



OFFICIAL REPORT

OF THE

STATES OF GUERNSEY

SCRUTINY MANAGEMENT

COMMITTEE

Committee *for* Education, Sport & Culture
Public Hearing

HANSARD

Guernsey, Monday, 11th November 2024

No. 4/2024

*Further information relating to the Scrutiny Management Committee
can be found on the official States of Guernsey website at www.gov.gg/scrutiny*

Members Present:

Panel Chair: Deputy Yvonne Burford – President
Deputy Simon Fairclough – Vice-President
Deputy John Dyke – Member
Deputy Lindsay de Sausmarez – States’ Member

Mr Mark Huntington – Principal Scrutiny Officer

Business transacted

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Deputy Sam Haskins, Vice-President, Committee *for* Education, Sport & Culture; Mr Nick Hynes,
Director of Education; Ms Sophie Roughsedge, Head of Education Operations; Damon Hackley,
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Scrutiny Management Committee

Committee *for* Education, Sport & Culture

Public Hearing

*The Committee met at 10 a.m.
in Castel Douzaine Room*

[DEPUTY BURFORD *in the Chair*]

Procedural – Remit of the Committee

The Chair (Deputy Burford): Good morning, everyone.

Welcome to the Scrutiny Management Committee's public hearing with the Committee *for* Education, Sport & Culture and today we will be focusing on many of the issues in the Committee's mandate. I am Deputy Yvonne Burford and with me on the Panel are Deputy John Dyke, Deputy
5 Simon Fairclough, Deputy Lindsay de Sausmarez and Mr Mark Huntington.

A *Hansard* transcript of the hearing will be published in due course on the Scrutiny website and also please be aware this hearing is being live streamed on YouTube and a link can be found at gov.gg/scrutiny

We will take a short comfort break at around about 10.50 and, to mark Remembrance Day, we
10 will observe a two minutes' silence in this room, starting at 11 o'clock and then resume the hearing immediately thereafter. We have got a lot of ground to cover today, so we would be most obliged if witnesses could keep their answers as concise as possible.

If everyone would kindly ensure your mobile phones are set to silent and then perhaps you could please introduce yourself, starting with Mr Hackley?

15 Thank you.

EVIDENCE OF

Deputy Andrea Dudley-Owen, President, Committee for Education, Sport & Culture;
Deputy Sam Haskins, Vice-President, Committee for Education, Sport & Culture;
Mr Nick Hynes, Director of Education;
Ms Sophie Roughsedge, Head of Education Operations;
Damon Hackley, Director of Operations, Economy, Environment, Infrastructure & Culture;
Ed Gowan, Transforming Education Programme Director

Mr Hackley: Thank you

Damon Hackley, Director of Operations, Economy, Infrastructure, Environment & Culture.

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Deputy Haskins: Sam Haskins, Vice-President of Education, Sport & Culture.

Deputy Dudley-Owen: Deputy Andrea Dudley-Owen, President of the Committee for Education, Sport & Culture.

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Mr Hynes: Nick Hynes, Director of Education.

Ms Roughsedge: Sophie Roughsedge, Head of Education Operations.

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The Chair (Deputy Burford): Thank you very much.

We are going to start off, perhaps not as you might have expected on the sixth form, with it being front page headlines today, but on the issues of recruitment and retention. As you will know, Scrutiny is currently undertaking a review of recruitment and retention in the public sector and in your response to the Call for Evidence, you state that it is vital that Guernsey is seen as an attractive employer.

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Do you consider that the terms and conditions that the States currently offer are lower than they need to be in order to attract and retain high quality staff?

Deputy Dudley-Owen: Thank you for that question and obviously it is one that has concerned us and drawn our focus since the beginning of the term and the context in which we have been working for this term. I know that some people do not like to be reminded of COVID but it really has changed the landscape in many ways across many sectors and teaching and education is not on its own in that respect.

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We have developed a workforce strategy and I will hand over to officers to assist in giving some of the detail around that but also the thoughts that we have around certain areas, the subject areas that we need to concentrate on. But in terms of the terms and conditions, obviously you know that those lie with the employer and obviously with union consultation. Those are areas that we are looking at. But if I can hand over to my Director of Education, that would be helpful.

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Mr Hynes: Yes, the question was about the terms and conditions with regard to the employer and supporting recruiting and retention, is that correct? **(The Chair:** Yes.) So we are having discussions alongside the employer about what the current terms and conditions look like for teachers and working alongside union colleagues to look at how we can review those terms and conditions throughout 2025.

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There are, without a doubt, some areas within those current terms and conditions, which may facilitate recruitment and retention of teachers in a different way and the employer and the union colleagues and representatives of union colleagues are working really closely to see how some of those might be addressed.

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Outside of that recruitment and retention aspect of terms and conditions, we are finding that our recruitment this year has been far stronger than in previous years and actually the number and

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percentage of teachers turning over in our settings last year went down quite significantly, which we can put down to greater stability, particularly within the secondary phase, and also some of the different ways that we are looking to seek to recruit and retain some of our teachers through some of the communications and advertising we are doing but also through having a really clear Education Strategy, demonstrating what we are doing, how we are doing it and how we can move forward. I do not know if Sophie has got anything to add from an operations perspective.

Ms Roughsedge: No, not significantly. Just to touch on what Deputy Dudley-Owen raised about our workforce strategy. We have been working with our school leaders to develop a strategy for the next three years that really seeks to address some of the issues around particularly retention, ways that we can make Guernsey a really attractive place for teachers to come and work.

So really looking and working with our union colleagues around wellbeing. We do a lot of pulse checks to actually see how the workforce is doing, how they feel about things, tracking that data, we are looking at how we improve our pastoral and professional support through line management, making sure that is more consistent and particularly we are looking at fresh development and how we can make sure there is a clear pathway for every teacher because not every teacher wants to go into a senior leadership role. We want to keep our best teachers in the classroom. How do we support that, how do we keep people interested in the work that we are doing?

Key to all of that is the work we are going to be undertaking with P&R and union colleagues on the conditions of service to review what are very outdated terms and conditions.

The Chair: So obviously it is a big, ongoing piece of work. It leads actually into my next question, really, which you may have largely answered. We have also been contacted as part of this review by educationalists who are complaining that staff morale is continuing to be negatively impacted by a number of issues including what is quoted as being the excessive and ever-increasing workload, much of it peripheral to teachers. Is that something that you recognise at all?

Deputy Dudley-Owen: We conducted quite a lot of touchpoints with staff over the last four years, including staff surveys on culture and values but also in terms of actually going into schools so that not only politicians, in their roles as governors, are more visible, but also in terms of supporting employee relations, as we work through, especially, the reorganisation of post-16 and secondary. We are absolutely cognisant that there have been a lot of initiatives going through this particular political term and have put in place best endeavours to support staff, especially through our Education Strategy.

I think that the contribution of the Education Strategy network leads, who are staff members embedded within the school, they are existing school staff members, who are taking part within the Education Strategy has helped to give staff members a broader, wider view of being part of the system, as opposed to just within their own school and also, therefore, what the purpose of a lot of the changes are, for example the additional learning needs code of practice, the high quality, inclusive teaching improvement.

We are completely aware that it has been a very workload heavy political term and have been supporting staff and those different initiatives, the Mental Health and Wellbeing Strategy, etc, that have been put in place for teacher wellbeing.

Mr Hynes: I would say that there are always going to be members of staff who are unhappy for different reasons at different times. The surveys that we have carried out across all of our staff groups, in individual schools and the whole workforce, the most recent one across the whole workforce was our cultural values survey in January, actually showed really predominantly positive feedback on the direction that we are taking, using the Education Strategy and also that the Committee is taking.

For the first time we did a cultural values survey, we have got 1,200 staff across the whole of education. We had 900 respondents for that survey and predominantly the feedback around the

personal values that people are showing is really what we want to see in education but most particular the desired cultures and the cultures that they have seen shift since the last survey, details
115 being such as now there is a shared vision, there is now a shared set of values across the whole education workforce and this appears to be a clear direction they are picking up on, knowing where they are going, what they are doing and how they are doing it.

The Chair: So you feel it is an improving situation?
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Mr Hynes: Absolutely.

The Chair: Okay. The other main point that came out in the various responses we had, where education is concerned, was what was cited as the increasing frequency of behavioural issues in the
125 classroom and the effect that has on teacher retention. I think perhaps you could respond on that point.

Deputy Dudley-Owen: Absolutely. I think it is important to say that behaviour relationships are also a key focus and certainly we know that, through Ofsted, quality of behaviour is measured and
130 assessed in terms of the work that they do and we also have a Teacher Tapp survey so that we are able to ask staff members as well as parents for their views and perspectives on each individual setting and how people gauge behaviour within their school settings.

We know there is an increasingly positive behaviour from most schools but we do know that there are areas, pockets of behaviour within certain schools that still, it is being tackled, a more
135 consistent approach, but we still need to see improvement and that will come over time.

Mr Hynes: I think there are two different sets of data and feedback, which we can lean on here, which demonstrates that behaviour is improving and predominantly good in all of our education settings. If you look at the Ofsted inspections, we have had across all of our schools to date, all of
140 our schools, including the most recent re-inspections, demonstrate that 100% of all our schools and settings achieved 'good' with inspection and that is in comparison to 78% in secondary settings in England and 94% of primary settings in England.

With regard to external inspections, the overall behaviour of our settings, our external inspector is saying behaviour is good. We understand that colleagues and teachers and staff working in
145 schools are always going to say that where behaviour is not good it does affect teaching and learning, so we are really keen this year and last year, we are actually taking feedback directly from teachers, from head teachers and from all staff who are working in schools so that where they are seeing issues or areas of behaviour that need to be improved, we know about it.

As Deputy Dudley-Owen said, we are doing Teacher Tapp surveys, which are very specific pulse check surveys throughout the year on very specific subject areas. Our most recent one, from actually
150 last Friday, was on behaviour and the feedback we got from that was predominantly really positive from our settings. We do individual settings and an overall environment as well. In every single one of our settings, if it was not already good, it has improved across different areas. What we do is look at how content are staff at work, whether they believe behaviour is already good at school, levels
155 of supervision and the level of how behaviour is affecting learning.

In each of those different areas, that has improved since the last Teacher Tapp survey that we did. That does not diminish the fact, as Deputy Dudley-Owen said, that there are individual cases of behaviour, as there will always be in all jurisdictions and all schools, which we need to deal with
160 individually, where children and young people have individual needs and individual specific areas that they require additional support for.

The Chair: Okay, Ms Roughsedge, I think you want to come in.

165 **Ms Roughsedge:** Just to add that – just because people may not understand what Teacher Tapp
is – it is a national survey tool so it means we are able to benchmark with schools nationally and it
is worth noting that in both phases staff report that behaviour is significantly more positive than
national benchmarks in terms of how content staff feel at work, which sort of goes back to our
earlier question around retention; believing that behaviour is already good enough in their school,
170 the levels of staff supervision and low levels of violence, whilst I think it is understandable that
people raise them as a particular issue, we are definitely seeing a really improving picture and a very
positive picture, compared to our English comparator.

The Chair: Thank you. I will pass onto Deputy de Sausmarez.

175 **Deputy de Sausmarez:** Thank you, good morning.
I would like to move onto Education Law and governance –

Deputy Dyke: Could I ask a follow-up question on that section? I have a couple.
In terms of retention, how much is housing an issue, the availability, and how are you handling
180 that? My second one was, in terms of behaviour, the figures for SEND pupils seem to be very high
and going in an upwards direction. I just wondered how that was panning out, where that is likely
to end up and what the cost of this is? I am just minded that, in the UK, I just read an article in *The
Spectator*, I think it was, that 40% of councils could be rendered insolvent because of what they are
spending on SEND arrangements. Is that applying here? What is the situation here on that?

185 **Deputy Dudley-Owen:** We will pick up that point second, if that is okay, Deputy Dyke. The first
one, in terms of the housing, that was a question that was recently asked of me – do you
remember? – in States' Members' question time, post Education Statement.

190 **Deputy Dyke:** I missed one week.

Deputy Dudley-Owen: Deputy Vermeulen asked that of me and of course accommodation is
really challenging at the moment on the Island and we are going through one of those cycles of
squeeze. We work hard with new recruits to find accommodation for them. In fact, a lot of work is
195 done and that was reported into Committee not too long ago about itemising some of the detail
behind that support that is given to relocators coming to the Island, to find accommodation.

Invariably, it is a challenge because of the cost of living, the cost of accommodation on-Island
and it has to be seen as a factor that might make us less attractive.

200 In terms of the additional learning needs, I think Nick –

Mr Hynes: In terms of additional learning needs, our percentage of children who have additional
learning needs in school is actually dropping. There are two reasons for that. One is around the
additional learning needs code of practice we have brought in and all the additional training and
CPD that started happening around that. But most significantly the high quality, inclusive practice
205 and a document we brought in this year which is about upskilling and supporting all the teachers
to support children with additional learning needs in all settings. I think that has really changed
some of the perception about how children are best supported within the mainstream environments
but also identifying those with additional learning needs and making sure that support is given to
them.

210 What in particular we know is that although the percentage of children with special educational
needs across our settings is falling, and I think part of that is because we are working with those
families and children better than we were before, the percentage of children with high level,
complex needs and higher-level needs, which require a greater level of funding, is increasing. That
is a picture that we are seeing in other jurisdictions but also a picture which our colleagues in HSC

215 will be aware of, where those young people have got those more complex needs, do have a higher financial tariff than some of those young people we can support within a mainstream setting.

Deputy Dyke: Thank you.

220 **Deputy de Sausmarez:** Thank you. Onto law and governance.

The Committee's original proposals for a new Education Law were criticised and amended to the extent that the policy letter was withdrawn during the debate. When will the revised policy letter be published?

225 **Deputy Dudley-Owen:** Just the context for that. Obviously, we introduced the Education Law proposals in June last year. There was a series of amendments, which is not unusual for primary legislation, and there was one particular amendment, which deleted the entire provision of governance, which was one of the reasons for bringing a new, refreshed Education Law back to the Assembly, as you will know. It was withdrawn on a technicality.

230 What we have decided to do is to phase the proposals for bringing the Education Law back, a series of other areas have taken resources away from our ability to be able to bring more of the Education Law back in this term. Obviously, revisiting the funding and re-funding debate for Les Ozouets campus, Herm Requête, etc, but certainly this term and imminently we are going to be releasing the proposals for the governance part of the Education Law, with other phases of the

235 Education Law, the proposals for which, to be released in next term.

Sorry, I was a little bit inarticulate there, my apologies!

Deputy Fairclough: Could I just come in there and ask you, then, which elements you intend to bring back this term?

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Deputy Dudley-Owen: Sorry, I did not explain myself very well. We split the Education Law package into bite-size chunks, for argument's sake, and the governance package will come this term, remaining Education Law proposals to be determined by the next Committee and however they see fit but possibly into two phases or one, as they determine.

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Deputy Fairclough: Okay, thank you.

Deputy de Sausmarez: That is great. I would actually like to focus on the governance side, if that is okay, so that is handy that you are well advanced, as we thought you probably would be. One of the uniting themes in the previous debate on the original proposals was that a majority of States' Members consider education to be over-centralised, perhaps. A successful amendment instructed the Committee to:

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... return to the States with proposals for far greater devolution of powers to the proposed governing bodies, to allow them to genuinely govern, including the autonomy to decide the degree to which they choose to use centralised state services and resources, such as the finance and HR functions.

So, my question is can we expect this proposal to be supported in the forthcoming proposals that you have just described as imminent on the governance side of things?

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Deputy Dudley-Owen: Thank you very much for that.

There is a number of themes and it is interesting because I think that the amendment that you referred to there was actually the amendment that deleted the governance provision, which was a great shame, because had it said to remain then actually that particular narrative was covered within the policy letter. But there we go, that is water under the bridge now.

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When we are talking about the governance that we are undertaking now as an in-Committee policy, there has to be recognition that there is a split between the governance model that we put

in place, which let's say is the vehicle, and the context of devolution and delegation, which could be seen as the destination, and that destination is not entirely in our control at Education.

265 Obviously, Members will be aware that some years ago, the Policy & Resources, or the States of Guernsey policy was to centralise services in a hub and spoke model and therefore a number of enabling services were broken off various Committees, Education included and centralised under the auspices of the Policy & Resources mandate.

270 That continued this term, finalising with facilities management being put into the hub and spoke model. There is a split of Education functions, needed to run the education system in Guernsey, and enabling services. We will be proposing a way forward to investigate exactly per the narrative or the sentiment behind the amendment and returning with a proposal as to how that is done. But it really must be recognised that there is a number of those services that this particular Committee could not dictate how Policy & Resources would break off, for example, finance, or IT, or facilities management, or HR.

275 Those are a number of functions that I think States' Members are seeking to devolve into the schools themselves but they are not within the Education Committee's gift to. Therefore further work across Committee does need to be done in order for the positive, or negative, the SWAT appraisal of breaking those particular services off and devolving them into schools. The Committee has an open mind on this, completely, and there is a proposal that is going to be coming within the governance proposals as to how to take this forward.

280 **Deputy De Sausmarez:** Okay, so yes, I appreciate it is not in the Committee's gift currently to do any of that but it would be within the Committee's gift to propose such a devolution within their proposals when they bring those to the States –

290 **Deputy Dudley-Owen:** Can I just counter that I do not think it is, actually, because unless we have the evidence to suggest that actually it was a good or a bad idea and ultimately does it benefit the child in the classroom, the student in the classroom – because that is what everybody really wants to know – whether devolution or delegation is going to be a good thing or a bad thing or a neutral thing for students in the classroom. If it is deemed to be bad, why would you do it? If it is neutral and there is a massive cost attached to it, again, why would you do it?

295 But if it is this positive impact and it can be seen as value for money then, yes, let us get on and do it. We can only determine that if we have got the evidence.

300 **Deputy de Sausmarez:** Yes, and I think that is exactly the kind of thing that people would expect you to have looked into in developing your proposals. The Committee has decided to implement its preferred model of interim governance boards ahead of the proposals coming forward, the new proposals, new-look proposals coming forward in, presumably, a policy letter. Will the Committee be seeking approval from the States for this structure of IGBs to become permanent?

305 **Deputy Dudley-Owen:** Yes, obviously as I said at the top of conversation, the model of governance and of devolution and delegation of powers and functions to those models in the future, they are two separate parts of the policy. Members will know and, for listeners at home, the policy of education governance is part of the Education, Sport & Culture's mandate and it is referenced in the Blue Book. Therefore it was for us to determine how we executed that policy and how we governed our schools.

310 The school committee system was a very limited, outdated form of governance for our schools, and not every school benefited from their school committee, despite the immense work that has been done by school committee members over many years, not all schools have benefited from that. Those committees themselves have been hamstrung, legally, in only being able to look at two narrow aspects of behaviour and buildings, in the scope of their work.

So the Committee determined that, in piloting and trialling what education governance might look like for States-maintained schools, a completely new concept really, this was the best way to

315 do it. We have had now 200-odd hours of direct governance experience. We know what works, we
know what needs improving. We have appointed community representatives for our school
governing boards now so the members of the public are now being inducted and onboarded for
the IGB meetings that are now in play for this part of the term.

320 We think that the model has been very successful and obviously once it has set in, we hope that
the proposals would be accepted by the States and then the policy would continue to be refined
and made fit for purpose, for the purpose for which they were designed, as we went on. For example,
if we determined that devolution and delegation of additional powers needed to be given to the
schools, what we have set is a firm foundation for that policy to grow.

325 **Deputy de Sausmarez:** To be clear, the new interim governance boards will have no devolution
of power. There is no further devolution of power or decision-making under the extant structure. Is
that the case? You are putting in place the vehicles to do that but there is, as we speak, no
devolution whatsoever to give those bodies more decision-making authority?

330 **Deputy Dudley-Owen:** Going back to your original question, there was a split of education
functions and enabling services. Education functions sit within the purview of Education, Sport &
Culture; P&R sit with the enabling of the core services, which are the most often cited. Interestingly,
it is most often the HR, the harder things, that are cited as things that need to go down to the head
teachers, down to the schools to be managed therein.

335 That is just simply not in our gift to tell P&R what they are going to do, that they will have to
reorganise what has taken a lot of resources, I am sure many millions of pounds, to change the
model, to centralise some of these functions, to then redesign target operating models for,
specifically education, to then have those functions put down into the schools.

340 So education functions have been delegated to schools, to head teachers. There is a large
amount of delegation and devolution of those functions than there has been previously and that
sits with the schools and obviously forms part of the governing function to hold those head teachers
to account about how they are managing those functions and making those decisions.

345 **Deputy de Sausmarez:** Okay. You have described how you have already been through a
recruitment process. What is the total cost of any recruitment, training and remuneration associated
with the interim governance boards? Do you have any idea at the moment?

Deputy Dudley-Owen: I do not have that figure to hand.

350 There is certainly no remuneration for the committee representatives individually. It is all *pro*
bono. There has been no additional cost outside of the Committee's existing budget but no, I do
not have a figure in hand in terms to extrapolate exactly what it has cost the Committee regarding
its proposals because it has all been done in-house. Largely as part of the Education Law, in terms
of looking at the policy, but actually in terms of developing it, it has been a lot of extra work within
house.

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Deputy de Sausmarez: Okay, thank you.

360 You are probably not, I do not know may be you are, in a position to explain what the main
changes that you are coming back with? Is there any change in terms of the governance structure,
compared with the original proposals, or is it exactly as is?

Deputy Dudley-Owen: We are not far off publishing the proposals –

365 **Deputy de Sausmarez:** I know but you have already recruited into the structure. This is the
tension I am trying to explore.

Deputy Dudley-Owen: The existing interim governance board structure, we have chairs – Deputy Haskins and I sit as chairs – we have split the settings into two groups and he chairs one lot, I chair the other. Our community rep has joined and we have an officer from Education Office who sits as well. We are seeking to recruit parent reps and also staff reps in the next term as well.

370 What we are seeking to do is to populate those interim governing boards with external stakeholders and those from the school community so that once we hope the policy is approved by the States that the politicians are able to pull away and for external chairs to be appointed, so that these governing boards, with a view to that happening in September 2025, are taken on by the community as independent bodies without the link into the political committee as they currently are, via us as chairs.

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The Chair: If I could just check on that, then. You get to 22nd September, 2025, and you have your independent chairs and the Committee has stepped away, will any member of the governance boards, in whatever capacity they sit, be receiving any remuneration?

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Deputy Dudley-Owen: The proposals were to remunerate the chairs. Now obviously that is something that was the subject of an amendment by Deputies Trott and St Pier and we would be paying close heed to that, especially given the current financial circumstances. But there was a precedent set by the Committee for Economic Development, with the set-up of their Tourism Management Board, paying for the Chair of that.

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There is also obviously precedent with our non-voting members, who I think are paid £2,000 per year. They sit on States' Committees.

The Chair: So it would be in the order of that?

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Deputy Dudley-Owen: It is something, we are currently still under draft with the policy letter, with a hope to publish imminently and there are certain areas that we have to look at to determine what level we think would be acceptable to the States, if any at all in this current climate.

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The Chair: Okay. I think it is Deputy Fairclough on question number 10.

Deputy Fairclough: Yes, Deputy Dudley-Owen in your media release in March 2021, I appreciate that is some time ago now, you stated that you were shocked at how the preceding Committee had seriously depleted the staffing levels at the Education Office and that you were committed to rebuilding the centre. Have you finished that process and, specifically, how many additional posts did it entail?

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Deputy Dudley-Owen: I will cast my mind back all those years to 2021 and, yes, the Education Office looked rather different when I took my seat again on the Committee, as opposed to the previous term. The concern I had had was not of a restructure, it was the lack of structure more than the depletion. We know that restructures and reimagining, recreating where we concentrate on where resources have their most impact can actually be very positive. But that is not what had happened.

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There was no restructure and it seemed a rather disorganised depletion with no particular strategic purpose behind it. That obviously has changed. There has been a strategic purpose behind the reorganisation of the Education Office and strengthening and I think, Nick, if you could comment to the rebuild.

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Mr Hynes: Yes, sure.

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I think it is fair to say that when I came into post, a restructure took place across senior leadership team level but then also across all the teams with the education service. It is interesting and I think it is something which is a positive thing to say, dispelling a few myths, that the kind of structure we

420 have across the education services in what people like to describe as the education centre is not costing any more money now than it was before. There may be additional or different posts but they are all within the same budget envelope what we had and we worked to year on year.

The majority of posts that are included within the structure that you see or that is shared are actually peripatetic posts. Centrally, we have a very small team of education operations, which includes admissions, finance, grants, of people you might describe as being at the centre, working within the Education Office.

425 Other people who are also employed in this service in the centre, the majority of which are providing peripatetic support to schools, such as educational psychologists, school attendance service, education development offices, share nurses, career staff. They are all included within that central picture but the majority are not working in an office, they are working out and about, working with schools, supporting schools, challenging schools and monitoring what is happening
430 in schools.

I think that we run pretty lean with regard to how we develop and how we support all of our schools and settings centrally and I would say that we now have a structure in place, which enables our children, families and schools to have the support and service that they need in order to run their business.

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Deputy Fairclough: So, because of that restructuring, are you essentially saying that there has been no increase in the number of full-time equivalent staff?

Mr Hynes: I could not give you that number off the top of my head. I have a structure in front of me but, short of sitting down and counting them all out now, I could not do that. What I would say is the finances that are put in place are costing no more than they were before.

Deputy Fairclough: Okay, because you are right, the focus is often on the number of staff and I appreciate it is not that simple when you are doing things like restructuring. But obviously there has been a fair bit of focus, particularly last week, on the number of staff that are employed by the States so that is where my question is coming from.

Mr Hynes: We obviously review on an annual basis when we look at our budget how we bring in all of our expenditure in line with what we are given on an annual basis and make those challenging decisions and discussions around how all of our staff are allocated and what we can do better or differently.

Deputy Fairclough: And talking of the States' debate last week, while we are on the subject, and this is very much a political question, I think: how do you reconcile your Committee's intent to invest in children's education through, for example, the redevelopment of the Guernsey Institute when, essentially, you have just voted to de-fund the States' capital programme.

Deputy Dudley-Owen: So you are asking about my voting, are you?

460 **Deputy Fairclough:** All the Members of Education, not approving the Budget as it stood.

Deputy Dudley-Owen: Obviously, looking back to the debate last week, I think it is fair to say that a lot of this is about confidence and confidence that things would be delivered in regard to the leadership of Policy & Resources and how proposals from previous tax debates were expected to materialise and the fact that they have not. It is difficult to start to reopen that debate and people's rationales, certainly my rationale, I am not prepared to go into it in the midst of a Scrutiny Management Committee hearing about which should be about our mandate.

465 Certainly, in regard to the consequences that any decisions that the States as a body corporate took last week, because yourself, you voted in the same way that I did, I think what we need to do

470 as a Committee, we need to understand what those risks are. And obviously the Committee, you
will not be surprised, the risk of the States' decisions always features within the risk register of the
Les Ozouets campus because of previous history with the programme board. We always ensured,
now, since the programme was defunded on a couple of occasions, the risk register has noted
475 political decision-making as necessarily either variously amber or red according to what topic is on
the table.

Deputy Fairclough: I do not want to get into a States' debate, but I did not vote the same way
that you did.

480 **Deputy Dudley-Owen:** I do apologise.

Deputy Fairclough: That is by the by, what we are talking about here and you referred to your
Committee's mandate, is the funding of, in this case as per my question, The Guernsey Institute.
You only need to pick up the *Press* today and that is now at risk because of what the States decided
485 last week.

Deputy Dudley-Owen: Of course, what we were not deciding last week was the Funding &
Investment Plan because that has already been decided. The Les Ozouets campus and the
programme is very far advanced. Certainly we are nearing the completion of the phase two tender
490 and I am able to bring officers to give an update on what progress, we are there. Certainly we were
discussing tax options and the funding of revenue for Budget, not of capital projects. It would be
helpful if officers were able to give an update on the progress.

Deputy Fairclough: I appreciate that. I will just read out the quote from the Chief Minister:
495 'There are probably going to be disappointed people within the education system.' I appreciate
your point about revenue versus capital and the States are going to have another debate about it
but there will be implications, as we all know, to the States not approving the Budget, or at least
the funding of it last week.

I do not want to get bogged down in that but in terms of the estate, after the Scrutiny hearing
500 last year, Deputy Haskins told us the consultants had advised the Committee that La Mare was not
fit for purpose for the medium or long-term. With no funding in sight, currently, to commence work
in the Sixth Form Centre, how will you deal with this issue if, as looks possible, it runs on longer than
four years?

505 **Deputy Dudley-Owen:** Are you asking Deputy Haskins or myself?

Deputy Fairclough: Deputy Haskins or yourself.

Deputy Haskins: Before I do, I think what I would like to do is highlight, as we are sitting in front
510 of you now as Members of Education, Sport & Culture, when we are in the Assembly, we have many
different hats. We are Members of Education, Sport & Culture, but we are also parliamentarians;
Deputies that need to make wider, holistic decisions on what we think is good or the best thing for
the Island long-term.

With regard to your question on La Mare, there has been investment already and it is in plans. I
515 appreciate right now you are questioning all funding because of the Budget. Now, the States does
not stop just because of the decisions that we have made and there are different budgets, minor
capital, that will continue to make sure that education, buildings in general in the States are
appropriately maintained.

520 **Deputy Dyke:** Mr Hynes was going to give us an update on how the Institute was progressing
and the contracts. That would be interesting.

Mr Hynes: I will invite Ed Gowan, who is our programme director, to give an update on aspects around the Transforming Education Programme build at the site?

525 **Mr Gowan:** I appreciate what I am about to say will probably be well known to all of you but I hope you do not mind taking a step back. In January this year, the States made a very clear decision to phase the overarching investment in Les Ozouets campus with phase one being wholly focused on further education, so The Guernsey Institute, and phase two, which is not a funded element in the current capital portfolio, being the creation of a new Sixth Form Centre.

530 If we look at phase one, which is I believe what Deputy Dudley-Owen briefly referred to, the progress there has been very good in the 10 months we have had since the January debate. So the demolition work of the old St Peter Port School, which is a pre-requisite for a new build there, clearly has now completed, subject to final work on checking for any contamination under the old boiler plant on that site.

535 The enabling works, which enable us to then move rapidly into each construction, are also progressing well. We have now completed some works within the building of the Performing Arts Centre and, as of last week, have commenced construction of the roadway around the circuit and that roadway is dual purpose, it both enables the building works but it is also the permanent roadway, which goes around the outside of the Performing Arts Centre and behind it for the new site design.

540 Then third, and certainly not least, we are now in the tail end of the procurement process for the main construction works. That procurement process has had in itself two stages, which has always been the advice we have received from Procurement Services about the best way to deliver this particular form of contract. The first has been to identify the prime contractor, which will be Rok, as I believe was announced publicly in the summer, then the second is working with Rok to agree the supply chain they have to themselves in that open book process.

545 Just to give you a sense of that, we have over 150 quotes being requested from the local and UK construction market to ensure we get best value for money, spread across well into double digits' worth of subcontracted packages of work and it is that complexity of supply chain which is precisely why we have this two-phase prime and subcontractor market. It is not advised in this instance to simply go to one company and say, what is it going to cost you, and they deliver all of it. It is best to have that clarity and transparency that they are seeking value for money.

550 That process is now in its final stages, due to complete before Christmas and we would be anticipating bringing the request to the Policy & Resources Committee to enter full contract for all that work in early 2025.

555 So that is progressing well. What that does not address, just for clarity, is anything to do with what was described as phase two or the second phase of potential investment at Les Ozouets campus. It does not touch on the Sixth Form Centre, which is a separate matter

560 **Deputy Fairclough:** Thank you.

Just one final question just to close off this particular part of the hearing. The Sixth Form Centre is being moved to La Mare de Carteret next September. A cost of £140,000 was budgeted for bringing the facilities up to standard for the next four years. Has that Budget proved sufficient?

565 **Deputy Dudley-Owen:** This has been the subject of a *Press* report, which Members of the Panel might have – not the budget but the new sixth form down at La Mare de Carteret.

570 **Mr Gowan:** Thank you. From the major capital portfolio we are currently anticipating that we will spend between £104,000 and £119,000 to invest in La Mare de Carteret in a way that is not re-usable when the Sixth Form Centre eventually moves to lock, if that makes sense? In addition to that there is funding for items, which will initially be used on La Mare de Carteret on an interim basis and then moved on to a permanent home. A very practical example, which is included in current

plans is new, very safe bike shelters. We will have those; we will initially use them at La Mare de Carteret and move them on.

575

The Chair: That helps because £140,000 seemed, in the context, a remarkably small amount of money to do what you needed to do but that adds some very helpful transparency. Thank you.

580

Mr Gowan: For complete transparency, in the summer of 2024, the summer past, some funding was taken out of minor capital as well, £80,000 on La Mare de Carteret. So overall the level of investment is still very low and it is in line with the releases we have from the Government Work Plan.

585

The Chair: But it is closer to £200,000 for stuff that cannot be moved?

Mr Gowan: Yes.

590

The Chair: Thank you.
Deputy de Sausmarez.

595

Deputy de Sausmarez: Thank you. I would just like to move onto the area of attainment and choice that is around. Do GCSE students now have access to the same curriculum choice at all the States' secondary schools and am I correct in thinking that the maximum number of GCSEs that can be opted for is now nine?

Deputy Dudley-Owen: Those are quite specific questions and obviously you know we have gone through some significant curriculum alignment across secondary schools, so if I can ask Nick.

600

Mr Hynes: We are going through a process across all secondary schools, as Deputy Dudley-Owen said, of curriculum alignment so that by September 2025 all of our secondary schools will be offering the same curriculum and the same option choices. I could not tell you off the top of my head what the maximum number of options are for young people at GCSE because there are some areas in some schools at the moment who also offer additional subjects where young people study outside those hours as well. For example, I know that La Mare de Carteret last year also offered Spanish GCSEs as part of an additional class that they did out of hours.

605

From September 2025, all of those curriculum areas and options will be aligned across all of those secondary schools.

610

Deputy de Sausmarez: Okay. Do we know what the choice is looking like from September next year?

Mr Hynes: Yes.

615

Deputy de Sausmarez: And am I right in thinking there will not be additional subjects that you can do? One of the things I am interested in actually is how our system supports the most capable and aspirational students, for example those that would be interested in taking additional GCSEs. Will there be anything in the system to enable them to do that or will they be constrained to that core choice?

620

Mr Hynes: The delivery of the curriculum and delivery of those options and GCSEs will be up to the executive leadership team across the Secondary School Partnership. If they were to find that there were a number of students across the partnership who were looking to study a particular subject that was not being offered at the moment, then they would review that and see whether they could offer a subject across a partnership rather than in an individual school.

625 They will review that on an annual basis. What we are saying is there is a core set of options, a core set of subjects that all schools will offer but that does not mean that in the future they would not offer an additional subject across the partnership if there were two children from each school, for example, who wanted to access a different subject.

630 **The Chair:** Okay, I think I am going to just take a break now. We will take a comfort break now and, as previously mentioned, we will undertake a two minutes' silence at 11 o'clock.
Thank you very much.

*The Committee adjourned at 10.52 a.m.
and resumed at 11.03 a.m.*

635 **Deputy de Sausmarez:** According to your published figures for 2024, 60% of grades attained at States-maintained schools were Grade 4 or higher, compared with nearly 69% at English comprehensives. Looking at just Grade 7 or higher, the figure in English comprehensives was 19.4%. What was the equivalent percentage in Guernsey States-maintained schools for Grade 7 and higher?

Deputy Dudley-Owen: Sorry, could you repeat that?

640 **Deputy de Sausmarez:** It is for GCSE; the GCSE results have been published and we were able to compare with English schools' results. What I am trying to understand is the distribution of grades. We understand what the distribution of grades is, from Grade 4 and above, which some people refer to as a pass rate, but what I am trying to understand, because I could not find the information in the public domain, was the distribution of grades in terms of Grades 7, 8 and 9. So
645 what percentage of the grades in our States-maintained schools were Grade 7 or higher?

Deputy Dudley-Owen: Okay, so this is different from the questions that you have asked in the Rule 14 questions last week?

650 **Deputy de Sausmarez:** Yes.

Deputy Dudley-Owen: Okay, that is fine, sorry. I think, Nick, you have got them.

655 **Mr Hynes:** Deputy St Pier asked, after we released the provisional results at the end of August, what percentage of grades were 7-plus. Our percentage of all subjects, which were 7-plus, was 22.8% and England was 21.7%.

660 **Deputy de Sausmarez:** It is really good to see that GCSE English Language grades have improved in Guernsey, with 68.6% achieving Grade 4 or higher. So my question really is just the same, it is about grade distribution. What percentage of students in the state sector in Guernsey achieved Grade 7 or higher, do we know, in English Language? See how good he is at maths, that is the next bit!

665 **Mr Hynes:** In English Language in Guernsey?

Deputy de Sausmarez: Yes, GCSE in English Language.
Do you want me to come back to that to give you a bit of time?

670 **Mr Hynes:** I believe it is English Language results, 7, 8 and 9, is 19%, in comparison to England, which is 14.6%. But that is me adding up now on the spot rather than giving a total. All of these specific details will be included within the annual report when we do that.

Deputy de Sausmarez: In January? Yes. Exactly. I have got a slightly higher mark for England but our maths may differ.

675 Speaking of maths, why are our GCSE results in maths continuing to fall, when this issue was identified in 2022 as being in need of intervention?

Mr Hynes: Maths has been challenging for a number of different reasons. We have done some specific work in maths over the last few years in the same way we did with English and we are now seeing the fruition with those English results going up. We have done a review across all schools with regard to mathematics, I think about 18 months or so ago, and have now got a programme in place to improve maths across all of our settings.

680 We are seeing the fruition of those results going up, certainly within our primary schools and certainly within specific year groups within those primary schools. It is fair to say that maths is not quite where we want it to be just yet. We are seeing that improvement when we are looking not just at the overall end of Key Stage 4 results but we do quite an in-depth view, using GL assessments across all year groups in primary and secondary to really ascertain, if we can, what year groups are doing better and are not doing better.

685 It is a fact that we have struggled last year across our secondary phase in particular, with regard to recruiting and retaining maths teachers. We are now putting together a plan on how we might improve that but it is a very complicated area and maths recruitment is not just necessarily about paying maths teachers more or giving them a golden handshake when they arrive, it is actually about what we can do to get all specialist teachers, whether they are maths teachers or anything else, over that five-year hump, after which we see teachers maintaining and staying in the profession longer.

690 There is a much higher percentage of teachers who leave the profession in the first five years. So what we are doing and showing the Committee in the next two weeks is a programme by which we look at how we can recruit and retain those specialist teachers better and link to any financial reward, which does not necessarily always retain those teachers, it is about looking to see what we can do to provide really high quality CPD but also to see where there may be other teachers who are very good practitioners who may be interested in switching subjects or switching phases and starting to do things a bit differently to make sure we can maintain and look at those teachers in the future.

700 What we would say, around recruitment and retention, we touched on it earlier on, our retention and recruitment in primary phase has been very strong. We had no vacancies across the primary phase at all in September. We had a much lower percentage of vacancies across secondary and we halved our agency rate in the secondary phase in September and a lot of that was around the stabilisation of the secondary phase but also the work that the head of education operations has done with HR around some of our media coverage and how we are targeting specific teachers in specific areas to come and live and work in Guernsey and also how we can look to retain them in the future.

The Chair: Could I just come in with a supplementary on that? You have mentioned some of your best teachers, I cannot quite remember the word you used now, but clearly different teachers will have different abilities, it is inevitable. If you have got a subject like maths, where you are constantly struggling to get enough teachers, does that affect how you would deal with the teacher who you felt was not performing enough because you really would not want to lose any? Could you see there could be a dilemma there?

715 **Mr Hynes:** I can see you might think it is a dilemma, but our focus is always about making sure we have the highest quality of teachers in front of our children on a daily basis. You will rue the day where you appoint somebody just because they happen to have a qualification, if they are not very good in front of the children.

725 What we do is ensure through our head teachers, who hold teachers to account, support and challenge and monitor what is happening within a class to make sure that the quality of teaching and learning and all of our classes are high quality. In the same way when we are reviewing those to any of our internal reviews, you have to ask yourself the question would I like my son/daughter in this class? If the answer is no, you have to ask yourself why, necessarily, you might continue with having that teacher or person there.

730 What I would say is I think the quality of our teaching and learning, the quality of our education as defined by Ofsted in external inspection has undoubtedly improved significantly. I think the CPD we are putting in place ... and I do not know how many different training sessions last year, **(Ms Roughsedge:** Two hundred and eighty-two.) 282 different CPD sessions for all our teachers and staff last year to give them confidence and to support them in their journey as well.

735

Deputy Dyke: Can I ask a quick follow-up? In the course of a year, at your end of year reviews, how many teachers do you actually let go because they are not really performing as well as you think they should?

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Mr Hynes: That is not something we would necessarily get involved with centrally. All of our head teachers are autonomous with regard to managing and supporting all of their members of staff in school. If there are any performance issues in any of our schools, the head teacher would lead that process, along with HR staff.

745

Deputy de Sausmarez: Can I ask you who makes the decision about moving teachers between schools? We know there are teachers that move between the Secondary Partnership. Who makes that call?

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Mr Hynes: That call is made between the Education Leadership Team, which is the principals of the Secondary School Partnership and the executive principal.

Ms Roughsedge: In discussion with the member of staff. We would not want to force somebody to move without agreement.

755

Deputy de Sausmarez: Can I just move onto level three now. The Sixth Form Centre had a much lower rate of A* and A grades at A-level than England. According to my maths, it was just 14% compared with 27.6% in England. Do you have any insights as to why we achieved just half the proportion of top grades in our Sixth Form Centre when compared with England?

760

Mr Hynes: I think it is not binary. It is quite a complicated question, especially with regard to Guernsey itself. Although the rate of A to A* was lower than England, our rate was 21.5% and England was 27.6%, the A to A* within the Sixth Form Centre last year actually increased. The Bailiwick figure includes all of the colleges as well.

765

It is also interesting that you have to bear in mind that the entry criteria into the Sixth Form Centre is generally lower than the entry criteria to sixth forms in England and it is also lower than the entry requirement to our grant-aided colleges. So the percentage of top grades and the number of children who have to move a greater distance than might be expected either in the grant-aided colleges or indeed in some of our sixth form centres or sixth form colleges in England, the entry criteria for our entry for an A-level provision generally is a Grade 4 and slightly higher for some of the specific subject areas, like maths or physics, for example. Because we want to make sure that there is a greater opportunity for our young people to access A-level provision, the threshold is lower.

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775

Deputy de Sausmarez: Do you think that is the right policy, given the discrepancy that you have described?

Mr Hynes: We could raise the entry criteria in the sixth form to a 5, 6 or 7, you would have fewer children having opportunity to access A-levels, but our A to A* would be higher. I think living on an Island where it is the only A-level provider in town, if you like, we are duty bound to provide as many opportunities as we can to our young people to access those A-levels.

780 It is really important to also clarify that A to E is a pass in A-level. It is obviously a different grade but it is a pass. When you are looking around access to universities or any higher education, you do not necessarily have to have an A or an A* to access some of those provisions. Even though some of our younger people are leaving with Cs, Ds, or Es, for those young people that is also a success from their starting point and giving them a pathway onto higher education, whatever course they might choose to go on. We must give them those opportunities to access those A-level provisions.

The Chair: Deputy Fairclough.

790 **Deputy Fairclough:** Thank you. I would like to move on to class sizes, distribution and resourcing implications, if I may.

Is it still the case that primary schools' funding and their learning support assistants are allocated on the basis of the number of classes rather than the number of students? If so, do you recognise that children at schools with larger class sizes may be disadvantaged by that policy?

795 **Mr Hynes:** Sorry, can you repeat that?

Deputy Fairclough: Yes, the question was about primary schools' funding and learning support assistants. Are they allocated on the basis of the number of classes rather than the number of students?

800 **Mr Hynes:** We have a policy, which sets out how many learning support assistants there are, according to the number of pupils across the whole of that school. It is not necessarily about the number of classes. That was a policy we applied before. You have the number of LSAs according to the number on the roll.

805 The really important thing to note is, and it comes back to the devolution question, the devolving question, when we had additional funding from COVID and when we had additional funding from the GWP to raise those numbers and funding directly to primary in particular, we increased the number of LSAs across our primary school sector and all of the funding we have through both of those pockets went straight into schools and nothing went centrally. It was about ensuring that head teachers had those opportunities to make those decisions about where staff are best allocated across their school to meet the needs of all their children and young people.

810 In addition to the learning support assistants that the schools attract through that model, there is also additional support that we would make available for those young people with additional needs, according to how they present and what they might require and again we are allocating all of that additional support budget out to the school so they can meet the needs of those children much earlier, through an early help model, rather than having to apply to get additional support when a child presents towards them.

820 **Deputy Fairclough:** Given the sharp fall in student numbers entering reception this year and I think, correct me if I am wrong, projected next year as well, resulting in the loss of three forms of entry across the primary sector, do you have any concerns about next year's intake and the viability of any of the primary schools?

825 **Deputy Dudley-Owen:** We are obviously aware of population projections and a bold moving through the school years and due to end 2029-30 and it is not secret that we have an issue with our fertility rate in terms of we are at 1.4, which Deputy Haskins speaks about quite a lot and raises the awareness of.

830 What we have not embarked on this year, because of resourcing, and the States' approved, that we would not be undertaking a primary review this term. For us to be pre-empting what the next Committee might be looking at, in September 2025, which obviously will be into the next political term, would be a little bit premature.

But obviously these class sizes are managed and school admissions is a science and there is a formula around that and how this is distributed. Those numbers will be managed accordingly.

835 **Deputy Fairclough:** And those discussions take place, presumably with those schools –

Deputy Dudley-Owen: Operationally, absolutely, yes.

840 It is a funny thing, isn't it? The Committee had devolved a lot of this work down to schools to be working with the Education Office, so it is a little bit of an irony when we talk about devolution and delegation that actually there are some things that have already been devolved and delegated to schools with Education Office to work with, in a manageable way so head teachers are able to manage their schools accordingly.

845 **Deputy de Sausmarez:** How is that managed practically? Do you give the schools leave to broaden their catchment areas? How does it work?

Deputy Dudley-Owen: Not in that instance.

850 **Mr Hynes:** We manage admissions centrally and that is the most efficient and effective way of ensuring that all of our primary schools are run cost-effectively, actually. Our catchment areas are where they are set. We will go to parents according to whether they are on the border of different areas about whether they would accept a place in a different school if one school is filled up from their reception and another has got lots of places. We do not want to run inefficient reception classes of 50%, unless they are already a one-form entry school, which is challenging.

855 You asked a question about is it a worry. We would anticipate next year to lose forms of entry because the population for children is going down and although it is raised as part of Scrutiny Management Committee for Education, Sport & Culture, I think it is a much wider issue for the whole of Guernsey to consider.

860 Certainly, 12 years or so ago, the average cohort size entering our education system was 650-680. I believe that our birth rate for the cohort which will enter in 2027-28 is 417. So you can see that there is quite a significant rate of dropped cohort, which is only going to make everybody across the whole States of Guernsey think about how we are going to move forward.

The Chair: In which case, do you think some consolidation of primary schools is inevitable?

865 **Mr Hynes:** Obviously, the last States said that they were going to review that post the next election, 2025, and that the primary review, I think the Committee would recognise and we would recognise, would be inevitable with regard to looking at the future system of primary education, how many places are required to be available in the future, perhaps.

870 **The Chair:** With the projections, was it a missed opportunity?

875 **Deputy Dudley-Owen:** I do not think so because of course what we are doing is pre-empting the terms of reference of that particular primary review and predicating an outcome. Your question was: is it inevitable that you will look to consolidate or rationalise primary schools? I do not think that is an inevitability, based on the fact that we do not actually have a term of reference, yet. So we would not be able to determine what is inevitable or not.

I do not think it is a missed opportunity at all because there are so many other things to sort out within education; you just simply cannot do it all. Certainly in my six years, within my eight-year term, sitting twice on the Committee, one thing I really do know is that education is a very complex

880 business, especially in the delivery of high quality of education and the aspiration towards that and
it is often underestimated the amount of work that needs to go in, especially in transforming an
education system fit for the 21st Century.

I do not think that it is a missed opportunity at all. I think the work would just simply not have
been able to have been done at the same time. I do not think the community would have stomached
885 the work being done on a primary review in addition to the reorganisation of secondary and to
have created disruption in every single phase across the education estate.

Mr Hynes: I was just going to add that I think that what is really important is that by managing
those admissions centrally we can ensure that those classes that are coming into our schools are
890 run in the most cost-efficient and effective way. So if we do not require all those forms of entry, it
means that we do not always require all those teachers, so there is some natural wastage and there
is some way that we also use those teachers to boost and look at, for example, the Island-wide
teaching cohort, which means we are no longer relying on supply or agency teachers across our
primary phase, which has actually been a really cost-effective way of ensuring all of our young
895 people have qualified teachers in front of them who are really well-equipped to deal with their
learning needs.

Deputy Dyke: One quick follow-up. Can you use catchment areas in moving them slightly, from
year to year, to balance things a little bit better than they might otherwise do? Is that something
900 you do?

Ms Roughsedge: We do not do it formally through changing the catchment areas, because we
would have to keep doing that year on year. We look at the cohort and we look at (**The Chair:**
Boundaries.) line by line where do people live, what is the most optimum way for us to use our
905 schools and our classes and we have conversations with schools. We talk to parents and we try
where possible to do it through agreement, although sometimes we just have to say, 'There is no
space and we are offering you a place here.'

The Chair: Thank you.
910 Can I step back slightly to attainment? At Beaucamps, the largest maths class sizes across all the
year groups are between 30 and 34 students, which I think to most people would seem a quite high
number. Do you think the size of classes there has some bearing on the maths attainment at GCSE?

Deputy Dudley-Owen: Let me just start by saying, before I hand over, I was speaking before,
915 you have mentioned class sizes and you talk about managing numbers within schools, this is an
area that head teachers look to manage for their own schools. That was what I was talking about in
terms of devolution and delegation, that sort of management, rather than actually the admissions.
Just to hand over.

920 **Mr Hynes:** I will start and then I will invite Clare to add some additional comment.
Obviously, we can look at the larger class size, for example, in Beaucamps and other schools. We
also need to take into consideration what the smallest class size is and very often the largest class
sizes are those young people who are more able academically and cognitively to work within a large
class as well. Obviously, we then try and then minimise the class size for those who might require
925 additional needs.

What is also not included in there as well is that, although there is a teacher to those largest or
smallest class sizes, there is very often in some of those learning support assistants who may provide
that additional adult supervision as well. The question around whether the size of class has an
impact on the attainment, particularly in maths, I think you asked, is something we have looked at
930 and Clare might be able to add some detail.

Ms Sealy: Thank you.

935 It is logical to think that the two might be related but in fact they are not. They are not related at all. If they were related, we would expect some 'ands' which always has, for obvious reasons, small class sizes get the highest results. Sometimes they do, sometimes they do not. Beaucamps, interestingly, maths has the highest class size in 2024 but actually got the highest results for maths of all of the secondary schools. It is not a simple correlation.

The Chair: There is no real correlation. Okay, thank you.

940 What factors explain the 14% fall in the number of students enrolling in the Sixth Form Centre between 2022 and 2024?

Mr Hynes: I have not got that information in front of me.

945 **The Chair:** That is fine. It is just that we noted the numbers on responses to the Rule 14 questions, the numbers had fallen for the intake in the Sixth Form Centre at Year 12, but we are happy for the Committee to come back to us.

950 **Mr Hynes:** That is something we can look at and I think would need to be looked at in correlation with the recruitment numbers into The Guernsey Institute as well because sometimes it is cohort driven and sometimes –

The Chair: Of course, the Institute, the colleges, people taking different courses, I understand that. But I am just interested if you had any pointers on that.

955 **Mr Hynes:** It is something we can look at.

The Chair: Okay, Deputy Dyke, I think.

960 **Deputy Dyke:** Yes, I think I have got the next question, which is how many teachers are currently teaching outside their trained specialist subject? I suppose that would be particularly important in something like maths.

Ms Roughsedge: I am not sure we have that to hand.

965 **Mr Hynes:** I may have that information but I have not got it to hand.

The Chair: Deputy Fairclough.

970 **Deputy Fairclough:** In your update Statement, you mentioned that the Committee has created a small pool of full-time, Island-wide teachers in the primary sector, developed by using diverted money. How much was this diverted money and where was it diverted from?

975 **Mr Hynes:** I have not got the figures about the cost of that in particular but it has been diverted from some existing supply budget, which was available across the primary phase, and also a reduction of those cohorts. So reallocating where a teacher was not required within the primary phase, where the cohort had dropped.

980 What has happened, though, as a result is we are now using those teachers who are centrally employed to actually make sure that there are always qualified teachers in front of all those primary school children. What it is actually doing as well, which is really cost effective, is allowing when there is not illness or sickness across our primary phase, it is enabling those teachers to provide additional support in those schools to release teachers to either develop curriculum, to attend CPD, to support

individual children who might have very specific needs and work on school improvement across the school.

985 The cost has been a zero cost reallocating from those two areas to enable us to use that funding better and it has meant those primary school head teachers would probably tell you they now have additional access to teaching days than they had before.

Deputy Fairclough: Okay, but you are happy to confirm the value of that after his hearing?

990 **Mr Hynes:** Absolutely. The value as in monetary terms?

Deputy Fairclough: Yes.

995 **Mr Hynes:** Yes. We can find that out for you. What I am saying is that value that we will share with you is not an additional cost.

Deputy Fairclough: I appreciate that. Thank you.

1000 **Deputy Dyke:** I have a question regarding the private colleges. I think that 2025-26 is the last year you are making the grant. How much is that and are there any plans for any continued support after that, in cash or any other way?

1005 **Deputy Haskins:** I think the agreement is around £3 million at the moment, £3.3 million and next year it will be closer to £3 million. So you are right in the fact that the agreement comes to an end in 2026. Thereafter there would have to be another agreement in place. But the Committee, via myself, is in negotiations with the colleges as to what that looks like and how that looks, whether that comes up to the States.

1010 At this moment it would be inappropriate to comment any further on it but what I would do is highlight Proposition 28 of the Budget that was just in the Assembly and I think that Proposition got unanimous support. That was relating to savings coming out of the sub-savings committee, for which Deputy Soulsby did assure Members that the results of such will be published and they relate to the tier one grants.

1015 **Deputy Fairclough:** So is it your intention, Deputy Haskins, and you may or may not be able to confirm this, subject to the negotiations, I suppose, is that decision going to come back to the States?

1020 **Deputy Haskins:** As I said, I think because of the negotiations that we are having, it would be inappropriate to comment further at this time. But whatever decision and whatever does come out can, by Requête, if it is not brought to the States as a policy letter, at this time, I think.

Deputy Fairclough: And when do you hope to conclude the negotiations by?

1025 **Deputy Haskins:** As soon as possible, I think by the end of the year.

Deputy Fairclough: By the end of this year.

1030 **The Chair:** I understand that you cannot discuss actual figures going beyond what has already been contracted – £3 million is the 2025-26 payment – but is it the intention of the Committee that whatever follows on from that, it will not be zero?

Deputy Haskins: As I said, Deputy Burford, in light of the current negotiations that are happening, I think it would be inappropriate for me to comment any further at this time.

1035 **Deputy de Sausmarez:** Can I, at the risk of putting that, and I do appreciate the sensitivities around it, but just so I understand the practicalities, you have already given us some figures, for which I am grateful, so presumably what you are discussing is what happens from September 2026 onwards. Is it your suggestion that that is something that would be preferable to make in this political term or in the next political term? Or do you not see that it matters either way?

1040 **Deputy Haskins:** I think absolutely it will be in this political term.

Deputy Dyke: Thank you, and best of luck with that!

1045 **Deputy Fairclough:** I think we are moving onto the area of your mandate, sport and culture. You announced a review into Beau Séjour, to be published by the middle of this year. When do you now expect this review to be published?

1050 **Deputy Haskins:** There are four stages. Stage one and two recommendations should be going to Policy & Resources in Q1 of 2025.

1055 **Deputy Fairclough:** Okay, and in the terms of reference to the review, the Committee acknowledges that a facility like Beau Séjour creates many intangible benefits, things that you cannot measure so easily, such as a sense of community and health and wellbeing. How easy is it, and has it been, to evaluate the cultural capital and health aspects of Beau Séjour in what ultimately, of course, is an exercise driven by financial concerns?

1060 **Deputy Haskins:** Yes, not easy. But that is why we have consultants who are working with us to ascertain that. There are many stakeholders now on that review panel, from charities, business, Public Health. I myself am part of that from an oversight point of view and not as any meaningful voting point of view. But absolutely, those are the questions for that review.

1065 **Deputy Fairclough:** Are you happy that those issues are going to be addressed and form part of the outcome of the review, rather than it being purely driven by finances, which is often the easy thing to look at?

1070 **Deputy Haskins:** Absolutely. I think that was why the scope of the review, because of previous debates on Les Ozouets campus ... I am talking about the sports hall and provision there. I think with the people that we have in the room there, absolutely, it has given credence to these very questions. I do not know, Damon, if you wanted to –

Mr Hackley: Yes, just to add to that. It is a very good question and it is important that the review does actually understand what the product is and what purpose it serves before any decisions about its future are taken.

1075 The aspects that Deputy Haskins referred to, it involves things like inclusivity, it is matters of the fact it is a community hub, it is preventative healthcare, it meets cultural and art support, the community engagement. There is a number of functions that Beau Séjour undertakes at the moment so the first step will be understanding what that is, how that is valued, and then moving onto the next stage in terms of what the options might be for the future.

1080 **Deputy Fairclough:** Dare I raise the question: is that why the review is taking longer than perhaps you originally thought, because there are all of these very many aspects that need to be considered?

1085 **Deputy Haskins:** I think necessarily, getting all the right people in the room, youth sector, Public Health, sports clubs and the rest of it, has taken a little bit longer. However, the quarter two 2025 is due to be met.

1090 **Deputy Dyke:** Looking into the viability of Beau Séjour, I am just taking into account all the points you have made about the social benefits and issues to be considered, but will the review include outsourcing, possibly privatising and in particular now, at Planning we have done a call for sites and there is thought that possibly some of the land around Beau Séjour, part of the car parks, might be brought forward for housing. Is that going to be part of that overall review?

1095 **Deputy Haskins:** I am not going to jump to what I think the review will be but needless to say there is a representative from the States' project management opportunity. Again, the review was very broad but there are the right people in the room, especially from the cultural side.

Deputy Dyke: Thank you.

1100 **Deputy Fairclough:** It is a question that leads out of this and you might think it is too early to answer it but it is one I am going to ask anyway but – and this is not just a question to you Deputy Haskins but Deputy Dudley-Owen as well – would you favour the creation of a new Committee? Very topical, given discussions about housing, for instance, which are due before the States in December. Would you favour the creation of a new Committee with specific responsibility for sport and the arts?
1105

Deputy Dudley-Owen: There are varying views on this. I do not actually really have a particular view myself because I think that the S&C side of our mandate, the sports and culture, is really vital for the Island as a whole, for many different reasons, and it fits well with Education, but it also fits well with Economic Development.
1110

As a standalone, obviously we have tried that and variously there was an Arts Committee and a separate Cultural Committee and a separate Heritage Committee, previously, and it has all been amalgamated to a broader Committee, which was then added onto Education. Jersey do it with Economic Development and there is some success there.

1115 I think there are various ways to slice these pies and really the most important thing is having a really good strategic approach to it all. However you are carving it up is sort of irrelevant because if you do not have a good, strategic, long-term approach to the mandate and the policy areas then you could have it as a standalone or in conjunction with another area and it fails.

1120 One thing that we are starting to get to grips with is that more strategic approach with regard to arts and sport, with the development of the Arts Strategy and Activ8 and heritage has started to shape much more in a strategic way. But that needs further development next term. To me, I have not got a view on it and I think that it can work well either way.

1125 But obviously it has got to be in that bigger, strategic picture and what we are lacking in this particular term is a greater vision about what it is and where we are going with Guernsey, which makes it ultimately difficult for any particular Committee to be able to know whether they are pulling in the right direction, because of course we have got nothing to benchmark against or pull towards.

1130 So it could be that within a wider strategic vision for Guernsey of itself that a standalone S&C Committee might fare better or, staying with this particular Committee, or even indeed with Economic Development. It is difficult to say. We are sort of working in a bit of a void of greater strategic purpose at the moment. That is for the States of Guernsey as a whole, as opposed to this particular Committee.

The Chair: I sympathise, Deputy Haskins, with getting all the people in the room when you are trying to progress things.

1135 I would like to ask a question now about Delancey Park. I understand, and please correct me if
this is not the case, that ESC operates some paid parking, with an agreement to use the income to
help maintain the park, in addition to its other responsibilities to that public facility. However, the
SMC is aware of public concerns surrounding the maintenance of the park, including the car park.
Can the President assure us this matter is being addressed?

1140 **Deputy Dudley-Owen:** I must admit to not knowing about the issue relating to paid parking
and the issues arising around that. Obviously, we have a working relationship with St Sampson's
Douzaine around the management of the park and I did meet with one of the Douzeniers and our
facilities manager, had a walk around, I think it was in the summertime, looking at the plans for that.
1145 But that is an operational matter that I think we will take away and look into and revert, if that is
okay?

The Chair: Thank you. Yes, that is fine, thank you.

1150 Actually, while I am speaking can I just take you back, Deputy Haskins, to your responses on La
Mare de Carteret and I think you gave us a very helpful response but I did not quite pick up on the
main thrust of the question, I think, which was that at the moment there are no plans for the
construction of the Sixth Form Centre itself to go ahead, other than the construction of the
foundations. I think that is the point that we are at. And indeed the funding thereof.

1155 I do not suppose anyone can say with any certainty at the moment how long the Sixth Form
Centre will be located at La Mare de Carteret. Taking you back to when you said that your advice
from a consultant was that it would not be suitable in the medium or long-term and accepting that
medium-term might have various definitions, what is the Committee's view? Have you given
thought to what you will do with La Mare de Carteret should it run on longer than you had hoped?

1160 **Deputy Dudley-Owen:** I think it would be helpful to get a little bit of facts around the length of
time that La Mare de Carteret building is deemed to be useable until we would need to make
significant capital investment. Ed, could you?

Mr Gowan: Thank you again.

1165 Obviously, once the decision was made at the beginning of the year, to inform that decision
around the phasing of Les Ozouets campus, we took independent advice as to the likely lifespan of
La Mare de Carteret. The focus at that time was to ensure that the intent, which we are now
executing, to use it as an interim home for the sixth form was going to provide value for money and
be appropriate and we received that confirmation.

1170 The independent advice we have had on it, from memory and I would need to confirm this
outside of the room, is that a window of five years was a reasonable assumption, for the ongoing
use of that building.

1175 What is really pertinent in this context, though, is that the advice we have received is not that
you then hit a magic point and the building is unusable, it is not as if there is a timebomb issue such
as some form of asbestos which will suddenly become unacceptable from a health and safety
perspective or anything like that after a certain date.

1180 What the States will be dealing with, if it decides to continue the use of La Mare de Carteret for
any purpose beyond that window, is an ever-ramping risk of material costs to keep the site in use.
We hold contingency in our programme budget for the window in question, the interim period
through to 2029. Should the result of fiscal and economic decisions mean that it would need to be
held in use for longer – again that is either as a Sixth Form Centre or any other use – the States
would need to consider and hold an ever-growing contingency budget for material costs.

1185 What you are likely to see is situations where you need to take a system within the school, and
I will take the example of windows, where you move from a phase where individual windows might
fail and you need to replace individual windows, and you hit a point where actually the value for

money operation would be to replace all the windows on that site because they have all hit an age. And suddenly you start getting much bigger increments on the level of cost.

1190 I think we can provide the Scrutiny Management Committee with an assurance that there is not some drop-dead moment where La Mare de Carteret becomes unusable, rather the cost of keeping it usable is likely to grow beyond that five-year window.

The Chair: Thank you.

1195 **Deputy de Sausmarez:** One of my recollections of conversations around exactly that issue with the consultant was the structural integrity of the fascia, I believe. Have there been any further checks to see whether that risk has stayed the same or decreased or increased? How are you monitoring the risks in order to make those judgements?

1200 **Mr Gowan:** I would need to defer to colleagues in the States' Property Unit for that day-to-day monitoring and management of the site. As an education programme, we are simply focused on the additional investments that are required for a specific use over a period of time. So the States' Property Unit has a programme where it monitors and maintains all sites and identifies priority investments that are required. So as a programme we have not, but that is not to say the States' Property Unit has not.

1205 **Deputy Dudley-Owen:** May I just add there that actually the way in which that is approached by the Committee, we get regular updates from the States' Property Unit to tell us about and report and determine key performance indicators in terms of how they are achieving their targets and how they are liaising with head teachers within the school environment. But also in our capacity as governing board members, we are able to speak in every single school setting about that relationship but also, if they are experiencing any particular risks around the fabric material of their buildings, fire alarms etc, and we are able to take those away and ensure that operationally those particular barriers to them getting the solutions that they need are looked at.

1215 So there is a process around facilities management that sits with the Committee but also enters into the governing board process as well, so we can hold them to account.

Deputy Fairclough: Are you satisfied, as a Committee, that there is the budget in place for the necessary property and maintenance across the estate?

1220 **Deputy Dudley-Owen:** We can always do with more, can't we?

Deputy Haskins: Yes, I think so.

1225 If you speak to the States' Property Unit, they will say there has been historic under-investment, so would require more funds. It is about prioritisation and choosing which maintenance issues you are going to deal with first. Some of the schools have issues, being older buildings, where there is a lack of expertise on the Island for larger projects and it takes a lot of time to find people and necessarily, sometimes, you have to go over to the UK and they are very expensive.

1230 **Deputy Dyke:** Given the debate last week, are you happy that your educational estate is being maintained better than social housing?

1235 **Deputy Dudley-Owen:** Yes. Only from the anecdotal point of what we heard in the debate. It is not our Committee mandate and we are not able to go and see the ESS portfolio. Deputy de Sausmarez would be able to speak to that as to whether they felt that it was being adequately maintained from a Committee point of view.

But certainly we have seen a great improvement in the run rate through issues arising and maintenance happening. I think the Committee has done a really good job in getting the States'

Property Unit relationship to a point now where we feel much more confident and that relationship is a triangular relationship between the head teachers within the schools but also back into reporting into the Committee so that we can hold them to account on how they are doing.

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What we do not know is how that relationship sits with obviously Policy & Resources, because the States' Property Unit sits underneath them, but we are also doubly assured and have much greater detail, much more detail than I can really describe in the short time that we have now, in regard to our knowledge, having sat on the governing boards, and our ability to be able to hold head teachers, also, to account on how they manage their relationships.

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So as a political board, we have been able to receive thematics coming from those governing boards. So if more than three governing boards are reporting that there is a problem with facilities management, we are able to test that policy in Committee and we would hope that that would continue later, as that particular governance model continues and refines. There is much more scrutiny and accountability towards property maintenance than there has ever been before.

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Deputy Dyke: That sounds good.

Deputy de Sausmarez: Given the degree of variance between the ages of the different buildings and school settings, are there any particular schools or school settings that you are particularly concerned about, La Mare de Carteret High School excepted?

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Deputy Dudley-Owen: I think it would have to be the older schools. Vauvert is a case in point. I think that was built in 1909, I am going to say, maybe 1902. But it is an old school. It was originally built as a secondary school and then, obviously, over the years it has changed into a primary. They are extremely constrained on their site but also the age of the building. Notre Dame, as well, has similar concerns. Obviously, it is a converted convent and they are over two sites.

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So there are specific buildings within the Education estate that do have greater amounts but obviously there is also a relationship within Notre Dame with the diocese that has to be considered as well.

1265

But yes, we are cognisant of those operational issues, which is why it does form a part of a great deal of our conversation within our governing board meetings and, also, we put a lot of priority on it when we are meeting with the States' Property Unit and the facilities teams.

Deputy de Sausmarez: I think you have raised two really interesting and good examples but we are seeing an increasing concentration of people living in Town and yet we know that those are the schools quite often with the most significant constraints. You have mentioned two that are very spatially constrained and I believe Vauvert's fire assembly point is actually down at Trinity Square.

1270

Have you got any thoughts as to how to increase the capacity of schools, especially in the primary sector, in the Town area? Have you had any discussions about how you might be able to do that because, obviously, these constraints are likely to only intensify, given the population and geographic trends.

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Deputy Dudley-Owen: I would expect that matters like that would be part of a primary review, without obviously pre-empting the terms of reference. You would have to put that all in the mix in order for the primary review to be as meaningful and as helpful as possible to what the output and recommendations of that might be.

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Deputy de Sausmarez: I think we had mentioned earlier that the previous States had agreed to put the primary review into the next political term. Actually, that previous Committee intended it to be done at the start of this political term and it was this States that kicked that one into the long grass.

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In terms of the practicalities, if there are going to be any structural, big, macro-scale structural movements, I am just quite concerned about the length of time that might take to feed through

1290 into any meaningful changes. We have got these increasing cost inefficiencies and these increasing constraints; does anyone on the panel have any sort of insight as to when, if a primary review is indeed taken early in the next political term, we might see some of those changes actually taking effect at that highest level?

1295 **Mr Hynes:** The only thing I can say is, having been involved in some of the work when St Sampson's infants and St Andrew's was shut. It is going to be dependent upon the timescale the Committee in post at the time decide they want to taper down any access to any school, if indeed that Committee decides they want to look at the closure of a primary school. You will not see the full cost benefit of any of those until the end of that process.

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Deputy Dudley-Owen: I would add, as well, it is not a fair question, really, because there are so many things that would have to be put in place in order to be really sure of what your timescale would be and you are essentially predetermining an outcome, even in answering that question, which we just simply are not able to do.

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You know I have been very reluctant to tie myself to any responses relating to a primary review because I do not have a predisposed terms of reference in my head about what that primary review would need to take into consideration. I think we have got to be really open minded and there is a huge amount of factors that need to be taken into consideration, really, about what does Guernsey community want in terms of their primary schools? Really, we have to be driven by that as well as the need going up into our secondary schools and how that fits, and there is a lot of determinants within that in terms of population and distribution, etc. To try and tie us down now to timelines is not sensible.

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The Chair: Okay, can I move to Deputy Fairclough, then, please?

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Deputy Fairclough: Moving towards a close, we have talked and to some degree speculated about what the next ESC Committee may bring back before the States and touched on Education Law, college funding, the future of Beau Séjour. What remaining policy letters can we expect from your Committee before the end of this term?

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Deputy Dudley-Owen: Definitely a policy letter on governance and I do not know, I cannot say anything further than that. The definitive one is governance but I am not in a position to be able to say that there would be anything else at this stage.

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Deputy Fairclough: And the governance one, which States' Meeting are you aiming for, for that one?

Deputy Dudley-Owen: Early in 2025.

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The Chair: Can I just come back on that because, presumably – we have only got until April to debate policy letters – if there are any others coming you would clearly know about them now?

Deputy Dudley-Owen: Absolutely. That is what I mean. Certainly, from where I am sitting, the definitive one that we have got coming to the Assembly –

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The Chair: Right, so you do not expect there to be any others coming through?

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Deputy Dudley-Owen: No. We have had conversations, I think, around Herm and maybe there is something that the Committee might bring a policy letter about that but I think that is up to Policy & Resources to bring any issues that might arise out of the use of our budget in any Emergency Budget that they brought.

The Chair: Okay.

1345 **Deputy Dyke:** With stopping the rest of the Education Law coming before this term, wouldn't it be logical to try and get it sorted?

Deputy Dudley-Owen: Purely resources, actually, Deputy Dyke.

1350 Certainly the States' Meeting that we had last week, there was a big focus, without much evidence, around the number of officers that we work with, and it is an absolute myth that we have an abundance of policy officers supporting us with our work. We really do not. It is a very small team.

1355 We are having to use our human resources very wisely and prioritise the work that they do and obviously that is not always within our gift because, for example, if the Funding & Investment Plan, where the Les Ozouets campus was deprioritised, then obviously those policy officers are stood off again – another again – to assist us with that debate. Herm Requête, again, those policy officers are taken off the work that they were doing previously to assist with that debate.

1360 The work plan for the Education Law was essentially ripped up and had to be prolonged. Again, those officers are taken off the forecast business as usual that they would envisage doing and have to do it. We are nothing if not adaptable and fleet of foot. The policy team is very responsive and hugely supportive, despite there being fewer numbers but very high quality.

1365 **Deputy Haskins:** If I may, just going back to the policy letter, the Committee via myself is in negotiations with the grant-aided colleges and there may or may not be a policy letter, as I mentioned.

The Chair: Thank you.

1370 I think that brings us to 12 o'clock in that case. I would like to say thank you all for attending and increasing the public knowledge of the work that you do on your Committee. It really is appreciated. We undertake regular hearings, as you know, so I will just give you advance notice of our next one, which is with Policy & Resources, and that will actually be this Friday. A different location, however. It is at Les Cotils and again starting at 10 o'clock.

Thank you everyone and the hearing is closed.

The Committee adjourned at 12.02 p.m.