have suggested is that each College pairs with one of the High schools and each pair shares expertise and experience at a governance and leadership level, allowing both schools to benefit from the partnership arrangement. This would allow direct and effective collaboration between schools which we think could be more effective than the ideas proposed by the Committee.

Letter of representation from the grant-aided Colleges

4.8. What do we want our future educational landscape to look like?

- 4.8.1. There is a risk that views of state and independent education are unduly influenced by a UK perspective on independent education. Guernsey is different. Unlike England where only c. 7% of children go to independent schools, almost a third of our secondary age children attend one of the Colleges. Our small community means that our children mix freely in sports, activities, music and socially. The College fees are significantly lower, and the culture is much more woven into the life and history of the island. We therefore recommend that we all think carefully about the ecosystem we want to nurture.
- 4.8.2. Many jurisdictions with thriving educational offerings support independent schools. For example, countries such as Australia, New Zealand, Ireland, America and Jersey each provide state subsidies for their independent education sector, which help to keep fees accessible. Jersey significantly subsidises its grant-aided colleges and it is notable that the Jersey colleges' fees are significantly lower than those of the three Guernsey Colleges.
- 4.8.3. The Colleges are woven into the rich history and culture of Guernsey. The Colleges go back hundreds of years and include some of the oldest institutions in the British Isles. Their history is our history. Guernsey has shaped the Colleges, and the Colleges have contributed to Guernsey. The Colleges have been supported by the States for generations and what might seem like a small decision today, could have ripples that continue some way into the future.
- 4.8.4. This decision will set a direction of travel for the educational ecosystem of Guernsey. Our vision is to foster a truly collaborative ecosystem that offers children and the island the benefits of choice, diversity, and a variety of approaches. The Colleges wholeheartedly support the latter.

4.9. Investing in Education

- 4.9.1. This should not be a choice between supporting children in the States' sector and supporting the Colleges. Loss of money to the Colleges will not result in a saving that can be redeployed. It will result in a cost.
- 4.9.2. Research demonstrates that investing in education results in longer term economic rewards (*'High-quality investment in education can enhance learning outcomes, improve economic growth and help make public finances more sustainable'*, European Commission 2023).

4.10. More detailed consideration of the Colleges' Proposal

- 4.10.1. The rationale for a continuation of the current funding arrangement is to recognise the long timeframe that junior and secondary school parents need to consider for their own budgeting.
- 4.10.2. The rationale for States' funding at the same level (in real terms) is to ensure longer-term certainty and stability within the independent sector and the island's education system as a whole.
- 4.10.3. Funding is adjusted annually to the Guernsey All Items Index of Retail Prices ("RPIX") and has typically been applied to the relevant funding amount paid by the States. Applying RPIX takes into account that the vast proportion of the Colleges' costs are

Letter of representation from the grant-aided Colleges

attributable to their staff. The Colleges follow the salary grades set by the States, but do not have any influence over the outcome of those salary negotiations. The Colleges carefully manage their individual financial models with the aim of keeping their fees as low as is practicable, to ensure accessibility to the widest cohort, and taking account of a high-inflation environment and the demands of school infrastructure investment.

- 4.10.4. The Colleges' Proposal requests having a negotiated 7-year funding agreement effective from 2025/2026 that is agreed and entered into by 30 November 2025, and a second 7-year funding agreement effective from 2033/2034, which is agreed and entered into by no later than 31 August 2031. The Colleges' Proposal seeks to ensure that the timing for entering into a continuing States' funding arrangement is clear. The Colleges wish to avoid creating the same uncertainty that has existed over the last two plus years while discussions have continued. The Colleges wish to reduce the risk of further instability within the whole education system and provide greater clarity and stability for parents, wider families, children and staff in the independent Colleges.

5. **In conclusion**

- 5.1. It is much easier to break something than to build something. There is a real risk that a hasty and broadly unresearched short term decision to defund the Colleges could have far-reaching consequences in an island wide education system which is already in the process of change. We believe that removing, phasing out or reducing funding for the Colleges will not be a lasting saving but will result ultimately in a cost to the taxpayers. We submit that it is not the type of **sustainable saving** that the States have been asked to identify and implement. The removal, phasing out, or reduction of States' financial support for the Colleges will set in train changes within the independent education sector which would be likely to increase fees for parents and wider families, undermine affordability for the island's middle-income earners, and risk destabilising the sector. This funding decision will have long-term and significant consequences for Guernsey's whole education system and the wider economy.

6. **Recommendation**

- 6.1. The Colleges respectfully request that the States support the island's thriving independent education sector, its whole education system and the wider economy by approving the Colleges' Proposal (i.e., Proposition 2).

Yours faithfully,

Michael Fattorini, Chair of the Trustees of Blanchelande College
Tim Barker, Chair of the Board of Directors of Elizabeth College
Caroline Chan, Chair of the Board of Governors of The Ladies' College

THE APPENDIX

**THE PARTNERSHIP DOCUMENT
PROVIDED BY THE COLLEGES TO
THE COMMITTEE'S SENIOR CIVIL SERVANTS ON 21 JUNE 2024**

Working in partnership

Guernsey's educational offering has always been a jewel in its crown. With one of the oldest girls' schools and oldest overall schools in the British Isles, and a secondary Roman Catholic school, the independent sector has been woven into the fabric of Guernsey's educational history for centuries. The Colleges have for generations received support from the States and, whilst their fees are not as low as Jersey's equivalent schools (in 2023/2024 £7,500 - £7,900 a year), they are still significantly below UK independent fees in equivalent areas, allowing almost a third of the island's parents to choose to send their children to one of the independent Colleges.

The Colleges all offer different cultures and experiences, whether it is the history and traditions of Elizabeth College, the Hero's journey and Catholic education offered by Blanchelande or the all-girls, innovation-focused education at The Ladies' College. All three Colleges offer a diverse set of skills and are right for different children, indeed, there are families with a child in each of the three Colleges and many families with a child in the States' sector and other children in the Colleges.

Whilst the Colleges have always worked with the States, there is now increasing opportunity for collaboration. This document is not meant to be exhaustive, nor is it meant to be the end point. Instead, it is a direction of travel, a way of leveraging the immense skills and the diversity of ideas in the sector to benefit the island as a whole.

Opportunities for schools to be more interconnected

1. School Buddying

Each of the independent Colleges could 'buddy' with a secondary school so that the Heads have a sounding board and there also are opportunities for building that collective community and exploring how to support and share provision.

2. Governance Buddying

As part of the schools buddying, it is possible that the governing bodies could also 'buddy' – perhaps supporting each other or have periods where they attend the counterpart's governing meetings to get a sense of whether there are opportunities for support and skill sharing.

3. Trainee teacher secondment

Explore the potential for teacher trainees or those in the early stages of their career, to get experience working in different settings. This would allow not only deeper skills by working in different contexts and with different children but also allow connection between different departments that might lead to longer-term relationships and sharing.

Letter of representation from the grant-aided Colleges

4. Teacher CPD

Share areas of specialism and lead on different areas of teacher training. Different schools and sectors will have experience in different areas, whether that be in SEND, shortage subjects such as Mathematics, new ways of working such as AI, or in areas such as sport or leadership. A joined-up approach to this would allow different schools or Colleges to host workshops or training programmes and, again, not only allow skill development but also wider community building which enhances future sharing of ideas and cooperation.

5. Teacher working groups

Teachers from different settings could come together to look at key issues arising in education and explore how to improve curriculum, process or practice.

6. Educational Research

Pull together teachers and groups of students to carry out action research to inform best practice across the sectors.

Resource Sharing

1. Facilities and Equipment

Colleges and the States' sector to look at whether facilities could be leveraged more effectively in order to ensure the maximum use of the facilities and benefit to the students. This could include sporting facilities, rehearsal and performing spaces and gallery spaces for exhibition of work.

2. Touring Roadshows

There are opportunities for touring workshops or activities run by teachers and students to go into other schools in the primary or secondary sectors. This not only leads to the sharing of specialist practice (e.g. in Science, Sport, Art, or Drama) but also again offers points of contact between children and between teachers from different sectors.

3. Saturday classes

There is a possibility of sharing practice in Saturday classes that students or teachers from other institutions can access.

4. Summer schools

Opening up summer school provisions to students not in the Colleges.

Letter of representation from the grant-aided Colleges

Opportunities for Students

1. Careers support for students

Each sector may have areas of specialism in how to support a student in applying for a post-18 pathway. For example, preparation for areas such as medicine, veterinary science or Oxbridge. In addition, the Colleges can offer specialised support for applications in cocurricular areas of excellence such as conservatoires or sports programmes.

2. Co-curricular Opportunities

Different schools or Colleges could run festivals, events or competitions that allow students from across the educational sector to compete or be involved. For example, in areas such as secondary or primary sport, art, writing, debating or science.

3. Students working with younger students

The Colleges and States' schools could work together to create opportunities for older students to work with younger pupils on a range of areas from reading or mathematics support to cocurricular coaching. This would allow children to benefit from developing leadership and communication skills and also build links between different groups of pupils.

4. Visitors and Speakers

Hosting events where students from other schools are invited to hear visiting speakers and lecturers.

5. Students working collaboratively on wider community projects

Students from across the sector working on volunteer or charitable events together in order to build community and leadership skills.

**EXTRACT OF THE GRANT AGREEMENT BETWEEN THE STATES OF GUERNSEY ACTING
BY AND THROUGH THE COMMITTEE *FOR* EDUCATION, SPORT & CULTURE AND THE
COLLEGES**

5. Conditions of Grant Aid

The arrangements for financial support of the College shall continue for a period of 7 years from 1 September 2019 until 31 August, 2026.

The following conditions shall apply, from the Commencement Date, to the payment of the grant.

1. Grant Aid shall only be used for the purpose of running the College.
2. The College shall keep proper accounts, which shall be audited by an appropriately qualified auditor on an annual basis.
3. A copy of the College's audited accounts shall be shared with the States as soon as reasonably practicable after the audited accounts are signed off and no later than the end of the Lent term.
4. The College shall immediately notify the Director of Education in writing of any material change(s) which may, in the reasonable opinion of the College, affect the operation of the College as a going-concern.
5. The College shall notify the Director of Education on an annual basis of the scale of tuition fees.
6. The College shall provide such evidence on pupil numbers in attendance at the College as the Director of Education shall from time to time request.
7. The College shall provide information to support the Key Performance Indicators ("KPIs") set out in Schedule 1 and destinations of leavers to the Director of Education to confirm satisfactory education standards and to assist with the compilation of performance tables on pupils' attainment.
8. The College shall not expand any schemes or introduce new schemes which will involve academic selection for any students.

6. Health and Safety Compliance and Quality Assurance

The College will use all reasonable endeavours to ensure that activities at all venues are compliant with health and safety requirements including but not limited to the Health

and Safety at Work (General) (Guernsey) Ordinance 1987. The College will keep suitable and sufficient records and meet all relevant statutory minimum requirements.

7. Safeguarding Children

The College will ensure that they have a Child Protection/ Safeguarding Policy in line with current States' practice and the relevant regulations as set out in The Education (Independent School Standards) Regulations (2014) (England), together with any subsequent amendments. All employees must have completed a satisfactory Enhanced Disclosure and Barring Service Check with Barred Listing Check prior to commencing employment.

8. Key Performance Indicators and Performance Review

8.1. Annual Review Meeting

A review meeting will be held annually between the Director of Education and the College Principal once the items in Schedule 1 have been completed in accordance with clause 8.2. Either party may request to hold a review meeting, if required, on giving of reasonable notice.

8.2. Key Performance Indicators

Key performance indicators (set out in Schedule 1) have been agreed between the College and the Committee which may be varied by mutual agreement in writing. The key performance indicators will generally be based upon the detail outlined in clause 2 and Schedule 3 of this Agreement.

The agreed key performance indicators in Part 1 of Schedule 1 will be reported on at the start of the relevant Academic Year and the agreed key performance indicators in Part 2 of Schedule 1 will be reported once audited accounts for the previous financial year are available (which shall be by the end of the current Lent term). In accordance with clause 8.1, all key performance indicators will be reviewed annually after audited accounts have been signed.

The College follows the ISI inspection regime and shall submit any new ISI report to the Director of Education, in accordance with the relevant KPI.

11. Maintaining Provision to the Colleges

Each of the Committee and the College (working together with the other two Colleges) agrees to:

1. work together to agree the arrangements that will follow after the expiration of this agreement in August 2026; and

2. establish a working group (to include representatives of the Policy & Resources Committee), which shall meet at least once each term, to consider and report on the likely form of those further arrangements, before the end of the current political term ending in 2020, such arrangements to consider the expediency of some form of rolling agreement which, if States funding is to continue, shall not be time limited.

SCHEDULE 1
College Funding - Key Performance Indicators

Part 1

To be submitted in the first full week of the Academic Year in September.

1. Reporting College: _____

2. KPIs for the Previous and Current Academic Year

Current Academic Year	
-----------------------	--

3. Pupil Numbers at start of Current Academic Year & Capacity

	Total Pupil Numbers as at start of Current Academic Year (incl SPH)	SPH Pupil Number	Capacity based on current x form entry
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			
Year 13			
Total			

4. Fees for Current Academic Year £ _____

5. % Fee Increase on Previous Academic Year _____ %

6. States Funding Received for Previous Academic Year:

	£	
General Grant Funding		[£x] per pupil
SPH Fees Paid		
Total		

7. Partnership Opportunities in the Previous Academic Year:

	No. of events	Partnership examples
Other island students		
Other teaching colleagues		
Other parents		
Wider community		
Facilities		

8. SEND for current academic year

Number of SEND pupils on the Learning Support Register	
Numbers of SEND pupils receiving Learning Support	

9. Most recent ISI Inspection Report attached Y/N

Part 2

To be submitted (with Part 1 previously submitted) once signed audited accounts are available, by the end of the Lent term.

10. Quality of Provision - Results, Value Added, Destinations in aggregate for the Previous Academic Year

KEY STAGE 4	
% 5+ A*-G GCSEs or equivalent	%
% 5+ A*-C GCSEs or equivalent	%
% 5+ A*-C GCSEs including English & Maths or equivalent	%
Report on progress of students (value added) using an agreed format (e.g. KS3-4 Midyis)	
KEY STAGE 5	
%A*-E 'A' Levels- Pass rate	%
Report on progress of students (value added) using an agreed format (KS4-KS5 results, ALIS)	
DESTINATIONS OF LEAVERS	
KS4:	Number
Other Island Schools	
College of FE	

UK Schools	
Employment	
Apprenticeship	
NEETs	
KS5:	
University	
Gap Year	
Employment	
Unknown	
Apprenticeship	

11. Viability

Audited Accounts provided as at Previous Academic Year	YE
Operating surplus/deficit for Previous Academic Year	£
Cash Reserves from Previous Academic Year	£
Retained Funds (See Note [x] of FS) from Previous Academic Year	£
Commentary on exceptional events in that year, or planned for the future, which have a distorting impact on the reported results:	