



OFFICIAL REPORT

OF THE

STATES OF GUERNSEY

SCRUTINY MANAGEMENT

COMMITTEE

Committee *for* Education, Sport & Culture
Public Hearing

HANSARD

Guernsey, Monday, 3rd July 2023

No. 3/2023

*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

Ms Michelle Le Clerc – Non-States’ Member

Mr Mark Huntington – Principal Scrutiny Officer

Business transacted

Procedural – Remit of the Committee	3
EVIDENCE OF Deputy Andrea Dudley-Owen, President, Committee <i>for</i> Education, Sport & Culture; Deputy Sam Haskins, Vice-President, Committee <i>for</i> Education, Sport & Culture; Damon Hackley, Director of Operations for the Economy, Infrastructure, Environment and Culture; Nick Hynes, Director of Education; Ed Gowan, Programme Director for Transforming Education; Sophie Roughsedge, Head of Education Operations.....	4
<i>The Committee adjourned at 10.36 a.m. and resumed at 10.43 a.m.</i>	20
<i>The Committee adjourned at 11.35 a.m.</i>	34

Scrutiny Management Committee

Committee *for* Education, Sport & Culture Public Hearing

*The Committee met at 9.30 a.m.
in Castel Douzaine Room*

[DEPUTY BURFORD *in the Chair*]

Procedural – Remit of the Committee

The Chairman (Deputy Burford): Welcome to everyone attending this Scrutiny Management Committee Public Hearing session with the Committee *for* Education, Sport & Culture. And today we will be concentrating on many of the issues in the Government Work Plan.

5 I am Deputy Yvonne Burford and on the Panel with me today are Deputy Simon Fairclough and Mrs Michelle Le Clerc, together with the Scrutiny Principal Officer, Mr Mark Huntington. It is not going to be possible to cover everything today in the short time that we have but, in preparing questions, we have tried to concentrate on issues of public interest and also issues where significant sums of public money are involved.

10 Following this session, Scrutiny will decide if any further action will be undertaken relating to today and a *Hansard* transcript will be available in due course on the Scrutiny website. I would also ask everyone to be aware that this hearing is being livestreamed. We have got a lot to get through so I would respectfully ask the Panel Members and the witnesses to endeavour to be as concise as possible. We will take a short comfort break around about 10.30, so if everyone would please check that their mobile phones are set to silent, I would ask the witnesses to introduce themselves and
15 perhaps we could start with Mr Hackley?

Thank you.

EVIDENCE OF

Deputy Andrea Dudley-Owen, President, Committee for Education, Sport & Culture;

Deputy Sam Haskins, Vice-President, Committee for Education, Sport & Culture;

Damon Hackley, Director of Operations for the Economy, Infrastructure,

Environment and Culture;

Nick Hynes, Director of Education;

Ed Gowan, Programme Director for Transforming Education;

Sophie Roughsedge, Head of Education Operations

Mr Hackley: Thank you. Yes, Damon Hackley, Director of Operations for the Economy, Infrastructure, Environment and Culture.

Mr Gowan: Ed Gowan, Programme Director for the Transforming Education Programme.

Deputy Haskins: Deputy Sam Haskins, the Vice-President of Education.

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

Mr Hynes: Nick Hynes, Director of Education.

Ms Roughsedge: Sophie Roughsedge, Head of Education Operations.

The Chair: Thank you very much.

So, straight on into the questions and as it is quite recent and topical, we thought we would start off with the Education Law Review, which you may well have been expecting. Deputy Dudley-Owen, in your opening speech two weeks ago, for the Education Law policy letter, you advised Members that you expected the new Law to be operational from September 2025. Following the Committee's subsequent withdrawal of the policy letter, could you give me the new timeframe of when you now expect to re-present the policy letter and when you would expect the new Law to be in operation?

Deputy Dudley-Owen: Yes, the Education Law debate two weeks ago resulted in the Committee laying a motion to withdraw the proposals that we had put forward to the States as a result of a specific amendment, which removed one of the principal tenets, which we were trying to achieve through the Law, which was governance.

As a result of that, the Committee needs to re-present the Education Law and how it re-presents that Law is yet to be determined, but obviously under discussion and we are going to be needing to take some soundbites from interested stakeholders around engagement because that was a principal commentary that was coming from States' Members about how they had felt, obviously, a lack of information coming forward from the Committee, which we know is not the case because we have significant evidence of engagement with States' Members.

So we need to review what has happened, take away the commentary that was made during debate, especially in relation to the amendments that were put forward to the then policy letter, and we will be setting up a series of forums with Deputies and stakeholders to discuss the areas that we feel were most contentious and have received most commentary and re-present a plan to Members so that they understand how we are going to take this back to the States before the end of this term.

The Chair: So, you say before the end of this term, which is I think 23 months away, could you be a little more specific of around about when, how long this process is going to take you?

60 **Deputy Dudley-Owen:** No, I cannot at the moment because, if we are looking at it in terms of how long the Committee has had to convene and to let the dust settle, to allow us time to think and to properly re-engage and put a proper thought process – as you would expect – in regard to this quite serious matter, then it is less than two weeks since this has happened. In actual fact, I think it was a week Friday.

65 So, given the very heavy and full schedule of the Committee, especially at this time of the year, undertaking interim governing boards and Committee meetings, preparation for today's hearing, I am sure that officers of the Scrutiny Management Committee would understand that the Committee has not had time to come back with a fulsome and well-considered plan as to how to re-present and what the timelines are for that.

70

The Chair: Okay, so at this stage, the only thing that you can say is it will be some point in the remainder of this political term?

75 **Deputy Dudley-Owen:** I have given a commitment that is going to be the case and that will be the case.

The Chair: Okay, thank you.

Now, despite the widely varying issues contained in the successful amendments, it has been said by some that they had a common theme running through them, in that they were trying to lessen the control of the Education Office and devolve greater responsibility to parents, to the colleges and to the state schools themselves. To what extent do you believe the Committee and its officers are willing to take on board the expressed desire of the Assembly in that very specific regard?

80 **Deputy Dudley-Owen:** I think that the, well I know that the Committee is very willing to hear the views and to understand the concerns of all those various stakeholders, because you are absolutely right, there was a common theme running through those, the commentary coming from States' Members, also those representing the views of key stakeholders that would be affected by the legislation.

One thing that we do have to remember is that this is a modern piece of education legislation and the main tenets of which are safeguarding and upholding the right of a child to access education in accordance with our commitment to the UNCRC, the children's rights, as well as to safeguard any children who are accessing education. It seems to me that the Committee has a greater job of work to do with stakeholders, States' Members in developing their understanding of what the expectations of a modern piece of Education Law looks like, in respect of Guernsey, and looks like around the globe.

90 Because it is understandable that, after 50 years of not having a modern piece of legislation, the original piece of legislation that we had, the existing piece of legislation, is rooted in the 1940s and actually goes back further than that, and of course rights to education and safeguarding were not seemingly as high on the agenda for our forefathers as they are now.

100

The Chair: So, are you saying that the idea of devolving more power to the colleges and to the state schools themselves would bring safeguarding issues?

105 **Deputy Dudley-Owen:** I am saying that it certainly needs more discussion and to understand what the concerns are because I believe that those were not well brought out in debate, so it is incumbent upon this Committee to ensure that it fully understands the concerns and the fears of those key stakeholders in the key primary legislation proposals.

110 **The Chair:** I think what I am getting from this is that you do not agree – I know your Committee stood against the amendments, I suppose in some ways that is obvious – you do not agree with the

decisions of the States in terms of those amendments. You think that perhaps they are mistaken and do not understand the full ramifications.

Deputy Dudley-Owen: I think I made my case quite clearly in debate.

The Chair: Okay, thank you.

Now, the Policy Letter was withdrawn before all of the amendments were debated, so how do you intend to establish which of the remaining amendments would have gained majority support in order to establish the extent that you should perhaps take them into account in any revised policy letter?

Deputy Dudley-Owen: I do not think that that is going to be too difficult to do because obviously we will be inviting States' Members to a series of engagement sessions and within those engagement sessions those amendments will fall into depending on which topic they are, and we will be able to gauge the level of approval for those or acceptance of those amendments or not within those forums.

But I must say at this juncture, we have undertaken significant engagement during the time of this Committee, because we knew that communication was going to be absolutely key to the success of the policies that we brought forward and to try and stabilise education in Guernsey and to drive forward the improvements that were needed.

As I say, we have undertaken, I would say, about 15 presentations in the course of two years and the level of attendance at those has been really woeful by States' Members and significantly so by some States' Members who have spoken out about the proposals, who not only have not attended those presentations but, in addition to that, made no effort to seek out extra information in advance of any of the debates.

The Chair: So, you think if some of the people supporting the amendments had come along to your presentation, they perhaps would not have been supporting those amendments because they would have understood the concerns you had better?

Deputy Dudley-Owen: I do believe that, yes. And it was not just about the Education Law presentation in and of itself immediately prior to the debate; this was about a need to understand how the education system in Guernsey works because it is complex and unique to Guernsey so understanding how, for example, the English education system works is not going to particularly help you in furthering policy and improving education in Guernsey. There are some useful things there but we need to be cognisant of how our education system has developed over many hundreds of years and, in addition to that some of the unique natures of it.

The Chair: So, if I am right, what you are essentially saying is you want to use this time leading up to the re-presentation of the Policy Letter to try and get States' Members to understand better the Committee's point of view, which would point to the fact that your subsequent policy letter that you are going to be presenting may not be very different from the one that we have already seen?

Deputy Dudley-Owen: I would not like to second-guess that or presume that because, of course, we have not started the workshop series and the Committee is very receptive to understanding exactly what the issues are so I would not like to presuppose the outcome of those sessions and what exactly is going to be re-presented to the States.

The Chair: Okay, thank you.

Moving on, then, to the secondary education, Transforming Education project. On announcing the collapse of the relationship with R. G. Falla, Deputy Dudley-Owen, you said that, 'it is not yet

possible to state with any accuracy what the cost implication is', which I think was understandable at that time.

165 The Scrutiny hearing with P&R in March this year brought into the public domain the very significant rise in the costs of a number of capital projects. In amongst them was the Transforming Education, which was at that point forecast to cost £128 million, up from the £101 million that we were told in the last hearing with your Committee last year.

Given that a further three months has now elapsed, can you give me an update on the latest estimated cost for the whole Transforming Education project please?

170

Deputy Dudley-Owen: I am going to ask my colleague, Ed, to speak to this particular area, because of the technical nature of this.

Mr Gowan: Certainly.

175

So, we have, in the spring of this year, conducted a full baseline review of the cost of the programme. For clarity, that is not simply the cost of the building works intended for the Ozouets campus, but for the broader programme. We currently have a range, as you will understand, because there are a number of uncertainties, which we are modelling, and that range varies between a total cost of between £122 million and a maximum cost with all contingencies included of £140 million.

180

The Chair: £120 million to £140 million, thank you. P&R also informed Scrutiny of the issues of obtaining fixed price construction contracts in these post-COVID and inflationary times. You are quoted as saying in the *Press* that, provided the States give the green light to the capital spend in September, you hope to appoint a contractor very soon after. Will you be able to specify a fixed price contract for the Les Ozouets campus?

185

Deputy Dudley-Owen: At this time?

190

The Chair: Well, when you engage with these contractors, whoever they may be, do you have confidence that you may be able to obtain a fixed price contract as we had previously?

Deputy Dudley-Owen: I hope that to be the case.

195

Mr Gowan: Again, so we have engaged with the building market, obviously, in the run-up, as part of the standard procurement process to the issues experienced with R. G. Falla and subsequently in early 2023. At that point in time there was a willingness to commit to fixed price contracts. As you will understand, the terms of standard contracts, arrangements of this nature have various risk transfers and so on, so there is a degree of pricing-in risk. But at that time that was deemed feasible by the potential suppliers.

200

Inflation has clearly continued since then. However, I think it is fair to say that the major dynamics we are facing now we were facing at the beginning of this year. So, as of early 2023, it was possible. Clearly it will be dependent on engagement with the market once we have clarity from the States of Deliberation in September.

205

The Chair: But it is not impossible?

Mr Gowan: It is not impossible.

210

The Chair: No. Okay, thank you.

In the 2021 policy letter, this is where I am trying to get to grips with some of the figures and how they have moved and it is obviously quite complex, there was a total figure given in 2021 for

the Sixth Form Centre, the work at Les Varendes and the autism base, those three items were grouped together, and that was £43.5 million.

215 Now, in *The Guernsey Press* on Friday, you were quoted as saying that the entire cost of the Les Ozouets campus, including the Institute, will now be £100 million and of course the Institute is included in that, which it is not in the first figure I gave you. You say that the Sixth Form Centre represents about one fifth of that, which is £20 million.

220 So, what I am trying to do is work out, what would help at this stage, is how much is the estimate currently for the autism base at Les Beaucamps and the Les Varendes improvements? Another way of perhaps putting it, is that £43.5 million that you had grouped together for those three items, what is that figure now?

225 **Mr Gowan:** I would need to confirm that particular combination after the meeting to the Committee. It is fair to say, though, that the cost of the Sixth Form Centre has not materially increased as part of the wider increases we have seen in the cost of construction.

The Chair: Okay, thank you.

230 Moving slightly away from Les Ozouets, Deputy Murray mentioned in a hearing with the Scrutiny Committee earlier in the year that the costs of the Digital Road Map for primary and secondary had increased substantially. What was the original budgeted figure for the Digital Road Map and, again, what is it now?

235 **Mr Gowan:** Again, I would need to confirm precise figures following the meeting, which we would be very happy to do. The current figure, I believe, stands at about £13 million for all IT investment, including The Guernsey Institute. Earlier figures, I believe the ones quoted in the policy letter, were sub-£10 million.

240 So the difference is twofold. A significant part of the difference comes from inclusion of The Guernsey Institute into the costs because that had been omitted from earlier estimates, and the second was identification through the detailed work for the specific elements of investment required, ranging from network infrastructure through to end user devices. So it was a scope-driven increase, I think is the best way to describe it.

The Chair: Okay, thank you.

245 So, in your update, Deputy Dudley-Owen, you said:

We have taken steps to ensure that our education settings are benefiting from the investment already being made through the Smart Guernsey Programme, whether that be in new devices for staff or improvements to infrastructure and connectivity.

What would I like to know is does this technology infrastructure improvement programme involve IT equipment for students to use at home?

250 **Deputy Dudley-Owen:** We are currently liaising, still, with Policy & Resources. The Digital Road Map has been an extremely large piece of work within the Transforming Education programme, as I am sure that Members would realise. It has been an infrastructure update, as well as hardware and for use within the school environment for staff and students alike. The procurement of student devices has been an area that we have researched more heavily into to ensure that we are seeking
255 best value for money for those devices.

The Chair: But there has been no final decision made on whether students will have their individual devices?

260 **Deputy Dudley-Owen:** The intention is for students to have individual devices. It is a matter of how that happens, whether that is States-procured or whether there could be some other way of

doing it, such as a bring your own device policy for students. Obviously, we need to ensure that there is equity and accessibility, especially for our vulnerable learners. It is really very key that there is an equitable access to all of these devices and, subject to challenge from Policy & Resources, we needed to explore a greater number of avenues.

The Chair: Okay, because in the case of a bring your own device scheme then, obviously, you will be aware that for some families that is going to be exceedingly difficult?

Deputy Dudley-Owen: Absolutely. We are very much alive to that but, obviously, in being challenged by others, then you need to go and do the work, so that is what we are going.

The Chair: Thank you. Finally from me, on this section, will you be able to provide an accurate and final cost of the project to the Assembly in September, to enable the States to make an informed decision on whether to proceed?

Deputy Dudley-Owen: For the entire Transforming Education programme or for the digital project?

The Chair: Sorry, I am going back to the whole Transforming Education programme.

Deputy Dudley-Owen: Obviously, there are rolling costs as we go along and I think that one thing that Ed would be able to speak to is about the constant desire to ensure that what we are doing provides best value for money but still delivers exactly what was required in terms of the integrity and the robustness of the programme. These are costs that we are looking at all the time.

Mr Gowan: Absolutely.

As a programme, we have a principle of reviewing full costs on a regular basis. As I referred to in one of my earlier answers, we last did that in totality in the spring of this year, post the fall out of the R. G. Falla issue, so we could understand that impact on the wider programme costs. The figures from that have fed into the work, which Treasury are working on, to inform both the July and September debates.

So, current, post R. G. Falla figures, will inform the September debate, which I think responds. As Deputy Dudley-Owen referred to, that process was not simply about adding costs because of inflation and uncertainty. That would have been a very detrimental way of viewing a budget review.

So, through that process, we undertook three exercises. One was value engineering, which is looking at how you can deliver physical build without diminishing the quality of the end result but at lower cost and that identified about £2.6 million worth of cost avoidance in the Ozouets campus design. We also undertook a value for money review of all the projects and how they are delivered in terms of staffing mix and so on and identified up to a potential of £3 million worth of cost avoidance there.

Finally, we looked long and hard at how best to use the estate at Les Varendes to make sure we were not spending money avoidably and, again, that helps identify roughly £1 million of cost avoidance. So all of that is netted into the figures, which will be included in the data from Treasury in September.

The Chair: That is helpful, thank you. I think, in fact, Deputy Fairclough has some points to pick up on that.

Deputy Fairclough: I do indeed. Thanks Yvonne and good morning to you.

Just picking up on that particular aspect and you mention value engineering. Have the plans for the campus been scaled back and, if so, to what extent, to make them more affordable? If so, and

you have suggested that they have, through value engineering, I think £2.6 million you said, what specifically were we getting that we will no longer be having?

Mr Gowan: If I may answer?

There are a couple of points I would like to clarify in my response to that if I may. The first is that value engineering is not a process of decreasing the end result. It is a process of identifying more cost-effective ways of delivering the same end result, the same solution. To give a real example, in the case of the Ozouets campus, we have been looking at the option of using compressed wooden construction beams. You will have seen them in airports and the like, where you have multiple pieces of wood, essentially very tightly glued and shaped to replace using steel construction.

During the life of the programme, surprisingly to myself, the cost of steel construction has comparatively come down, compared with a wooden option. It has no difference in terms of the end integrity of the building, the end experience of the student, but it allows us to deliver the same outcome, the same solution for less. That is one example of where we have taken a value engineering option.

So, to answer your immediate question, that I am aware of we have not taken any facilities or elements of the end solution out. So there has not been a cost, sorry, a scope reduction in what is being delivered at the Ozouets campus. But, through the life of the design, we have repeatedly sought to find and remove extraneous cost, through this genuine value engineering.

The £2.6 million I referred to in my last answer was the result of the last round. So that was the result of a round of value engineering we did after the issues of R. G. Falla, and to a large extent based on learning from their proposed solution, so we could understand where elements of their design were more expensive and less expensive than we had anticipated.

But through the life of the programme, we have done that in line with every one of the RIBA stages. As I am sure you aware, a design of this nature is an iterative design. It goes through, I think, end to end, seven RIBA stages. We have currently completed RIBA stage four and in each of those stages there has been a round of value engineering.

So the total value we have taken of total saving we have been able to take or costs we have been able to avoid is significantly more than the £2.6 million. I would need to come back to you after the session to confirm the total, because it has been fed into the build iteratively. But at no stage have we de-scoped the solution, we have not de-scoped the facilities being made available to students.

Deputy Fairclough: Okay.

You may not have de-scoped it, but you used the words 'a more cost-effective way of delivering the project'. I think those were your words. (**Mr Gowan:** Yes.) But to what extent does that compromise, potentially, the future ability of the buildings, let us say, to follow through the example you have used, could we be looking or could the States be looking further down the road at greater maintenance costs as a result of changes that you are making at this stage?

Mr Gowan: I am not aware of any value engineering changes which would have that impact. So we have maintained compliance with all the key design standards we are committed to. For example, the environmental impact and so on and so forth. I am honestly not aware of any change we have taken which would diminish or compromise the end result, both from a perspective of the experience of the student or from the perspective you are describing in terms of future use of the campus.

I would want to double check that with my colleagues, who are much closer to that than I am but, from my knowledge today, I am not aware of any instances that we have made such compromises.

Deputy Fairclough: Okay, maybe that is something that we can follow up after the hearing. You have kind of answered what was going to be my next question, to try and take another example, because I think sitting here and having seen school projects and other States' projects down the

365 years where value engineering has taken place and things have started to get stripped out, for want
of a better expression, what you are saying is you can confirm that no, for example – I just use this
as an example – sports facilities have been scaled back from what was originally intended.

Mr Gowan: Yes, to the best of my knowledge, it has been true value engineering. So it has been
370 truly seeking to deliver the same outcome for lower cost rather than scope changes.

Deputy Fairclough: Okay, and perhaps we could get an exact figure on that, maybe following
the hearing?

375 **Mr Gowan:** Very happy to. We have that data, I just do not have it in front of me right now.

Deputy Fairclough: Thank you very much for answering those questions.

As things stand, P&R has prioritised the schools project ahead of the next phase of the Hospital
redevelopment but it appears that a majority of the Assembly – and this is anecdotal, if you like –
380 would support the next phase of the Hospital redevelopment over the schools, if only one can be
achieved. And I appreciate that is a very simplistic question, probably too simplistic. But can you tell
us why, if it comes down to that binary choice, you think that the schools project is more important
than the Hospital project?

385 **Deputy Dudley-Owen:** Deputy Fairclough, this States' Assembly cannot fail this generation of
children and the Strategy is in place and now we must follow through for all our students. We have
got to stop the politics and we have got to get on with the vision. It is two years since we presented
the Policy Letter for the reorganisation of secondary and post-16, that went over the summer.

We had considerable conversation and debate, looking at very many permutations of different
390 types of model that could be introduced in Guernsey. The States approved the model that the
Committee put forward and, as soon as that approval happened, as you would expect for any major
project, the Committee got on with its work.

That work is now nearly two years old and the Committee did not stand still because it knew
that we had to advance that work in order to inject the much-needed certainty and stability into
395 the education system, the States-maintained specifically. And we are very far advanced with the
implementation of the model now, in terms of the staffing structure. Jobs have been ring-fenced,
roles have now been allocated. This is individual staff members' lives. They have got contracts.

There is considerable risk to derailing the project at this time and not to mention the reputational
risk for Guernsey as a jurisdiction that cannot make up its mind in relation to education. Education
400 is one of the first things that a family will look at when it relocates. They need to make sure that the
education is fit for their children.

If we cannot commit and ensure that we have got that certainty, we become a less attractive
jurisdiction for people to move to, for local families to stay in, because they are unsure of what the
offering is going to be, certainly in terms of attractiveness for staff, because we are not able to
405 provide that certainty for them, they are not able to bed down their roots. That also makes us less
attractive.

There is a resistance to move forward within our States. We let go of selection. It was our possible
Brexit moment. It was a very fine line. And since then I personally, despite having voted to retain
the system, because I felt it was rather risky to let go of a system before we had another one that
410 we could all coalesce around, I understand the need to move forward now, to give the Island
certainty around what we want for our education system, which must be aspiring to an excellent
education system for every single child on the Island and at the moment we are constantly pulling
at that aspiration and we can only achieve holding people back and holding our young people back
from the potential that they should be aspiring to achieve.

415 Just to finish off, the investment in our children is the only thing that will provide us with success
in the Island going forward because of course, in 20 years' time, no one of us will be here. It will be

the next generation of youngsters coming through and if we fail to give them the best education that we can then we are going to be failing the Island going forward.

420 **The Chair:** Just, I feel that some of the people watching this livestream might be asking a certain question and I feel therefore duty bound to ask it on their behalf, which is you say the need to get on, and I think a lot of people will obviously understand that, but do you accept that you had a role to play in why we have taken so long to come to a solution, with your moves against the previous system in the previous States?

425 **Deputy Dudley-Owen:** You are referring to the Requête that I brought, along with seven other Members, to the Assembly. When you are faced with a groundswell of opposition, grass roots opposition, which came from members of the public, making concerns about the travel plans and the accessibility of the two colleges, under the previous Committee's plans, the size of those schools and then a significant part of the workforce starting to mobilise because they felt unsure about the plans going forward, it is incumbent for parliamentarians, for Deputies, to listen to those grassroots concerns and those grassroots concerns manifested themselves in thousands of Islanders coming out in force, saying that they did not agree with the model that had been put forward.

435 **The Chair:** Okay, thank you.
Back to you, Deputy Fairclough.

Deputy Fairclough: Yes, and it is a political question, but I think it is one that has to be asked and, if it does come down to a choice between school and Hospital, how many of your Committee
440 Members support the school option?

Deputy Dudley-Owen: The Committee has not met to have a discussion about that particular issue to raise. We obviously know that one of our Members has publicised their dissent, which has been ongoing for quite some time, but in terms of the Committee meeting to have a Committee
445 position, that has not happened. As far as I am concerned, that is one Member that has voiced their dissent in that way. Nick.

Mr Hynes: I think it is worth pointing out at this stage, really, the impact that this has on staff across not just the secondary phase or the post-16 phase but the primary and pre-school age and
450 the constant uncertainty and instability that it is having on our whole education system. I think what is quite misunderstood sometimes is when we are talking about the Transforming Education programme, people are focusing on just what is happening in the buildings.

The Transforming Education programme has got seven different workstreams and a significant one of those is actually putting in place a new target operating model of staffing for secondary
455 schools and that process has continued, despite the building being paused at the moment because of the situation around R.G. Falla. So we currently have gone through a restructuring of 263 secondary school staff, who now know the positions that they are going to be in within the new structure of three 11-16 schools and the post-16 Sixth Form Centre.

460 **Deputy Fairclough:** We are going to come onto some more questions about staffing, Mr Hynes, I can assure you, and maybe we can pick up on that when we reach that stage of the hearing.

Just to finish this part, and it is a question that again I think needs to be asked: if in September, because a lot of people are setting a lot of store by what happens in the September debate, that debate does not prioritise the schools project what is your Committee's contingency plan?

465 **Deputy Dudley-Owen:** Well, we understand that the presentation of the Policy Letter is not going to be the binary choice. It is something that I have worked hard to make sure is not put on the table, and certainly myself and the President of the Committee for Health & Social Care have

had talks in this relation, especially with Policy & Resources; and as those Panel Members who are also Deputies will have been to the same presentations that we have and it very much felt like the States' Members there, by majority, were not wanting a binary choice either. In actual fact there were other things that they wanted to be considered in the round, in addition to a funding plan that would accompany these capital projects.

So I am very doubtful, extremely doubtful that there would be a binary choice between either/or and if certain of our Deputies decided to take an amendment, obviously to carve out that so that they could reduce or derail the project, then obviously we would have to determine what our position is at the time.

But it must be also understood that this Transforming Education project delivers significant revenue savings year on year and, in these straitened financial times, it would almost be, well it would be extremely ironic for Members to want to carve out a provision that saves money, rather than to re-introduce an alternative money project that will require the Committee to go back to the drawing board.

I think that I said two years ago that the figure was somewhere in the region of £13 million alone that had been spent looking at various models for introduction in a post-selective environment and to think that in these restrained circumstances that we would want to go and spend more money looking at models and to derail the stability, the potential stability of the education system and possibly not deliver the revenue savings that we have calculated to be close to £1 million a year would be extremely bizarre.

Deputy Fairclough: We are again going to come onto some of those savings. The question really was whether or not the Committee has a contingency plan, rather than waiting until September and finding out that maybe education is not prioritised; whether or not there has been any discussion already about what might happen if that does come to pass.

Deputy Dudley-Owen: I think, Deputy Fairclough, it would be presumptuous for the Committee to second guess that Policy & Resources are going to be coming back with something that they have not said that they are and until their policy letter is clearer for what they are bringing in terms of the capital expenditure in September, then it would be very difficult for this Committee to spend considerable time working up a contingency plan and not possibly a good use of public funds.

Deputy Fairclough: Okay. I –
Sorry.

The Chair: I think it is a valid question insofar as the Hospital project and the schools project together are not far short of £300 million in capital terms, which is a significant sum, and it has been made quite clear by P&R that our ability to spend on capital projects is limited and that those two projects together literally outstrip everything else.

It has also been suggested that if we were to go ahead with both of them there will need to be borrowing and the appetite for borrowing is by no means certain so I think that it is a valid question to say that, if in the worst-case scenario, education is perhaps deferred, is there no idea in the Committee of what the course of action would be in that case?

Deputy Dudley-Owen: I think it has got to be clear that we are running out of education estate for our post-16 environment. Ed, would you be kind enough to talk to the condition of some of the estate?

Mr Gowan: Yes. I feel that this also links to Deputy Fairclough's earlier question. If it was made into an either/or, why education?

We do need to be very clear that the investment in the Ozouets campus or in post-16 education facilities on the Island more generally is now at a point of it being absolutely essential. So, currently,

The Guernsey Institute is based at the Coutanchez campus and the Delancey site; both of those are right at the end, if not beyond the end of their sensible use, to the extent that we have material issues with the physical infrastructure of those sites.

So continued use of those sites is both acting in a negative way in terms of the educational experience of our teachers and our students in a post-16 environment; to the extent that some courses cannot be run in certain weather conditions and so on because of the state of those buildings. But also it has taken us into the world of nugatory spend. The longer we are in those buildings, the more money we are spending to keep buildings, which are inevitably at the end of their operational life. St Peter Port School, which is obviously now vacant, is in much the same situation, so it does not provide use with a back door to this. And La Mare de Carteret Secondary School is also, despite investment in the reasonably recent past, reaching the end of its useful life.

So, put really simply, if there is a decision by the States of Deliberation not to invest at this point in time in our education estate, it will simply be facing a bigger remedial bill down the line, probably having spent nugatory expenditure to keep inappropriate facilities going in the meantime.

If I may just touch on the point of what would be done if that vote was not that, I would just like to make two points complementing comments from Deputy Dudley-Owen. The first is it obviously is really important to understand what the Resolution would be. There is a difference between a Resolution, which simply defers investment by, say, 12 or 24 months, to one which puts no date on that at all. So genuinely understanding the nature of any change in position from that proposed by P&R will integrally inform how officers will advise the Committee on how to respond and the Committee's options.

It is also worth saying that, of course as officers, we are having those conversations. But until we have that clarity one can only hypothesise and one can only scenario plan. There cannot be a single back-up plan and I must say I doubt that any back-up plan available to us could address the point I have just made. I genuinely believe we are at a point now where, if we do not make investment in the short term in our physical state for education we will be spending more and we will be wasting money maintaining buildings beyond the end of their lives.

The Chair: Thank you very much.

Deputy Fairclough: Just picking up on, again, something that has been said there regarding the use – and I appreciate we are talking about buildings at the moment and we will come onto some other issues – there was an article in the *Press* on Friday, which spoke a lot about buildings. With regard to the use of La Mare de Carteret secondary site for sixth form students, are you confident that there will be appropriate facilities, particularly where specialist equipment is needed, such as in laboratories and things?

Mr Hynes: Do you want me to pick that up first?

The work we have done across the programme board, we are confident that, for a small financial investment, we can ensure that all the facilities required to deliver that A-level provision can be made at La Mare de Carteret, including any science lab changes that need to be taking place.

Deputy Fairclough: And those would be appropriate if sixth form students were on that site for one year or two years, potentially?

Mr Hynes: Yes.

Deputy Fairclough: You are quoted in the *Press*, Deputy Dudley-Owen, as saying you used a firm of specialist education construction advisors who told you it was better value to use La Mare for one year, rather than Les Varendes, for sixth form students. Did that firm give you an opinion on the value of potentially using it for two years?

Mr Hynes: So the analysis we have received from that firm is based on capital investments, which would not materially change, whether it was one year or two. So whether there would be additional capital cost for a second year has not been subjected to objective external assessment but we are not aware of any increase in the capital investment required. Clearly, the more years you run La Mare de Carteret, the more years' worth of revenue cost you have from running that site. It is self-evident. But if you were talking about one year or two, I do not believe that you would be looking at a material capital investment.

The Chair: Presumably the comparison with Les Varendes was made on the basis of having a separate sixth form at Les Varendes, rather than integrated with an 11-18 school, was it?

Mr Hynes: No. When it comes to looking at the interim solutions available for the sixth form, the two scenarios which we sought advice on were decanting the sixth form to La Mare de Carteret, as we are recommending, and housing the sixth form within Les Varendes. Within the proposed educational model, so with, say, a separate principal management team but accepting integrated use of space. So it is not predicated on creating, as in interim, some form of separate entity.

Deputy Haskins: If I may, Deputy Fairclough, what I would highlight also is that the external consultants that we mentioned earlier did mention that La Mare de Carteret was not fit for purpose for medium or long-term.

Deputy Fairclough: Medium-term being what, three-to-five years? Something of that order, okay.

Now, as a Committee do you think it still makes sense to move part of the Institute of Health & Social Care to Les Ozouets, or would it save money on building costs – we have spoken about potentially saving money – to leave the entire Institute of Health & Social Care co-located at the Hospital in its current, purpose-built setting, where much of the clinical training will take place for that staff group?

Deputy Dudley-Owen: I think it is important to understand some of the complexities about how the Institute of Health operates and obviously the proximity to within the Hospital appears at face value to make sense, and obviously it does for work where they need to be on the ward. But there is a library, a resource library that comes with that, which is not just used by the Institute of Health for medical students, it is used by a very broad variety of different students; those from the Guernsey Training Agency, in actual fact it has been used by sixth form students and returning graduates as well. That needs to have an availability, I think it is 24/7, there is a membership accessibility there, in addition to desktop study that is undertaken.

The Institute of Health forms part of The Guernsey Institute, as does the Guernsey Training Agency, as does the College of Further Education. For the Institute of Health and its students to be able to be based at Les Ozouets campus allows them to benefit from the considerable resources that would be made available to that post-16 campus.

I also know that the Health & Social Care Committee, the phase two modernisation, had been requiring the space that the Institute of Health occupied, which is some 1,000 – sorry, if I give you a figure I might get it wrong – so it is a considerable amount of square metreage, which they wanted to free up to deliver some of their aspirations around augmentation of the size of the Hospital and the capacity that they had there.

At one time there had been a timeline for which they needed that vacated, so that we needed to find a home for the Institute of Health as a sort of precursor for them doing the work. I am not sure what the situation is now. I have heard commentary that that has changed but I have not seen any evidence of what that change is.

The Chair: In discussions I have had with Health, the situation is now that the only thing that would be an issue is the library. A new place would be had to be found for that but the rest could be accommodated, as I understand it.

Deputy Dudley-Owen: And that is a point that is really interesting, actually, because I think that the importance of that learning resource centre is being very much under-estimated. In order for us to continue with degree-level accreditation, we need to have a learning resource centre that meets certain criteria and that particular learning resource centre does, that library does.

We award various types of degrees here in Guernsey, the criteria for which the learning resource centre has to meet. It cannot just be put in a portacabin on a building site, for argument's sake. It is much more than that and we would not want to run the risk of not being able to get accreditation from the universities that we work with because it not only affects the nursing degree qualifications but also our teacher qualifications and also other graduate courses that are delivered on-Island by the Guernsey Training Agency.

So this would be a significant loss to our training aspirations and our current delivery if the learning resource centre is compromised.

Deputy Fairclough: Thank you.

A final question from me for the time being. Has the Committee considered staffing and administering Les Ozouets campus as a tertiary college to potentially achieve efficiencies?

Deputy Dudley-Owen: No. The idea of a tertiary college is that you would run all of the education elements under one governing body, so as one element and there has been discussion about this over the years.

We are trying to introduce some certainty and stability into our system, not to explode it. Now, if a future Committee decided, a future States decided at some point in the future, once the changes had been embedded in the Transformation and the improvements had been realised that we are aspiring to, that they felt for Guernsey a tertiary model of post-16 education was right for Guernsey, that would be for them to decide.

This Committee has not considered in any depth whatsoever the rolling together of the Sixth Form Centre with The Guernsey Institute. There are some really complex factors that need to be considered in merging those provisions, such as contracts for staff between the two organisations, how the Guernsey Training Agency works.

We are working our way through the bringing together as one the three elements of The Guernsey Institute, which is a considerable job of work, and it is succeeding, let alone bringing together the newly formed Guernsey Institute together with the Sixth Form Centre, whilst still trying to extricate that as a standalone from the 11-18 that it currently stands as part of the existing Grammar School and the sixth form extension that we refer to as the Island Sixth Form Centre.

So, I think there has to be some pragmatism and realism injected into what is achievable and what the art of the possible is, in a way that brings the majority of people along with you for the most impact and most positive benefit for our Island children, because it is all about them.

Deputy Fairclough: Thank you.

The Chair: Michelle?

Ms Le Clerc: During the 2021 education debate, the President said:

We are confident that any potential for savings and reinvestments in the system are substantial.

I think you just reiterated earlier on, in an earlier question, that significant revenue savings year on year can be made. Have you quantified the benefits that can be achieved by the new model, compared with the existing model, and what are they?

675 **Mr Gowan:** Absolutely. So, in the 2021 policy letter there was a commitment to the secondary educational model being cost-neutral.

We are outperforming that. Our model shows that we should be able to decrease running costs by *circa* quarter of a million a year. I should note, however, that some of that has been identified for reinvestment into the wider education system, but on a project-specific level we are offering up recurring savings for use by the States as is appropriate.

680 Similarly, we are currently in a position, when we look at The Guernsey Institute, we are currently modelling/forecasting that we should be saving between £800,000 and £1.1 million per year compared with the costs prior to introducing the model. So those two significant changes to how we deliver education are in both cases going to deliver significant recurring benefits to the financial position of the States.

685 **Ms Le Clerc:** Okay, so what is the current annual revenue cost for the existing model for secondary education?

Mr Gowan: I would have to defer to colleagues on that.

690 **Deputy Dudley-Owen:** Can we after the meeting –?

Ms Le Clerc: Come back to us. Yes.

695 **Deputy Dudley-Owen:** Thank you.

Ms Le Clerc: And just another supplementary on that. With the school rolls forecast to fall by about 20% over the next 25 years, do you think that the four-building model is the most economically efficient, in terms of staffing and maintenance?

700 **Mr Gowan:** In terms of staffing, I would need to defer to my colleagues on the left because they are the educationalists. In terms of whether we will have an efficient estate with the forecast population, is a yes. I think that having a single sixth form, which is taking students from all the 11-16 entities will help safeguard the coherence and the efficiency of running that sixth form provision with fluctuations in demand but I am not the specialist on educational staffing, my colleagues are.

Mr Hynes: So the question you are asking is whether it is the most efficient model –

710 **Ms Le Clerc:** Because we have got a falling register of pupils that will be attending over the next 25 years.

715 **Mr Hynes:** So we are confident that the model we have done so far across each of the constituent parts of the Secondary School Partnership will, as we have said, deliver those savings across that staffing structure. We would have to review, as time went on, according to each of those different years when that may shift, that we are confident that the model we have put in place, as directed by the States is the most efficient with regard to staffing.

The Chair: And so, that's in terms of the number of schools. So you are going to have three 11-16 schools, so there is no real difference between that and having, say, two 11-16 schools?

720 **Mr Hynes:** There would be, yes.

The Chair: But as school rolls in the future, that is a possible area for savings while keeping the numbers lower?

Mr Hynes: Possibly but we are not modelling those at the moment because that is not what we have been directed to look at.

The Chair: Okay. That is fine.
Thank you.

Ms Le Clerc: I will move on now to the Ofsted inspections. Happy to do that, yes?

Deputy Dudley-Owen: I was just thinking about additional factors, Deputy Burford, in relation to school numbers, is that actually we have got a bulge coming through at the moment of our students, which I think is set to complete in 2030 and there we stabilise for roughly equal 11-16 schools and thereafter, obviously, we have got to be cognisant of the fact that the States has agreed a net migration of 300 per year and therefore we would anticipate there would be some consistency in terms of the number of children in our system for quite some years ahead and if we were to start dipping below what we are now significantly, once the bulge has gone through, then I think that the Island would have some considerable concerns in terms of its ability to achieve any long-term success or economic gains.

The Chair: Thank you.

Ms Le Clerc: Do you want me to carry on or are we going to take our break?

The Chair: We will just go through these.

Ms Le Clerc: Okay. So we are moving now onto Ofsted inspections. A year ago Ofsted reported that the quality of education at St Sampson's High School is not good enough. When will pupils and their parents/guardians have confidence that the young people attending St Sampson's High School will start receiving at least a good enough education?

I need to declare an interest here, I am on the Baubigny Schools Committee and I know there is good work but we would like to hear it; what progress is being made?

Deputy Dudley-Owen: And I will declare the similar interest in that you and I both sit on that same schools committee and, before I hand over to the Director of Education, the school obviously received an Ofsted inspection report this time last year, which was below what we would have wanted and it was in line with our expectations and we have known for many years preceding this Committee that the school was requiring extra assistance and work had been put in place and strenuous efforts had been made to put the structures in place to support that school.

Now, we are pleased that there has been a monitoring visit from Ofsted very recently. I will hand over to the Director.

Mr Hynes: Obviously, as part of the contract we have got with Ofsted, all of our schools will be inspected over the four-year period. In addition to that contract we have with Ofsted, where a school receives an inadequate judgement, we will instigate a monitoring inspection visit and that monitoring inspection visit will take place within a window that we have agreed with Ofsted that is aligned with what happens in England.

There was a monitoring inspection visit in St Sampson's just last week and we are hopeful that we will get that report back from Ofsted before the end of term, which I am hopeful that that will give the community and children and young people confidence that the school is making good progress against the areas for development that were identified.

The Chair: So have you had feedback on that?

Mr Hynes: We have had feedback but I am not able to share that.

780 **The Chair:** No; which leads to your hopes that ...?

Mr Hynes: Yes.

785 **The Chair:** Okay, thank you very much.

Ms Le Clerc: You said it was a four-year programme. Can you give us a date when all those reviews are likely to be completed?

790 **Mr Hynes:** So all of our schools and settings will undergo external inspection through Ofsted in the four-year period that we have got the contract. We have had to move the contract back/forward slightly, because of COVID, and we had to pause the start of the contract because they were not able to inspect at that time. So, over that four-year period, all of our schools and settings will have at least one full inspection.

795 As I said, when schools may receive a judgement which is inadequate we will also follow that up with the monitoring inspection visit, which will specifically look at the areas of development that Ofsted found were inadequate at that time and the report will then say what progress the school was making.

800 I think it is important to note, as well, that it would be our intention that, following the monitoring inspection visits, if good progress is being made, we would seek to do another full inspection of those schools over a period of time before the end of the contract, to give the community and children and young people further reassurance, that that school and any school is now good.

Ms Le Clerc: Okay. Please continue.

805 **Deputy Dudley-Owen:** May I just add, because this is something that has come up on a number of occasions that we have answered is that the Committee do not know what school is going to be inspected next. We do not have an agreed schedule that this school will go next and so this is something that the Committee keeps to itself. We do not know at all and neither do our schools that remain to be inspected.

810

Ms Le Clerc: In view of there have been quite a few negative comments, particularly in the UK, around Ofsted, do you still believe that Ofsted is the right inspection regime for Guernsey? Is it fit for purpose for Guernsey? Do you anticipate that you might extend the contract for another four years?

815

Deputy Dudley-Owen: Before I hand over to Nick as our technician in this particular area, because obviously as an educationalist his view would be much more detailed than mine, it has also got to be recognised that the Ofsted contract, the onboarding of Ofsted was approved in the previous Committee. This Committee had to operationalise that and in operationalising that, guidance has been worked up that is specific and unique to Guernsey, with Ofsted.

820

The framework that we use is the same but actually the way in which we report and how it works is different from the UK and certainly we have seen in the UK, I think, one publication that maybe Ofsted in the UK, in England, should be moving to the type of reporting that they have here in Guernsey because it is much more detailed and informative.

825

Mr Hynes: Thank you.

I think it is important to recognise that we have an external inspection framework because we are charged to do that within our current Education Law. So we engaged with Ofsted, as Deputy

Dudley-Owen said, with the previous Committee and then put the contract in place when shortly after the new Committee came in place had to pause because of COVID.

The negotiations that took place up until that time with Ofsted were about creating a framework, which was fit for purpose for the Bailiwick and there are some quite significant changes within our framework, when you compare it with the framework in England, which may have caused some of the challenges that England teachers are now facing.

So, for example, we do not have a single judgement, which is one of the things that teachers in England are calling for. We have five judgements across the different areas and not one overarching one. We also do not have categories of special measures necessarily, but we recognise that any school with the inadequate judgement would get that additional, focused support we put through our internal systems.

One of the key things to say as well is that Ofsted, as a result of the difficulties that have taken place, are now reviewing what they are doing and how they are doing it. One of the main teacher unions at school have actually referenced nationally the framework we are using in Guernsey as a way forward that Ofsted might like to look at applying the framework in England, because it reduces the levels of stress that head teachers may feel as a result of an inspection in England.

What we find in Guernsey is, yes, there is also a higher level of scrutiny that head teachers may feel as they are awaiting a call from Ofsted; however, in the majority of cases what we have found from our head teachers and teachers who have heard that is that on the whole it has been a really positive experience, identifying where they are doing well and where they can improve.

So external inspection and scrutiny is never necessarily something somebody welcomes but our schools actually are flipping that and saying it is some of the best CPD they have had as a result of some of the Ofsted recognising, even though we have had some quite challenging inspections.

Ms Le Clerc: Okay.

Yes, Deputy Haskins.

Deputy Haskins: Thank you, if I may, Michelle.

I would also highlight that even in England, I think it is 85% of heads strongly agree or agree that the benefits of their inspection outweigh any negative aspects and 93% said it would help improve provision further. So I just think it is important to note that the schools think it is important. We think it is important that we know the current status of our schools, so that we can focus resources, staffing support to those schools that need it most.

Ms Le Clerc: And do you get much feedback from parents on the Ofsted reviews?

Deputy Dudley-Owen: Well the negative ones, understandably we had considerable feedback from St Sampson's Ofsted. It was a school that we had been aware of and it was not a surprise. But when I say considerable, it was not hundreds at all, I think I had less than 20 but each one of those had to be recognised and acknowledged and responded to in a sensitive way.

It is very important that we support our school community and it is a plea that I have made to Guernsey, as a whole, that we need to support our States-maintained education system. It is so important. And especially any schools because it takes the whole community to raise a child. It is not just incumbent on the Government or the school itself.

The Chair: Okay, thank you.

I think that is a suitable point to take a break. Perhaps if we could come back in five minutes' time, just after 20 to 11? Thank you,

*The Committee adjourned at 10.36 a.m.
and resumed at 10.43 a.m.*

The Chair: Okay, thank you everyone.

I would just like to start by following up very briefly on the Ofsted question. You said that you were not surprised by the outcomes, so you had obviously been aware in advance before the Ofsted
880 report on St Sampson's, but once you had the report you have put some additional resources in. Can you put a figure on those additional resources in terms of cost?

Mr Hynes: If I can just rewind back a little bit because it sounds like we did not do anything until the inspection, which is not the case. We have an internal support challenge monitoring system
885 across all of our schools and then we categorise our schools into three different categories, which are the universal support, enhanced support or focused support.

So, prior to the inspection that took place in St Sampson's the school were already under focused support and already receiving additional support from officers working with them regularly around some of the areas that we knew needed to be developed. Since that time we have had officers
890 working in the school for longer periods of time and we have also looked at how we can use the Secondary School Partnership and the strength of the Secondary School Partnership to learn and support each other across that partnership.

So there is not any significant additional financial resource that I can put my finger on without creating a list of the additional support and challenge that we have put in place since that but it is
895 fair to say that it has not necessarily been flooded with thousands and thousands of pounds with additional posts that have gone in. If that is the question.

The Chair: Thank you. Right, I would like to move onto the Guernsey Young People's Survey – I am sorry, Michelle, did you want to ...?
900

Ms Le Clerc: I think Deputy Dudley-Owen has got some figures on the revenue costs.

Deputy Dudley-Owen: You asked about the annual revenue costs for running the Secondary School Partnership, which obviously is the secondary schools and the Sixth Form Centre, minus
905 St Anne's, is £16.43 million.

The Chair: That is fine. Thank you very much for obtaining that.

So, the Guernsey Young People's Survey from 2022, which was published earlier this year, it showed that a third of Year 8 and Year 10 students, that is students in the 12-15-year-old age group,
910 reported that they had been bullied at or near their school in the last 12 months and that is a rising trend. What do you think is causing the increase in this type of behaviour?

Mr Hynes: I think it is useful to categorise, first of all, what we mean by bullying. We were looking at that definition across as part of the programme and the Children and Young People's Plan. Repetitive, intentional hurting of one person or group by another person or group. I think one of the things we are aware of from the previous Children and Young People's Plan, irrespective about whatever the percentage is, we always need to try and work to prevent any bullying at all.
915

There are already programmes that we have already instigated as part of the Children and Young People's Plan and that was part of the Heroic Imagination programme, which is calling out poor behaviour and trying to be proactive to prevent bullying rather than deal with some of the bullying issues that are going on.
920

Now, I could not necessarily put my finger completely on what has happened with regard to bullying, about why those numbers may have risen. I think it is fair to say as well that very often the most reported cases of bullying we get across schools, which we track really carefully, are during
925 Anti-Bullying Week and sometimes that is because children and young people are heightened with regard to awareness of what bullying is and therefore we get more incidents reported, so we need to work really carefully with children and young people to understand what bullying is.

I would say, though, it is not obviously very welcome at any point in time to get those sorts of things around bullying, but this issue in particular, and we have done a lot of work across the whole
930 Bailiwick, this survey is across all school settings, including our colleges. It is also, I think, bullying in particular, when you see it in school it is actually a microcosm of what society is and we cannot necessarily say that children are being bullied because of what is happening in schools but also those wider societal issues that we need to be aware of and I think there is a responsibility across the whole community, including adults who may post things on social media at certain times, to act
935 as better role models for children and young people.

But it is something we are really cognisant of that we need to work across the whole of the community and work with parents and those members of the community to try and reduce it

The Chair: So are you also saying that, in terms of the numbers, some children may perceive
940 something to be bullying, which you might not consider it meets the threshold of what you consider is bullying?

Mr Hynes: Whether it meets the threshold or not, if they are reporting an incident, which is unpleasant to them, it is important and we need to tackle it. So it does not actually matter whether
945 it is bullying or not. The data is the data and we cannot argue because it is self-declared about how they feel about incidents that have happened to them at school or near school, so it is obviously not acceptable.

What we need to do, though, is look at how we, from an internal factor, within and across Education, need to look at how we can minimise those and then how we can proactively ensure that
950 children and young people do not undertake those sorts of behaviours in our schools. But there is a wider and bigger picture here around how society and the community acts and their responsibility to ensure that children and young people and their children going to school recognise what is acceptable and not acceptable. Very often school is a microcosm of what we are seeing outside in the community.

Ms Le Clerc: Can I just add another question and just say: are your head teachers and your staff
955 getting the support that they need when they ask parents to come into the school to discuss bullying issues?

Mr Hynes: We give our schools and our head teachers and senior leadership teams as much support as they say they need with regard to dealing with those incidents. All of our head teachers have the autonomy to deal with those incidents within their schools and that is something which is obviously delegated to them as the leader of those schools. They are the best placed people to deal with issues that are going on in their schools on a daily basis.

However, where there are incidents where they feel they need support because there may be a particularly aggrieved parent or a parent who may sometimes be aggressive then, yes, we provide support in those meetings to try and support the messages they are trying to get across to those parents and also to try and create some sort of resolution because it is never good for neither parents nor senior leaders in our school to have misunderstandings or areas where they cannot
965 then welcome back that child into school proactively.

The Chair: Thank you.

I think you would likely agree that pretty much across the board the survey results were the most concerning for Year 10 girls, that is girls aged 14-15. Just by way of some examples, only 21% of
975 Year 10 girls enjoyed most lessons, compared with 40% of Year 10 boys; 32% of girls said they had been bullied, compared with 21% of boys; only 14% of girls think bullying is taken seriously by the school, compared with 31% of boys; and only 16% of girls have high self-esteem, compared with 41% of the boys. And there are a higher number of Year 10 girls who are smoking, vaping, drinking or taking drugs than Year 10 boys.

I know that comes as no surprise to you but the question is are we letting girls down and if so do you think the measures outlined in that report, the Young People's Survey report, are going to be at all effective in improving the situation and over what timescale?

Mr Hynes: So, when we carried out the Children and Young People's Survey, we have an overarching report for the whole of the estate, including all of the state schools. We then have a separate report, a separate report for primary, and each of the individual schools also get their individual report, which highlights where there may be various things that are unique to that school.

We were aware, across our secondary school phase in particular, that there were some challenges and issues, particularly related to Year 10 girls and those schools were already trying to engage and look into see how they could support those young people through some of the issues that have been reflected within the Children and Young People's Survey.

However, as a result of the survey, those individual schools now also have their reports, where they can pinpoint whether there are any specific year groups or whether there is one year group in one school, which is skewing the results significantly. So, whether it is just one Year 10 or two Year 10 groups of girls, in two schools rather than across the whole board. So schools are now putting in place plans in order to remediate some of those issues that you talk about; very specifically and on bespoke targets so that they can really get down to what is happening.

I do think that some of the negative feedback across the board in the Children and Young People's Survey this time is as a direct result of COVID and a direct result of we know that children and young people who have a lower self-esteem have a higher level of mental health and wellbeing concerns than they might have previously. I think that has played out within this report and most particularly played out within that Year 10 female cohort.

Because, although you are right, it is not pretty reading when you look at those individual questions across those, it is in some cases, particularly in some year groups and with some boys for example, their attitudes have increased or got better. So we do need to be really careful about drawing conclusions without looking specifically about what is happening for those year groups in individual schools, but they are putting those plans in place.

The Chair: And it is reassuring to hear that it is being looked at on an individual school basis and I accept, to a degree, the point you make about COVID. But if you look at the historic stats, it was a trend before COVID.

Ms Le Clerc: If I can just ask as well, just looking at some of the results that were also, I think, in the strategy report, is this feeding through to exam results, some of the issues that are being highlighted in these surveys? For example, you can see A-level grades deteriorating, and I expect some of that is as a result of COVID, but is it also as a result of some of this low self-esteem, some of the behavioural problems at the schools?

Mr Hynes: I think looking at exam results from the previous two years at the moment need to be looked at with a great deal of caution because of the way that examinations were undertaken over the previous two years; firstly by the assessment-only route and otherwise. But we would say that there may have been an impact. I would not like to draw any conclusions necessarily.

I think what will be interesting, obviously, when we look at the next set of examination results, is that Year 10 cohort of girls are now Year 11 and sitting exams this year. So it will be interesting to look at when we start disaggregating that data, whether there is any significant increase or decrease across those particular cohorts, whether it is boys or girls or children in receipt of Uniform Allowance, or children who have got English additional language –

The Chair: And that is something you are very alive to?

Mr Hynes: What we do at the end of each examination period is pick apart all of the data across all the different groups and all the different areas so that we can say that group has performed particularly well or that group has not performed particularly well and therefore we need to see what we can do to ensure that that group is not disadvantaged next time.

Ms Le Clerc: Are you finding ... you must do benchmarking against other jurisdictions, and are you seeing a trend in other jurisdictions, particularly on these Year 10 issues?

Mr Hynes: We have not done any benchmarking, particularly, across that cohort and sometimes, with Guernsey being small, we do get some cohorts travelling through our system at different times who raised flags and are different to other previous cohorts. We only have about 550-600 children in each cohort. So, in percentage terms, you only need six young people to account for 1%.

So we need to be quite careful when we look at data in Guernsey around any conclusions we are drawing from the data. But we will be looking at each individual case and each individual set of data to see what can happen. We have not got any benchmarking with England directly around that, partly because they report examinations in a different way, which will change this year for Guernsey.

Ms Le Clerc: I was thinking in particular Jersey and other small jurisdictions. Just to clarify this report, does that exclude the independent schools?

Mr Hynes: No, it includes.

Ms Le Clerc: It does include.

Deputy Dudley-Owen: May I just add very quickly, because of course, as Nick has repeated on a couple of occasions, this is a microcosm of the community, isn't it? The greater society. We know that our young people are under an increasing amount of pressure from the digitisation of their social lives, increased use of pornography, increased use of unpleasant behaviour online and we also know from reporting into our schools that the disproportionate amount of time that they have to spend clearing up disputes that happen online, outside of school, that are brought into the school environment.

We also know that at this age Year 10 girls and, obviously we do not survey Year 9s and Year 11s, but they are extremely susceptible and very sensitive at that age of very important development as adolescents and often issues with their male counterparts do not manifest themselves until a little bit later on in their lives.

But it is something that, as a community and as a society in Guernsey we need to be very cognisant of how we are supporting our young people. So, again, I will say it is not just about what we do within the school environment, it is around parental and family responsibility and friends' responsibility about supporting those young people, in addition to the over-use, misuse and abuse of devices.

The Chair: Okay, thank you.

Sticking briefly with the Year 10 girls' cohort, the percentage of respondents who have at least one special educational need or disability, has risen from 2% to 17% in just nine years, according to the survey. That is an increase of 750%, if my maths are right. What do you think the reason for that astoundingly dramatic increase is?

Mr Hynes: We first need to remember that these are self-declared, so these are children and young people who are declaring themselves that they have a special educational need. Over time, as the understanding about what an additional need might be, children and young people recognising whether they have an additional need or not, I think it is becoming less of an issue,

whereas previously children and young people would not like to say, 'Yes, I have got an additional need.' I think children and young people are far more –

1085

The Chair: Even in an anonymous survey?

Mr Hynes: Yes, I do not think children and young people, necessarily, as long as 10 years ago, would recognise that they had an additional need or would declare they had an additional need. I think things have changed quite rapidly and differently over that period of 10 years, where there is less of a stigma attached to recognising, 'I need something different or additional,' in order to access education. And I think no more so than in recognising that special educational needs is a spectrum, which contains a wide number of different areas of needs. One of those core areas is social, emotional and mental health needs.

1090
1095 That is something which I do not think was necessarily recognised back in 2010. When you asked children and young people, 'Have you got a special educational or additional need?' they would think about reading or writing or maths or, 'Do I need help within the classroom to access that learning?'

1100 I think certainly the work we have done with children and young people, not just within schools but across the community, is recognising the importance of mental health and wellbeing and engaging with children and young people about their mental health and wellbeing and saying, if you do have an issue around your social, emotional and mental health needs, it is okay to say and it is okay to declare that you need some support.

1105 I think that is possibly one of the reasons why it is reflected up into that range. What I would say is looking at the data that we have pulled off across special educational needs as recently as May, our overall data across secondaries is showing that 17.6% of our secondary cohort now have an identified special educational need from a services perspective, not a self-declared perspective and 20% of our primary cohort have special educational needs.

1110 So whilst there has been a slight reduction in that because of the ways we are working with schools and the autonomy we are giving to schools to support those children with special educational needs that figure does not seem outrageous with regard to the amount of special educational needs. We have got across the whole estate now.

Ms Le Clerc: Again, declare an interest because I am on the Baubigny Schools Committee, with Le Murier we know that, pre-COVID, there were about 88 pupils at school and we know, September, they are looking at, approximately, 123-125 pupils at Le Murier, with no plans, I believe for expansion of the school. So how are we expected to accommodate these additional pupils, particularly within Le Murier School with those special educational needs?

1120 **Mr Hynes:** The school was built for the number who are going to be welcomed into school. There is room for that number of young people within that school. So to say to children, young people and their parents that there is not room for them to be appropriately accessing learning would not be correct.

1125 When the school had a lower number of children and young people with special education needs, there was additional space in the school. It is also worth raising that the school has also undertaken to allow those children and young people who require support, between the ages 16-19, rather than transfer onto the College of Further Education access groups, those young people with higher level complex needs, speech/language/communication difficulties and those who may need a higher level of care are also included within that group at Le Murier, who were not included in there when we were counting those 88.

1130 So, in that time period, we do constantly need to look at the estate and look at ensuring the head teacher at both Le Murier and the Rondin, have the necessary space they need to accommodate and support those children and young people. But we also need to make sure they have got those appropriate resources in order to meet the level of need and that is what we work

1135 on on an annual basis with the school, because whilst you may be welcoming a cohort of young people in, a cohort of young people will also be leaving at the other end.

1140 So the numbers have gone up twofold because of identifying and keeping those people at an older age group there, but also that there has just been a higher level of young people coming in at Year 7. That is scheduled to drop down in the next few years as well. So we would see a reduction in Le Murier, moving forward.

The Chair: Do you want to carry on?

1145 **Ms Le Clerc:** Yes. So just picking up on low self-esteem, young people, their mental health. The Guernsey Youth States voted 16-0, with one abstention, that every child and young person should have the option to speak to a trained professional regarding their mental health, should they need it. Do you agree and, if so, how would you facilitate this? Perhaps Deputy Haskins might like to give us some thoughts on that?

1150 **Deputy Haskins:** Sorry, just conferring with my colleagues; 16-0, I think that is quite an impressive result. (**Ms Le Clerc:** It is.) Would I agree? Yes. And do I think that this is already in place in our schools? Yes. So, I am not quite sure what else you would like comment on?

1155 **Ms Le Clerc:** I think it is perhaps working with colleagues from HSC. Perhaps, Deputy Dudley-Owen, you would like to –

1160 **Deputy Dudley-Owen:** Yes, I think it is about that working partnership with HSC but also being cognisant of the emotional learning support assistance and mental health learning support assistance that we have invested in in our schools so that there is a greater level of pastoral support than there ever has been in the school and a greater awareness that, unless a child is in the right place to learn, once they come into the school building, learning actually has to come second to being in the right emotional state and it is certainly something that this Committee has been cognisant of, especially using the COVID recovery monies, in investing in certain areas in that way.

1165 The close working together with HSC is something that we wanted to achieve via our Education Law policy letter, the proposals, and unfortunately, with the motion to withdraw that, we will continue with our efforts to work with the Committee as we do but what we cannot be reliant on into the future, to ensure that all of our young people have the right access to the support that they need, is just good working relationships between colleagues who get on.

1170 There has to be proper systems in place, with proper funding attached to it, to ensure that the policies and that the processes have a greater longevity than just the goodwill of the people currently working in the service. You create single points of failure then and that is not acceptable when you are delivering really important services. I think that Nick would be able to speak to some of the technical detail behind all of that.

1175 **Mr Hynes:** I do welcome the question because this is an area, which we have significantly increased our resources, recognising some of the mental health and wellbeing issues that are facing our young people. So irrespective of the surveys are things that we have been working on over a period of time. So we now have mental health and wellbeing co-ordinators in all of our secondary schools who are going through a qualification in conjunction and in partnership with the Youth Commission.

1180 We have got emotional literacy support assistance in all of our schools and that was something we increased as part of our COVID recovery funding. We have got MELSAs – mediating learning support assistants – in all of our schools, who are supporting any areas around the Heroic Imagination and bullying as well. We have also got additional LSAs across all of our primary schools.

1185 We uplifted by 22 full-time equivalent across all primary schools as part of the additional funding

that we were given through the States, following COVID, recognising that some people needed digital support and needed that time to speak to those trained professionals.

Now, I was at the Youth Forum last Saturday and some of these were shared with me and I think it is really important, and I do not mean to keep trying to push the buck, but I think the mental health and wellbeing of all of our children and young people is a responsibility of all Committee areas and across the whole community. We are working closely with HSC, as part of the post-Nasen review to look at how we can formally or informally integrate some of those services across Children's Services and HSC and Education to ensure that we are meeting the needs of those young people and being as efficient and effective as we can.

That means working with those services, such as CAMHS, more closely and also making sure that any support that they are putting in place across HSC is tailored and included in a single plan for those young people.

Ms Le Clerc: And is that at officer level, Nick, or is that at political level? Or both?

Mr Hynes: It is both, because obviously the Committee are aware of the money that we bid for through COVID recovery and signed off and hold us to account on a termly basis around the impact that that COVID recovery funding is having, particularly around mental health and wellbeing. And we are also making sure that our Mental Health and Wellbeing Plan that we are putting in place, we are taking to the Youth Forum to look at and say is this something that meets your needs?

That will be seen alongside the broader States of Guernsey Mental Health and Wellbeing Strategy that is being led through Public Health. The issues that are being recognised across the whole Committee, the whole Island strategy, are being played out within our own policy.

Deputy Fairclough: Can I just ask one very quick, final question on this area, if I may, and it comes back to Deputy Haskins' answer? Could we be clear sitting here today, across all settings within education, does every child and young person have access to a trained professional regarding their mental health? Someone they can go to, who is not their teacher, who is not their parent or carer?

Mr Hynes: Okay, so it depends on what you classify as a trained professional. We have emotional literacy support assistants across all of our primary schools and secondary schools so, yes, and they are trained professionals. But they are not trained professionals in the fact that you may say there is an accredited medical award. However, there is an accreditation that goes to part of that, which means that those professionals, those learning support assistants who have been trained within that programme are available to speak to those young people, yes.

There is a higher level of support across our secondary schools, through the mental health and wellbeing co-ordinators and practitioners, who are doing the equivalent of an MA in order to support that higher level of need in our secondary schools, who would then work very closely with the Youth Commission colleagues and CAMHS to make sure that that higher level of need is met.

So, yes, across all of our schools there is opportunity to speak to somebody if you have a mental health or wellbeing issue or difficulty that you want to raise. The level of how it might be dealt with is different across our primary and secondary phase.

Deputy Fairclough: Okay, thank you.

I would like to turn to sport now, another part of your mandate, which sometimes gets overlooked with the very many things going on within Education, of course, and the Island Games is soon upon us, at the end of the week it is starting and we wish our athletes luck, of course, and look forward to welcoming competitors and teams from all over.

Now we hope and believe that they will be Inspiring Islanders, as is the catchphrase for the Games this time around, but I think it is fair to say the level of effort and the costs of hosting such an event are justified not only by the event itself but because of the legacy provided to Island sport.

Now, the legacy, one would presume, surely starts with our children and in August 2020 the previous Assembly agreed the sports strategy Activ8, a plan for the then next 10 years. The agreed funding was £1.15 million over that period, but with a clear statement that this may lead to further capital and revenue funding requests.

So Activ8 is the 10-year strategy for sport agreed by the States to deliver social health and longer term financial benefits. What are your plans to continue to deliver its objectives and how will this be possible in the light of significant sports budget cuts?

Deputy Dudley-Owen: Thank you.

It is clear that this matter has become public and rather contentious actually, and it is not surprising given that it is juxtaposed to the Island Games and that wonderful event that we are going to be celebrating next week and hosting next week.

I think we have got to start from the beginning about what the relationship is with the Guernsey Sports Commission. The Committee provides two tranches of funding, separate funding being the general grant and also the Sport in Schools grant, which come from within the Education, Sport & Culture budget and they are subject to separate SLAs, and the Activ8 strategy was a proposal that was brought by the previous ESC Committee and President and was unanimously supported at the time in the States, at the end of the last term, and the funding that was agreed was three years' worth of funding, that you have quoted the figures for there. Then it expired after three years.

We are now in that expiry period. So if we did nothing now there would be no further funding for the Activ8 strategy but the Committee has decided by a majority to approach the Policy & Resources Committee to release funding as part of the Government Work Plan to the extent that it will be a funding level that is reduced from that agreed in the States for the three-year period but also that it would be subsumed into the Committee budget so we would not have to be going to the States to ask for future funding to support the Activ8 plan for sports.

So I think we have got to be quite clear about the mechanism and where the responsibility for the funding approval lies at the moment, although of course the Committee hopes that that will be delegated to the Committee. We also need to note that we are currently undergoing conversations with the Sports Commission on the level of funding that was put into the GWP. We had to put a figure in and this Committee, based on the outcome of those talks, may actually come back with an amendment to that figure in the September debate, to increase that as a result of the talks.

Deputy Fairclough: You mention the September debate but won't that be too late, given that the Sports Commission will have discontinued its efforts in secondary schools with the last of these lessons finishing at the end of this term? Plans have to be made.

Deputy Dudley-Owen: Absolutely and we absolutely need to continue talking so that that does not happen and to ensure that there are plans in place because, obviously, we need to be cognisant of what the impact of the funding proposal is on the Activ8 strategy but also mindful of the fact that there are two separate funding pots that already have been approved and, in actual fact uplifted, by 5.5%, to reflect inflation at the current time. The talks continue and we hope to be able to come to some sort of resolution on the matter.

Ms Le Clerc: Can I just clarify? the Sport in Schools budget has not been cut or has been cut, because you said there are two separate budgets? There is the Activ8 and the Sport in Schools –

Deputy Dudley-Owen: Three.

Ms Le Clerc: Right, three budgets. So where has the Sport in Schools budget been cut?

Mr Hynes: I think it is worth clarifying that because I think there has been some misunderstanding about what has been cut and what each part of the agreement with the Sports

1290 Commission covers. There are actually three different funding streams that the Sports Commission have at the moment. There is the substantive general grant that they get, then there is the Primary Schools Partnership, which is an existing service-level agreement in place until the end of December 2025 and then there is the funding, which is facilitated through Activ8.

1295 So the service-level agreements that I oversee from an Education perspective are the Primary Schools Partnership funding, which is through until December 2025, which has not been cut. The other two aspects sit with the Sport & Culture mandate, which is the Activ8 funding and the general grant funding?

Deputy Fairclough: Could you possibly give us those three figures, Mr Hynes?

1300

Mr Hynes: I can give you the figures – I will be corrected – the general grant funding at the moment is £267,800 and the Primary Schools Partnership funding is £234,200. I think the Activ8 funding is well-publicised. I have not got that figure in front of me but I know colleagues here have got that.

1305

Mr Hackley: It is £247,000 at the moment.

Deputy Dudley-Owen: It is a figure that has been put into the Government Work Plan.

1310 **Mr Hackley:** Just to be clear, again. There are no cuts because there is no budget. The budget expires at the end of 2023. So we are not talking cuts, we are talking a renegotiated agreement. As Nick has pointed out, PE in schools remains the same, the general grant remains the same. As Deputy Dudley-Owen has pointed out, RPI has been applied for the first time to the amount and the Activ8 fund proposed in the Government Work Plan, as Deputy Dudley-Owen says, subject to negotiation, is £124,000 for 2024, reducing to £82,000 for 2025.

1315

Deputy Fairclough: Okay, we might not call it a budget cut but it looks as if it is a reduction in the amount of money that Activ8 would be getting, going forward. I appreciate that these figures are still subject to negotiation but I think it is good that they are out in the public domain. Given the fact that there is a reduction, is the committee aware or mindful that this could be viewed as a false economy, given the many tangible and intangible benefits that these programmes bring youngsters? We have already spoken about mental health benefits, reducing obesity and aspects like that, that have longer term impacts on budgets and all sorts.

1320

Deputy Dudley-Owen: I think you are absolutely right, if that was the pure aim of the Activ8 strategy, but it is not. The Activ8 strategy is largely around activity, also encouraging more to be more active more often, inspiring all generations to get active for life, using sport and physical activity to improve mental health and wellbeing, support the provision of safe and secure club environments and improving accessible facilities.

1325

1330 There is quite a lot within the Activ8 objectives, I have just named a few there, but we also know that there is a degree of overlap with other commissioned services, such as that from the Health Improvement Commission and, especially in these straitened financial circumstances, we need to be constantly looking at getting maximum impact for best value for money and making sure that commissioned services are working well, that they work together well in partnership, that there is no duplication of roles.

1335

1340 There are some commissioned services that we know pay rent to private landlords and whether that is a sensible use of public money or whether we have got properties that the States could give up for use and if there was more co-location of commissioned services. Would it reduce the amount of administration support required? So, for example, where you can share financial support or administration support, marketing support, etc. There is a whole myriad of things, which I know that

Deputy Murray from Policy & Resources has been talking about recently to the Association of Guernsey Charities.

Because of course what we do not want to do is put additional burden on the third sector but certainly, where public funds are being used, what we must ensure is there is an efficiency of delivery for maximum impact and so that it is effective. The proposal that has been put through by the Committee actually picks up on comments that have been made around the working of all commissioned services and being cognisant of the delivery of those commissioned services in the most impactful way.

Deputy Fairclough: And I appreciate that your Committee will continue to look at those areas, as indeed all Committees are looking at but just one final question on sport, if I may, because I am aware of the time and the question is this: is it true that there are significant PE staff vacancies in the Island's schools at present?

Ms Roughsedge: We have got one vacancy.

Deputy Fairclough: So there is no significant number of vacancies.
Thank you.

Ms Le Clerc: I would just like to pick up on teaching and vacancies. A similar question we asked when I was on the Health here, asking questions about health, about agency workers. So how many agency teachers are currently working in our schools and how does that compare with pre-COVID figures, say 2019?

Deputy Dudley-Owen: I will hand you over to Ms Roughsedge to answer that question. She has the figures on the operational details.

Ms Roughsedge: So our data is from May. That is the latest pull of the data and we had 45 agency teachers working across primary, special and secondary.

Ms Le Clerc: Okay and that additional cost of agency teaching staff, does that include ancillary costs such as accommodation, travel costs, etc.? Who actually would pay for that, does that come out of the Education budget or does that come out of a P&R budget?

Ms Roughsedge: It does not cost us more to employ agency teachers. We have looked at that in detail. They actually per hour cost less than our teachers because obviously we are not paying for holidays and we are not paying Social Security, pension contributions, so the day rate actually ends up working out less. We do pay for travel and accommodation, because obviously they are coming often at short notice, they only have a short-term employment permit and that comes out of a delegated budget that used to sit with HR but now sits with Education.

Ms Le Clerc: Okay, and what is the usual length of time that the agency teachers are actually filling in, shall we say?

Ms Roughsedge: It really depends on why they are here. So, for maternity, it could be, dependent on how long a member of staff wants to take leave, if it is sickness, again that varies, depending on why a member of staff is off with a long-term or mid to long-term absence. And sometimes it is because someone has left part-way through an academic year and it is really hard to recruit that specialist teacher. So there is not a hard and fast rule. It is very depending on each individual circumstance.

Ms Le Clerc: And how many teacher vacancies have we got in primary and secondary sectors that we anticipate coming up in September, because I think, usually, you recruit around about the June time, don't you?

1395

Ms Roughsedge: Yes, recruitment started in February, so we started really early. We have gone out using our normal advertising process, through *Times Educational Supplement*, the States of Guernsey website, but we have also been engaging with some external partners to support the pool of candidates, recognising that last year in England 40,000 teachers left and they have not filled the majority of teacher training places, so we needed to be ahead of the game in terms of making sure of recruiting and, actually, it has gone really well.

1400

In terms of our permanent vacancies for full-time roles, we have got one in primary, starting in September, but we are confident that will be filled by the end of term and we have five, currently, in secondary, with recruitment activities ongoing, interviews happening this week. So, again, we anticipate those being filled.

1405

Ms Le Clerc: And when people are coming to the Island, do you feel that we need to offer a more competitive package to attract people? If people are coming are they finding the housing costs, for example, too expensive?

1410

Ms Roughsedge: Obviously teachers are, as with all States of Guernsey employees, entitled to a relocation allowance of up to £5,000 and they can also claim rent allowance for the first four years of employment. I think the biggest challenge is actually shortage of accommodation, it is not necessarily not being able to afford it. We are working with all of the people who are relocating here to support them with helping to find somewhere to stay.

1415

Ms Le Clerc: I do not know if you are able to give this information, what is the allowance? I think people would find that interesting.

1420

Ms Roughsedge: It is available on the States of Guernsey website. I cannot remember exactly what it is off the top of my head.

Ms Le Clerc: Is it the same package as all public sector employees?

1425

Ms Roughsedge: Yes.

Deputy Dudley-Owen: Can I just add that the environment into which we have been recruiting globally has been really challenging and it has been well-publicised about the number of teachers available, especially given the unusual circumstances that arose during the pandemic and then post-pandemic where staff and actually in many sectors, staff of a certain age took early retirement. I think that this particular Education Committee has worked extremely hard and officers have been very creative and innovative in terms of trying to get really good quality staff over.

1430

Obviously, we want to recruit permanent positions and it is interesting to note how many temporary contracts we have at the moment.

1435

Ms Roughsedge: Yes, I think it is probably worth you being aware that particularly in secondary, because of the ongoing Transformation and lack of getting to a final point where we take a new structure forward, we have got 21 members of senior leaders across the Secondary School Partnership, only five of those have a permanent contract for their role.

1440

Similarly for middle leaders across secondary, we have 48 who are on temporary contracts. Work is underway now through ring-fencing and inter-job matching, where we are placing people into the new staffing structures. We know through feedback through our staff engagement groups and from the unions that that certainty, and people knowing where they are going, is really important.

I think it is probably fair to say we should not underestimate the impact that the uncertainty has been having, particularly on the secondary workforce, around low morale, change fatigue and a real concern about potentially another change of direction, which I think we from an educational perspective, are worried about what impact that might have on the quality of provision.

Deputy Fairclough: Sorry, just on that point, how concerned are you about that, because we have been contacted, a view has been expressed, that there is, using their words, an 'epidemic of States-maintained secondary teachers' handing in their notice or applying for positions within the independent sector?

Ms Roughsedge: We have not got the final data, so I would not be able to give specific numbers but we do know that, post-April, after the announcement of the delay to the capital prioritisation, we definitely saw an increase in resignations and we have lost some really good staff to the private colleges.

Deputy Fairclough: Are you saying that that political decision had a direct impact on teachers in that way?

Deputy Dudley-Owen: Absolutely and we know that staff found their head teachers and they said, 'We cannot continue with this uncertainty.' So as a result of political prevarications and uncertainty we are driving away extremely good staff from our secondary school provision.

Deputy Fairclough: I think the community would be concerned to hear that.

The Chair: I have just got a few questions on the Culture part of your mandate. We do not want to let that go unaddressed, because it is obviously important, and then Deputy Fairclough has got a couple on teacher training and then we will be wrapping up. Will the Culture part of your mandate be in scope for cuts?

Deputy Dudley-Owen: We have a long list of budget line items that the Committee has necessarily had to review in quite some detail and we have undertaken that review in the form of a workshop recently and no area has been exempted from having looked at whether it should have reductions made to its budget.

In terms of the outcome of that, I am not able to say at the moment, that is subject to a final sign off of any letter that goes to the P&R subcommittee and obviously shortly after this we are all going to go, hopefully all of us who are Deputies, to a presentation on that, but yes we have been working through every single area of our mandate to ensure that we are adhering to the Resolution, which is either to reduce spend, increase revenue or deliver services in a different way.

The Chair: So the Culture parts are in scope for cuts?

Deputy Dudley-Owen: Yes, everything is in scope for cuts.

Deputy Haskins: I would also like to highlight, just going back to what Deputy Fairclough mentioned before, which is we all as States' Members need to be mindful of any cuts that are made, put forward, what the ramifications, what those impacts are. One might find that there are increased costs further down the line. I think we need to be mindful of that with any of the costs, not just in Culture, in all of them. And I believe that we are.

Deputy Dudley-Owen: And it would be an example, for argument's sake, around the culture and heritage side of things, that reductions in spend in certain areas there would have a direct

1495 impact on our tourism product offering, which are the aspirations of the Economic Development Committee.

So the Committee is very mindful of all of the budget lines and how they cross-reference into different, other Committees and how they affect the delivery of other public services in other areas. Not just immediately but also in the future, around impacts on health outcomes, for argument's sake, or justice outcomes. Especially for young people. So yes, those are all the types of discussions that we have to have when looking at every single line item that is under our mandate.

The Chair: Okay, I think Deputy Fairclough has just got a few questions on teacher training before we finish.

1505 **Deputy Fairclough:** Thank you.

It was announced in February this year that The Guernsey Institute's initial teacher training postgraduate certificate course had been validated and would be offered to students from September. Do you believe that the current teacher training initiatives offer value for money?

1510 **Deputy Dudley-Owen:** I will hand over to Mr Hynes.

Mr Hynes: So we took a decision last year to pause the initial teacher training programme, so that we could revisit and have a look at the teacher training programme with a view to doing two things, one about offering opportunities for our community and for those people who wanted to be trained to be teachers on-Island but also about how we can ensure that we are training our own from within our own community to try and support some of the retention and recruitment challenges that we have had in the past.

The new programme, which we are rolling out from September, we are really pleased with. So far we have engaged with Middlesex University, who are going to be delivering the postgraduate certificate for teaching on-Island for the first time. That means that those students who undertake the course from September will leave at the end of year one with a postgraduate certificate in teaching and after year two that qualification will be recognised not only in the Bailiwick but also in England.

1525 So we are really pleased that the recruitment we have done in that programme, the quality of the programme, by partnering with Middlesex University and also, for the first time, putting a co-ordinator and head of programme in place, will enable us to grow the programme and ensure we are training more teachers on-Island for the community.

1530 **Deputy Fairclough:** And will candidates be guaranteed a full-time position in a Guernsey school if they successfully complete the programme?

Mr Hynes: Yes.

1535 **Deputy Fairclough:** They will. Is there any provision in the contract to recoup any fees, if trainee teachers leave within a set period?

Mr Hynes: Yes.

1540 **Deputy Fairclough:** Could you just briefly outline how that would work?

Mr Hynes: I think it is a three-year payback. What we have tried to do is align the same as we do with the student nurses. So there is a three-year payback if you leave within a certain period and also, once qualified, expectation is that you teach in a States-maintained school.

1545 **Deputy Fairclough:** Yes. Okay, thank you.

The Chair: Right. Well I am sure we would have many more questions to ask you but I think our time has come to a close. I would like to thank all the witnesses for attending and increasing public awareness of what your Committee does. Thank you to members of the media for attending and those Members watching on the livestream.

1550

Scrutiny undertakes regular public hearings with all the Principal Committees and our next hearing will be on 13th September with the Committee *for* Economic Development. So thank you again and the hearing is now closed.

The Committee adjourned at 11.35 a.m.