

**REPLY BY THE PRESIDENT OF  
THE COMMITTEE FOR EDUCATION, SPORT & CULTURE  
TO QUESTIONS ASKED PURSUANT TO RULE 14 OF THE RULES OF  
PROCEDURE BY DEPUTY GAVIN ST. PIER**

**Preamble 1**

On Wednesday 14<sup>th</sup> December, in a BBC Radio Guernsey interview at around 8.07am, Deputy Dudley-Owen described the Sixth Form Centre in the new secondary and post-16 education model as “separate” and/or “standalone” multiple times, as follows:

*“... it also allows the sixth form to start to develop in the way that we intend it to as a separate standalone entity.”*

*“... the model that we’re moving towards is actually to make the Sixth Form Centre a standalone centre...”*

*“... all of the issues that Andrew raises there are part of the plan to pull away the sixth form from the 11 to 16...”*

*“... just to be clear, the sixth form is no longer going to be operating as part of the 11 to 16...”*

*“... what’s got to be understood about this is that the model requires the sixth form to be split away from the current 11 to 16 school at the Grammar, at Les Varendes, so this will become a standalone sixth form.”*

*“... the sixth form staff will be managing, will be teaching within their own environment, not in the 11 to 16...”*

*“... we’re moving to a model of three 11 to 16 schools and a separate sixth form...”*

Later the same morning, in the States’ meeting, in response to a supplementary question, Deputy Dudley-Owen, reaffirmed this position and confirmed that no teachers will be teaching in more than one location.

On Friday 16<sup>th</sup> December, Deputy Dudley-Owen said she had misheard the question and made a corrective statement in the Assembly saying:

*“During the transitional phase, when the new model is in its infancy, we will keep staff movements within each week of term time to a minimum, but a small number of staff who will work in the Sixth Form Centre, wherever it is, will also work in 11-16 schools.”*

**Question 1**

**Can the President please confirm what number and/or proportion of teachers it expects to be teaching on more than one site, both during the ‘transitional phase’ and once the transition is complete, and to what extent the Sixth Form Centre will be separate from the secondary schools?**

## **Response 1**

The President misunderstood the question, she did not mishear it, and delivered a statement in response. Additional detail of the extent of separation of the Sixth Form Centre from the secondary schools follows.

As a reminder, in September 2021 the States resolved, amongst other things:

1. To agree that from the earliest date practicable, States' maintained secondary education should be delivered through an 11-18 learning partnership across three 11-16 schools and a Sixth Form Centre located on a site separate to those schools, and Le Murier and Les Voies Schools and St Anne's School in Alderney.
2. To agree the three 11-16 schools will be located on the existing school sites at Les Beaucamps, Les Varendes and St Sampson's and the Sixth Form Centre in a new building at Les Ozouets Campus co-located with The Guernsey Institute.

In line with this States decision, progress has been made to ensure that the Sixth Form Centre will be physically separated from the three 11-16 schools and will form part of a new shared post-16 campus with The Guernsey Institute at the Les Ozouets site.

This is a widely known and understood policy. The shared post-16 campus is intended to create an equitable learning environment, minimising the divide between academic and technical/vocational qualifications for all post-16 students, and bridging the gap between school and the world of work/higher education.

Notwithstanding this, secondary education will continue to be provided through an 11-18 Partnership – the Secondary School Partnership (SSP) - where there will be opportunities for staff within the 11-16 schools to teach students attending the Sixth Form Centre and vice versa. Additionally, the curriculum for the SSP will be viewed holistically for every subject area from Year 7 through to Year 13, with staff across the Partnership collaborating to develop a shared curriculum which builds sequential knowledge and skills over time.

### **Timetabling and relation to the staffing of schools**

It should be noted that it is never possible to give an exact answer as to which classes or year groups individual staff working within the SSP will be teaching from year to year as this depends on many different and dynamic factors such as: subject specialisms; student subject choices at GCSE/A Level/IB; staff turnover; recruitment; and the number of staff with additional responsibilities in a curriculum area (such as Heads of Year, Senior Leaders, Head of Department, etc. as this impacts on the time they have available to teach). Because of these variables, detailed timetabling work is always undertaken in April to August each

year to finalise the timetable for the following academic year (exam results in mid-August can alter students' choices for September).

### **Proportion of teachers per site during the transition phase**

Noting the above, it has been decided operationally that, during the period of transition to the new operating model, it is important to maximise stability for staff and students and, in part, this will be achieved by initially keeping to a minimum staff movement across sites. The transition phase is likely to last for two years from the relocation of the Sixth Form Centre to its permanent site.

During this transition phase it is anticipated that between 6-10 staff (approximately 5% of SSP teaching staff) might work between the Sixth Form Centre and an 11-16 school. It is likely that these will be staff within some of the subjects where student numbers are smaller, and this is reflected in the number of teaching periods per week. This will change annually, depending on factors such as: student subject choices at GCSE/A Level/IB; staff specialisms; staff turnover; recruitment; staff with additional responsibilities in a curriculum area such as Team Leaders and Senior Leaders; and to accommodate staff requests for post-16 teaching experience.

### **Proportion of teachers per site after the transition phase**

After two years on the new permanent site, there will be an incremental increase in the number of staff who will have opportunities to teach within the Sixth Form Centre. This will be responsive to subject specialisms and student uptake. It will be for the leaders of the SSP to determine the optimal way to staff the Sixth Form Centre in the longer term, and this will have to be reviewed on an annual basis having regard to matters such as: student numbers and subject choices; pastoral support; curriculum continuity; staff subject specialisms; costs; etc. These decisions will be informed by the priorities and commitments of the Education Strategy, which drives all decision-making within our education system to ensure there is a cohesive and consistent approach.

The Committee has every confidence in the SSP leaders to implement the new operating model which, from the perspective of the Sixth Form Centre staffing could operate in a number of ways. For example, it could be staffed by full-time staff located permanently within the Centre or on a 70:30 split, a 50:50 split, a 30:70 split or other ratios. Given the number of variables, it is likely that staffing ratios will vary over time, and this in-built flexibility will ensure value for money whilst having the greatest impact for students and supporting a broad and balanced curriculum offer. Whatever the staffing ratios, it will be possible to ensure subjects are timetabled to keep staff movements between sites to a minimum during the working day.

For all of the reasons outlined above, although it is expected to be more than during the transition phase, it is not possible to give a precise figure at this point of the reorganisation.

## **Preamble 2**

In her BBC radio interview on the morning of Wednesday 14<sup>th</sup> December, Deputy Dudley-Owen said:

*“there’s been no variations from the intentions as published in the aims; we’re working towards the aims as set out in the policy letter that was agreed by the States and the model that was adopted by the States last year.”*

In the Committee’s policy letter on secondary and post-16 education, the secondary and sixth form structure was described as a ‘fully integrated partnership model,’ and stated that teachers would have *“the opportunity to teach all learners across Key Stage 3 to Key Stage 5 [in order to] ensure that it attracts the very best teachers into our schools”*.

## **Question 2**

- a) Will all teachers have the opportunity to teach all learners across KS3 to KS5, and will that opportunity be clearly stated in recruitment for all roles going forward?**
- b) How does a fully integrated partnership model which allows teachers to teach across KS3 to KS5 reconcile with a model in which, as quoted in question 1, *“... the sixth form staff will be managing, will be teaching within their own environment, not in the 11 to 16...?”***

## **Response 2a**

In line with the educational model that underpinned the States’ resolutions of September 2021, and as described in the answer to Question 1 above, a proportion of secondary school staff who want to will have the opportunity to teach learners across Key Stages 3 to 5. In the long term, opportunities to do so will be shared across the 11-16 schools and the Sixth Form Centre in an equitable manner.

One benefit of an 11-18 Partnership is that there is greater flexibility for recruitment to roles, as they can be considered across the Partnership, rather than by schools individually, and thus maximise the use of staff’s skills and ensure there are clear pathways for their professional development. For example, were a permanent member of staff to leave the Sixth Form Centre, opportunities would be explored internally across the Partnership prior to considering external recruitment opportunities. Approaching recruitment in this way will extend the opportunities for teaching learners across Key Stages 3 to 5 for staff alongside external recruitment where required. In all cases, recruitment will be carried out in line with the States’ HR policies.

## **Response 2b**

### **The Secondary School Partnership**

As set out in the 2021 Policy Letter, under any partnership model the Committee believes it to be essential that individual schools maintain their unique culture and character as well as benefitting from increased autonomy. However, it also recognises that close collaboration at Principal level will be vital to ensure effective staff deployment across the 11-18 partnership, and a continued focus on sharing best practice, shared professional development opportunities and continuous improvement. Partnership working also allows the teaching profession to develop a strategic view of the education system across the islands.

It is not expected that any Sixth Form teaching will take place in the same classrooms where 11-16 teaching takes place. This is very different from today, where more than half of all Sixth Form lessons do not take place in the Sixth Form Centre.

### **Balancing Leadership of the Partnership and School Autonomy**

A fully integrated partnership model requires a leadership team that is dedicated to supporting the work of the Partnership, understands the strategic aims of the whole and a commitment to collaboration to ensure the best possible outcomes for every young person, rather than having a purely setting-specific focus.

Through the Policy Letter, the establishment of the Secondary School Partnership was reaffirmed and endorsed by the States Assembly. The establishment of the SSP Executive Leadership Team, means that each school is individually led and managed, but in a coordinated manner that is cognisant of the benefit to, and needs of, the whole Partnership. Where it makes sense to collaborate in the best interests of staff and students this happens, and where decisions are best made locally, this already occurs and will continue.

### **Benefits of Collaborative Working**

Current examples of partnership work are evident around staffing and recruitment, curriculum development and planning, approaches to teaching and learning etc. Teaching is a profession where collaboration and the meaningful sharing of best practice supports the development of others. Within the SSP staff who work within both an 11-16 setting and the Sixth Form Centre will have a main 'home base' but will also be part of the team on another site. This will help to create a sense of belonging wherever they work. The Secondary School Partnership will further refine, develop and embed these approaches over time, aligning practice/policy where it makes sense to do so whilst enabling each settings leader to lead and for their setting to flourish independently within its own unique culture and community.

### Question 3

Please provide student numbers for the current academic year and projected student numbers for those that follow (to cover a ten-year period) broken down by site for each of the state primary and secondary schools and the Sixth Form Centre. (Please state any assumptions that are relevant – e.g. the ‘buyout rate’ to the grant-aided colleges after Y6, the proportion of students choosing The CoFE/Guernsey Institute after Y11, and the proportion of students leaving education altogether.)

### Response 3

Current primary school populations as at 01.11.22 for existing cohorts, with projections for future cohorts														
NC Year	Date of entry to primary	Date of entry to secondary	Amherst Primary	Castel Primary	Forest Primary	Hautes Capelles Primary	La Houquette Primary	La Mare De Carteret Primary	Notre Dame Du Rosaire	St Martin's Primary	St Mary & St Michael	Vale Primary	Vauvert Primary	Total
R-3	Sep-25	Sep-32	58	42	19	53	37	35	30	66	17	54	41	453
R-2	Sep-24	Sep-31	56	41	18	51	36	34	29	64	16	52	39	436
R-1	Sep-23	Sep-30	57	41	18	51	36	34	29	64	16	53	40	441
R	Sep-22	Sep-29	74	40	24	56	33	36	34	76	15	57	45	490
Y1	Sep-21	Sep-28	65	41	17	53	43	48	21	61	26	72	45	492
Y2	Sep-20	Sep-27	74	56	26	62	43	42	39	84	26	60	51	563
Y3	Sep-19	Sep-26	68	50	19	63	43	48	36	84	21	65	49	546
Y4	Sep-18	Sep-25	69	56	25	65	44	45	38	76	15	61	50	544
Y5	Sep-17	Sep-24	68	55	21	68	56	39	39	80	21	63	49	559
Y6	Sep-16	Sep-23	62	51	23	66	43	29	41	83	15	69	47	529
Total			480	349	155	433	305	287	248	544	139	447	336	3723

All data for future intakes based on projections - weighted average of population data (7/12 proportion of 4-year-olds as at 31st March, 5/12 proportion of 3 year olds as at 31st March), assumed 85.7% in States' Schools (average of 2021 and 2022 Primary intakes as a proportion of population data counted in the same way), with distribution across primaries assumed equal to current average distribution across YR-Y6).

Academic Year	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
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**Site 1 - Population Data - SSHS**

Year 7 Mainstream	162	145	152	144	139	147	128	126	119	126
Year 8 Mainstream	157	160	143	152	143	139	147	127	126	118
Year 9 Mainstream	137	157	160	144	152	143	139	147	127	126
Year 10 Mainstream	154	134	153	156	143	150	142	137	145	126
Year 11 Mainstream	137	155	135	154	157	144	151	143	138	146
	747	750	743	750	735	723	706	680	655	642

**Site 2 - Population Data - Les Varendes Site**

Year 7 Mainstream	128	145	152	144	139	147	128	126	119	126
Year 8 Mainstream	120	128	145	151	143	138	147	127	126	118
Year 9 Mainstream	64	120	128	144	152	143	139	147	127	126
Year 10 Mainstream	78	64	120	196	143	150	142	137	145	126
Year 11 Mainstream	76	78	64	184	196	144	151	142	138	146
Year 12	230	231	250	0	0	0	0	0	0	0
Year 13	202	214	215	0	0	0	0	0	0	0
	898	981	1075	820	773	723	706	680	655	642

**Site 3 - Population Data - LBHS**

Year 7 Mainstream	117	145	152	144	139	147	128	126	119	126
Year 8 Mainstream	110	117	145	151	143	138	147	127	126	118
Year 9 Mainstream	128	110	117	144	152	143	139	147	127	126
Year 10 Mainstream	113	128	110	118	143	150	142	137	145	126
Year 11 Mainstream	102	113	128	110	118	144	151	142	138	146
	570	613	653	668	695	723	706	680	655	642

**Site 4 - Population Data - LMDC**

Year 7 Mainstream	68	0	0	0	0	0	0	0	0	0
Year 8 Mainstream	64	68	0	0	0	0	0	0	0	0
Year 9 Mainstream	89	64	68	0	0	0	0	0	0	0
Year 10 Mainstream	105	89	64	0	0	0	0	0	0	0
Year 11 Mainstream	102	105	89	0	0	0	0	0	0	0
Year 12	0	0	0	231	0	0	0	0	0	0
Year 13	0	0	0	233	0	0	0	0	0	0
	428	326	221	0	0	0	0	0	0	0

#### Site 5 - Population Data - SFC @ LOC

Year 12	0	0	0	0	249	261	239	251	237	229
Year 13	0	0	0	0	215	231	243	222	233	221
	0	0	0	0	464	493	482	473	471	450

#### Total Population Data

Year 7 Mainstream	476	435	457	432	418	442	384	378	356	378
Year 8 Mainstream	451	473	433	455	430	415	440	382	377	355
Year 9 Mainstream	418	451	474	433	455	430	416	440	382	378
Year 10 Mainstream	450	415	447	470	429	451	426	412	436	379
Year 11 Mainstream	417	451	416	448	471	431	452	427	413	437
Year 12	230	231	250	231	249	261	239	251	237	229
Year 13	202	214	215	233	215	231	243	222	233	221
	2644	2671	2692	2701	2666	2662	2600	2512	2435	2376

Total Population Yr 7-11	2211	2225	2226	2237	2203	2169	2117	2039	1964	1926
Total Population Yr 12-13	432	446	466	464	464	493	482	473	471	450

Up to 2028/29 school populations for years 7-11 are based on the current school populations - States Schools and Private (November 2021). Source - School Census. From 2029/30 onwards, year 7 intakes are based on population data issued from Strategy & Policy and Data & Analysis with a base date of 31 March 2020 and an average net migration of +100 per year. A weighted average of population data is used (7/12 proportion of 11 year olds as at 31 March, 5/12 proportion of 10 year olds as at 31 March).

It has been assumed that 30% of students will be educated privately based on an a 3 year average of 2019/20 to 2021/22

States school populations have been adjusted for % of students educated at Le Murier and Le Voies based on 5 year average (2017/18 to 2021/22): 3.32% yr7; 3.58% yr8; 3.58% yr9; 4.14% yr10; 3.97% yr11.

From 2023/24, year 7 pupils have been apportioned across the Les Varendes site, LBHS and SSSH in equal thirds.

In 2025/26 the previous year's yr9 and yr10 at LMDC will move across to the Les Varendes site.

The number of students moving into year 12 (Sixth Form Centre) represents, on average, 55.48% of the previous year 11 students (Guernsey States mainstream schools 2-year average). The population consists of students from Alderney and the private colleges too, however, for modelling purposes this is the measure used. Source - School Census

The number of students moving on from year 12 to year 13 is, on average, 93.06% of students (2 year average).

NB Variances between the number of students in the data for the primary phase population and the secondary phase population are due to buyout rate to the grant aided colleges and number of students attending Le Murier and Les Voies.

#### Preamble 4

The most recent data available (for 2021) from the Sixth Form Colleges Association shows that, of the sixth form institutions not part of 11-18 schools, the average number of students was 1,976. The SFCA lists only five sixth forms not attached to schools with fewer than 1,000 students, and none at all with fewer than 700 (the lowest bracket).

#### Question 4

**With around 400 currently in the Sixth Form Centre can the Committee provide *any* examples of comprehensive intake, non-fee paying sixth form institutions not attached to**



**a secondary school with fewer than 700 students, in order to provide assurance that such a model is viable?**

#### **Response 4**

This is a matter that has been explored in multiple debates. As has been stated previously, it is difficult to make direct comparisons to England's complex educational landscape which is so different to ours locally, particularly when Guernsey's context is unique.

We know that the States-approved model is viable, because the detailed modelling and implementation that has so far been undertaken prove that it works. Curriculum analysis and modelling has taken place to determine the teaching requirements and the SSP Executive Leadership Team has developed a new staffing structure to lead and manage the Sixth Form Centre. The staffing model has also been fully costed and demonstrates that the Sixth Form Centre will continue to maintain its broad curriculum offer across A Levels and IB.

It should be noted that, for many years, Guernsey has successfully managed to run a College of Further Education for approximately 400 full time students (a typical College of Further Education in England caters, on average, for 6,749 full time and part time learners<sup>1</sup>) and this therefore provides additional confidence in running a standalone Sixth Form Centre in Guernsey (which forms part of the SSP and will be co-located with The Guernsey Institute).

The fact that Guernsey manages a small College of Further Education illustrates why comparisons with England are particularly difficult and inadvisable to make, and are further compounded because of the use of different and complex funding formulas in England<sup>2</sup>, which typically require larger standalone post-16 institutions in order to secure finances and viability. This is not the case here in Guernsey.

The certainty that a small College of Further Education works for Guernsey compared to UK size and scale provides further reassurance that a standalone Sixth Form Centre can also work for Guernsey.

#### **Preamble 5**

The President recently confirmed the following by email to all States' members:

*2021 Cost per pupil including apportioned costs*

Primary phase (3,856 pupils) = £6,537

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<sup>1</sup> Further Education in England: Learners and Institutions, February 2017, Centre for Vocational Education Research. [cverbrf001.pdf \(lse.ac.uk\)](#)

<sup>2</sup> [16 to 19 funding: how it works - GOV.UK \(www.gov.uk\)](#)

Secondary phase (2,663 pupils) = £9,124

Special education (245 pupils) = £27,692

The Sixth Form Centre is included in the Secondary phase's costs. The equivalent cost per pupil in sixth form colleges and academies in the UK for the same year was £4,982.

### Question 5

**What will be the approximate per pupil cost including apportioned costs (i.e., how much revenue expenditure is budgeted) for the Committee's proposed Sixth Form Centre under its new model?**

### Response 5

The modelled costs for the Sixth Form Centre at Les Ozouets Campus are £7,529 per pupil per annum at 2021/22 prices. The Secondary School Partnership costs including the Sixth Form Centre are modelled as £7,552 per pupil.

The quoted figure of £9,124 per pupil for Secondary in 2021 included St Anne's as well as an allocation of Central Education costs and other services. Excluding those, the comparable cost was £7,365 per pupil in 2021. When recently agreed funding increases are added, this figure increases to £7,790 per pupil.

The proposed new model's savings are therefore estimated as £238 per pupil at 2021/22 prices.

We believe that the £4,982 UK figure quoted in the preamble is the 2020/21 average funding allocation per pupil for 6th form colleges in the UK from the Institute of Fiscal Studies' (IFS) report entitled: "Further education and skills". The report is based on **funding allocated** per student aged 16–18, as opposed to actual amounts of spending on students, which could be higher or lower depending on how schools and colleges allocate funding for different stages of education. Therefore there is no direct comparison between the figures as they are taking into account different things.

Again, caution should be exercised when trying to make direct comparisons with the UK, especially on costs. England operates a completely devolved Education system with complex funding arrangements through the General Annual Grant (GAG) allocation<sup>3</sup>. This sets out mandatory basic entitlement funding, mandatory deprivation funding based on the Income Deprivation Affecting Children Index (IDACI), Free School Meals, Free School Meals 6, Looked After Children, Low Prior Attainment, English as an Additional Language, Mobility, Sparsity, Lump Sum, Split Sites, PFI and London Fringe. Additionally, funding is also

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<sup>3</sup> GAG Funding [Mainstream academies and free schools open before 1 April 2022 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/mainstream-academies-and-free-schools-open-before-1-april-2022)

allocated outside the GAG for Pupil Premium, High Needs top up, funding from the local authority, PE and Sports Funding and Schools supplementary grant.

The scale of Guernsey's context means funding arrangements are simpler and there is also much closer working between national Government, the Education Office (the equivalent to a local authority) and schools than one would see in England.

It should also be noted that the most up to date data is provided through the IFS' Annual Report on Education Spending in England 2022<sup>4</sup>. This shows that the spend per pupil in 2022 was approximately £5,600 in school Sixth Forms and £5,300 in Sixth Form Colleges.

While the Guernsey cost of £7,529 per pupil is higher than the figure quoted in the preamble to this question, two things (beyond the points raised above in connection with the diverse funding streams that contribute to funding for education settings) should be noted:

1. The £4,982 (or more recent £5,300) cost per pupil is based on average funding across the UK, so isn't directly comparable with Guernsey where, in addition to not solely allocating funds per pupil, we also have a relatively high cost of living and teacher salaries which are equivalent to the inner London weighting in England rather than the national average. The funding allocation rules from the UK government add significant regional uplifts (for example up to 20% for inner London, 12% for outer London). It is difficult to make a direct comparison with Guernsey based on UK average figures and impossible where the figures relate to different things.
2. As described in the IFS report, there has been a significant reduction in funding in real terms from a decade ago, and the UK government is investing in this area of education: "overall, per-pupil spending in 16–18 education is set to rise by 9% between 2021–22 and 2024–25".

### **Preamble 6**

The President told the States in answer to a Rule 11 question on Wednesday 14th December that the new staffing structure has now been confirmed and was to be shared with staff that week.

### **Question 6a**

**Why were staff not consulted (or notified) of the new 'transitional' plan before the matter was made public?**

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<sup>4</sup> [Annual report on education spending in England 2022 \(ifs.org.uk\)](https://www.ifs.org.uk/publications/1111)

## Response 6a

The new staffing structure referred to in the preamble has been designed by the SSP's Executive Leadership Team.

The transitional plan which is referred to is related to the situation arising from the breakdown in the tender relationship with RG Falla Limited.

By way of background to the management of the project timelines, an options analysis had previously been undertaken to explore how to manage the delay when the delivery timescales were changed from September 2024 to September 2025. During this process the Executive Leadership Team reviewed the options and gave feedback. This information was, therefore, readily available as part of the decision making at the end of 2022. Separately to having access to this information, discussions within the Education Office took place and a recommendation was made to the Committee.

Given the formal Change Control process in place within the Programme and the commercial sensitivities involved, the wider workforce was not consulted on this change.

In respect of the announcement to end the relationship with the construction partner in December 2022, it was considered very important to give the community reassurance regarding the delivery model quickly, particularly as Year 6 children and their families are directly affected and already know which secondary school they will be transitioning to next September. Any perceived uncertainty in this regard would be unsettling for these children and their families.

We acknowledge that some staff have concerns, however, a small proportion of the total workforce have raised concerns and we are in the process of listening to, and where appropriate taking action to mitigate these. This has included separate visits to La Mare de Carteret High School and the Grammar School and Sixth Form Centre from the Director of Education and members of the Transformation Team to meet directly with staff.

There was a regrettable delay in notifying some staff, due to States of Guernsey IT issues on the day the message was disseminated (13<sup>th</sup> December 2022). The Director of Education apologised to staff for this in a subsequent email on 15<sup>th</sup> December 2022 and expanded upon the reasons for the decision (please see summary text below):

*'The media release attached provides detail on the Committee's decision to temporarily move the Sixth Form Centre to the La Mare de Carteret High School site in September 2025, including some of the rationale for the decision. While this is clearly a move that everyone wishes could have been avoided, the Committee has sought to provide certainty as soon as*

*possible following the decision of the States of Guernsey to withdraw from using R.G. Falla Limited to build the new post-16 campus.*

*In addition to the information attached, I also wanted to share the following, which includes some additional detail setting out key reasons for the decision, which were not included in the full media release:*

- It ensures the transition of students from La Mare de Carteret High School to the site at Les Varendes can continue as planned in September 2025. Consequently, it supports the delivery of the re-organisation of 11-16 education into three schools from September 2025, as planned. Likewise, it also ensures the transition of staff into new roles and the implementation of the new staffing structures, which are due to be shared with you all tomorrow.*
- The La Mare de Carteret High School site will operate in 2025/26 with the reorganisation continuing as planned meaning that the new staffing structure for the Sixth Form Centre will be in place; this includes all allocated technical and support staff.*
- Using the La Mare de Carteret High School site provides certainty and stability for the community; parents already know the transition plan for their child moving from primary school to secondary school and this remains unchanged in this plan.*
- Most students already change sites after Year 11 when joining the Sixth Form Centre so there is no significant change to this process for those students, other than them moving to a different and temporary location. Those who are moving between Years 12 and 13 are more able to manage this additional transition than those younger students in KS3/4.*
- Maintaining an 11-16 school at La Mare de Carteret High School for an additional year would mean that we would have to consider whether to take a new Year 7 cohort into the school in each of the next three years (which is not the current plan). If we did, this would mean moving the 2025 Year 7 intake to another site after just a short period of time at secondary school. The alternative is to run the school with a very small cohort in 2025/26; this would risk more teacher movements across sites and/or teaching beyond their specialism – neither of these are options we want for our young people.*
- As staff working in the secondary sector, you have faced many years of uncertainty and indecision around the future model and temporarily re-locating the Sixth Form Centre ensures continuity around the timescales for implementation of the 11-16 re-organisation. We know that many of you are fatigued by the ongoing uncertainty, and we want to provide certainty for all our staff.*
- It avoids the prospect of approximately 1,300 students being on the Les Varendes Site in the 2025/26 academic year which would be the case if La Mare de Carteret High students transitioned to the site and the Sixth Form Centre remained there. This raises concerns, not only about the feasibility of timetabling and the delivery of*

*curriculum to this number of students on the site, but also about the safety of the site in terms of space, fire risk and insufficient facilities, including toilets for that number of students. These challenges made this site a less attractive option than the intended use of La Mare de Carteret High School; especially when the community has so strongly voiced objections to large schools.*

- *It ensures that plans to locate other services such as the Youth Commission and the Music Service within the Les Varendes site can continue on time and likewise the CIAS base at Les Beaucamps High School can continue as planned.*
- *Specialist areas to deliver a post 16 curriculum are available at the La Mare de Carteret High School site including science labs, art studios etc., and of course, any adjustments necessary will be made where needed to meet the requirements for a post-16 curriculum and associated activities.*

### **Question 6b**

**Can the Committee please provide both the current staffing structure and the staffing structure under the new model, and/or list which and how many roles are to be lost and which and how many new roles will be created in each of the secondary schools and the Sixth Form Centre?**

### **Response 6b**

#### **Current staffing structures**

The current staffing structures across the four existing sites differ greatly, with three being 11-16 schools and the other an 11-18 site. Following the cessation of post-11 selection, no new operating model has previously been developed and implemented to transition the secondary schools to a full all-ability model. Though the schools have started to adapt organically, differences remain between the current structures in the 11-16 schools and the 11-18 school (which still reflects the selective system), and there is variation in school size and individual school decisions and circumstances.

Significant work has taken place in recent years to align the courses on offer in the post-16 curriculum and those provided by the 11-16 schools. These 'tactical' changes have not been able to remove all disparities in the range of courses available which are expensive to maintain. Restructuring allows for full and more efficient alignment.

As well as differences between the 11-16 and 11-18 schools, there are inconsistencies within the 11-16 schools themselves. These include variations and, in some instances, disparity in the leadership and management structures and specialist roles, for example:

- Differences in the leadership structures of the various subject and curriculum areas;
- Differences in the leadership structures for pastoral support;

- High levels of variability within support staff roles which are different across all four schools for both administrative roles and the provision of Pastoral / Special Educational Needs and Disabilities (SEND) / Inclusion support.

It should be noted that there is now greater consistency within the senior leadership structures across the four schools, as these were aligned several years ago, following the appointments of an Executive Principal and Acting Headteachers. Of the existing 20 members of the Senior Leadership Teams across the SSP, 15 are in temporary, fixed term posts. Protracted uncertainty about the educational model to be implemented has meant that some staff have been appointed on a temporary basis since 2018, and this results in uncertainty for some staff. There is a significant need to address this lack of stability and to address change in the educational context in Guernsey. This is consequently an area which has been explored as part of the Target Operating Model to ensure that any changes to how schools are staffed should meet the needs of the current and future educational context.

### **The development of new staffing structures**

A new target operating model (TOM) which includes the new staffing structures for the Secondary School Partnership has been in development by the Executive Leadership Team since October 2021 (i.e. immediately following the States' decision to implement the Committee's proposals) and extensive opportunities have been provided for staff consultation.

A set of guiding principles were developed and adjusted following feedback from the People Advisory Group (PAG). PAG is a consultative and advisory group including national and local union representatives, as well as senior officer representatives.

PAG reviewed the guiding principles and provided feedback on them prior to the detailed TOM development work. It is important to note that PAG was not involved in any workshops to develop the TOM; however, feedback was sought from PAG on the proposed approaches to managing change, to help ensure that staff would be well supported during the future period of transition and change.

Positive and constructive working relationships have been developed within this group and within the PAG Subgroup which is a small working group including Education Officers, HR Officers and local Union Representatives. This group has met weekly, with a focus on developing the underpinning policies and procedures for the transition.

The design principles are set out below for information:

- Place inclusivity and equity at the heart of all roles within the Secondary School Partnership (SSP) whilst ensuring equity across all sites in all aspects of the Secondary School Partnership's work:
  - The TOM will support a culture of inclusion across all schools, where everyone working in schools understands how their role directly contributes to ensuring the success of every young person.

- The TOM will ensure consistency of roles across the SSP in relation to leadership and management responsibilities and remission.
- Prioritise the delivery of high-quality teaching in the classroom:
  - The TOM will ensure that there is a consistent approach to the curriculum across all schools which builds on best practice across the SSP.
  - The leadership of the curriculum will prioritise high quality teaching and ensure that staff are supported to be successful in the classroom.
- Ensure high quality administrative, technical and premises support:
  - The TOM will ensure that administrative, technical and premises work will be carried out by skilled staff in order to enable teachers and senior leaders to focus on classroom delivery, inclusive practice and the strategic leadership of the school.
- Support the delivery of high-quality education which students receive:
  - The TOM will ensure that there is a shared approach to the planning of the curriculum across the SSP to ensure consistency of curriculum experience across the three 11-16 schools, regardless of which one a student attends.
- Meet the needs of all learners:
  - The TOM will be developed to ensure that sustainable structures are in place to ensure students with SEND are appropriately supported to succeed in all aspects of school life.
  - The TOM will ensure that the recommendations of the nasen report are implemented in relation to secondary and post 16 education.
- Flexible career pathways and progression routes:
  - The TOM will result in a structure which has been defined to identify and facilitate clear pathways and progression routes for all which extend to education services and education in its fullest sense, taking into account longer working lives and different ways of working.
- A focus on support within the Partnership:
  - The TOM will develop a culture across the SSP whereby staff are able to move flexibly between sites to support other schools, to ensure expertise and knowledge is maximised across the SSP and to take on new and different areas of responsibility where appropriate.
  - The TOM will recognise the skills and expertise of all staff employed across SSP and will ensure that staff have the opportunity to both deploy and develop their skills and knowledge through high quality professional development.



- Value for money:
  - The TOM will ensure that all roles provide value for money and have a measurable impact which clearly support the design principles and the education strategy.
  - The TOM will align with existing policies around tipping points and pupil-to-teacher-ratios (PTRs).
  
- Governance and accountability:
  - In order to deliver against the Education Strategy, the new inspection regime and nasen recommendations, the TOM will ensure that appropriate leadership structures are in place at all levels within the organisation.
  - Structures will be in place to further develop and embed a culture of continuous improvement and high performance across all aspects of the SSP underpinned by excellent leadership.
  - Detailed RACI work will support the development of the TOM to ensure clear lines of responsibility within the future organisation.

Once the Guiding Principles had been agreed, a series of 10 workshops were held with the ELT to explore several different areas to ensure alignment with the Guiding Principles. The series of workshops covered the following areas:

- How to ensure best pastoral support for students from a support staff perspective and a leadership and management perspective;
- How best to ensure high quality support for students with SEND;
- How to ensure equitable curriculum leadership and management across sites;
- How to ensure senior leadership roles address the priorities within the Education Strategy, the nasen review and new inspection regime;
- How to ensure support staff structures are in place which enables teachers to focus on teaching and reduce unnecessary administration;
- How best to staff the sixth form whilst assuring subject specialists within the curriculum;
- How best to ensure equity of provision across the SSP;
- How best to lead and manage the sixth form to ensure continued high-quality outcomes and student support;
- Review of financial impact and value for money.

The following areas emerged as priorities for the future TOM for the three 11-16 schools:

No.	TOM Priorities for 11-16 Schools	Rationale
1	The continued importance of joint strategic working at ELT level.	The SSP will lead the organisational change across secondary education and, post-reorganisation, will

		<p>continue to lead on continuous improvement throughout the secondary system.</p> <p>The model is already proving increasingly successful with sharing of best practice, collaborative, and collegiate approaches to resolving issues and driving through early changes.</p>
2	A Principal on each site.	This is essential for the leadership and management of the school site. Complementing the collaborative working across the partnership, it is expected that each school will develop its own strong identity, so that staff and students connect with, and have a sense of pride of belonging to, that institution. The school principal will be essential in fostering this as well as managing the usual strategic and operational challenges that running a large 11-16 school brings.
3	A range of senior leadership roles at vice principal and assistant principal needed on each site to oversee and lead quality of education, curriculum, inclusion, SEND and pastoral care.	Essential to delivering continuous improvement throughout the system, driving up standards and improving educational outcomes.
4	Importance of bringing together teams of staff to foster a sense of belonging (especially important for staff working across two sites).	Key to sharing best practice across the system and supporting specialist and peripatetic staff. As well as improving standards, it will also help in staff retention and increase career development opportunities with staff able to gain experiences across the system.
5	A coherent, equitable and more efficient distributed leadership structure with middle leadership level overseeing curriculum areas and continued pastoral leadership for individual year groups.	Consistent staffing structures across the system will improve operational management (covering absences, exams, etc) alongside sharing of best practice, equitable educational standards and student support.
6	All curriculum teams supported by additional leadership responsibility to provide capacity and succession planning.	Provide staff with clear career progression pathways and career development opportunities and encourage continuous improvement of standards.
7	Appropriate number of support staff roles to provide improved pastoral support for students, especially around well-	Enriching the educational experience for students, providing comprehensive support and early intervention where needed as well as reducing workloads and pressure on other staff.

	being, inclusion and SEND (coordinated work with wider agencies).	
8	Appropriate number of administrative roles to reduce administrative burden on teaching staff.	Greater staff satisfaction, leading to better staff retention as well as staff being able to focus on delivering a quality curriculum to students.
9	Retaining the current 11-16 school day, including number of lessons per day, length of lessons, lunchtime etc.	Retaining the current school day structures will support transition arrangements and be less disruptive.
10	Consistent school day across all three 11-16 sites	Retaining the current school day structures will support transition arrangements and be less disruptive.

The following areas emerged as priorities for the future TOM for the Sixth Form Centre:

No.	TOM Priorities for the Sixth Form Centre	Rationale
1	The Sixth Form Centre should not necessarily seek to replicate the structures of an 11-16 school	The Sixth Form Centre TOM has different requirements to the 11-16 schools so it will not simply replicate their model but will be developed in parallel with the same level of effort and collaboration.
2	A Principal on site.	Essential for the leadership and management of the Sixth Form Centre. As well as collaborative working across the partnership with the 11-16 schools and TGI, the Sixth Form Centre will need to continue to develop its own strong identity so that staff and students connect with, and have a sense of pride of belonging to, that institution. The school principal will be essential in managing all these aspects as well as the usual strategic and operational challenges in running a Sixth Form Centre.
3	A senior leadership team which includes oversight of quality of education, curriculum, inclusion, SEND and pastoral care.	Essential to delivering continuous improvement within the Sixth Form Centre, driving up standards and improving educational outcomes for all students of all abilities.
4	Importance of teams of staff who can work together, especially important for any peripatetic staff to belong to a team.	Key to sharing best practice across the system and supporting specialist and peripatetic staff. As well as improving standards, it will also help in staff retainment and increase career development opportunities with staff able to gain experiences across the system.
5	Team leaders with responsibility for curriculum	Consistent staffing structures across the system will improve operational management (covering

	areas supported by subject specialist leaders - curriculum led role.	absences, exams etc), sharing of best practice, equitable educational standards and student support.
6	The importance of stability for students during period of change.	The Sixth Form Centre at the Grammar school will continue to operate at the same high standards throughout the programme lifecycle. Teams are working with Sixth Form Centre staff to ensure that the move causes minimal impact to students and staff.
7	Enriched student experience.	Enriching the educational experience for students, providing comprehensive support and early intervention where needed as well as reducing workloads and pressure on other staff.
8	Appropriate number of administrative roles to reduce administrative burden on teaching staff.	Greater staff satisfaction, leading to better staff retention as well as staff being able to focus on delivering a quality curriculum to students.
9	Length of day likely to be different to 11-16 schools to reflect the more adult learning environment and aid flexibility in timetabling arrangements. However, there does need to be alignment on key transition times	This will make it much easier for planning, curriculum delivery and other operational considerations particularly for staff who need to move from site to site. It will also allow for greater mobility if staff wish to pursue careers in other areas of the system without too much disruption in their personal schedule.

The following areas emerged as priorities for the future TOM in relation to the continued development of the Secondary School Partnership.

No.	TOM Priorities for the SSP	Rationale
1	A need for continued leadership across the schools to continue to develop the partnership and provide support to school/settings leaders during a time of change and transformation.	The SSP will lead the change operationally across the secondary system. They are participating as a team on a leadership and change development programme and have made significant progress. Continued investment in time and training is essential for the transformation to be successful.
2	An ELT to provide consistent leadership across the partnership and represent the views of all four member settings.	Consistency in approach and continuous improvement will help drive higher quality and greater efficiencies within the secondary system. The secondary school system is currently benefiting from an ELT with multi-perspective views leading to innovative solutions. The ELT also recognises the different challenges across the system.

3	Resourcing across the Partnership to ensure best use and deployment of resources, managed in partnership at ELT level.	The partnership model supports collaborative approaches to resourcing and deployment. Previously the schools effectively were in competition for resources which did not provide equity. Resources are now deployed according to priorities and best fit leading to better educational and equitable outcomes.
4	Curriculum development roles across the partnership. Based on one site but with responsibility to bring colleagues together and to facilitate ongoing curriculum development and alignment (also around reducing teacher workload and unnecessary duplication of work).	Curriculum development roles across the partnership encourages greater sharing of best practice, sharing of ideas, innovation and resources all leading to continuous improvements within the curriculum.
5	The coordination of alternative provision for vulnerable students who are struggling to access full mainstream provision but don't meet threshold for special school placement.	This will lead to a much more equitable spread of provision across the system than it is currently with differing standards of support depending on school.

All of the above detail was then used to develop the target operating model. It is included here because we think it is important to illustrate the depth and complexity of the planning undertaken to support the changes.

Carefully planned change and engagement sessions and workshops took place to enable staff to feedback on the proposed structures last year throughout July and September and part of October. Feedback generated from the sessions was developed into a shared FAQ document containing over 125 questions which the SSP Executive Leadership Team (ELT) used to refine and finalise the staffing structures.

Once the window for staff engagement and socialisation closed in October 2022, all feedback was collated and a series of five workshops were held during which the ELT reviewed all feedback and considered all suggestions raised. The finalised structures evidence that there has been further refinement as a result of the engagement process with staff.

The finalised structures were shared with staff in December 2022 and the HR-led work of ring-fencing and job matching commences this month. This is a sensitive time for all staff in the secondary sector but will provide much needed certainty and clarity of future employment, especially those who have been in temporary management roles as a result of the delayed reorganisation of secondary education.

### Current vs future structures

As outlined earlier, there are inconsistent staffing structures across the four secondary schools which makes direct comparison of structures impossible as there is no consistent baseline. The most straight forward way to show this is via the comparison table below.

	2023 Budgeted FTE	Future Numbers (FTE) modelled for 2025/26
Executive Principal	1	1
Principal	4	4
Vice Principal	4	6
Assistant Principal	12	10
SENCO	4	4
MA4 *	7	0
MA3 *	32	21
MA2 *	49	26
MA1 *	33	62
Teacher (excluding positions above)**	45	43
Established staff	34	41
Technicians	15	20
Learning Support (all LSA/LMs)	38	40
<b>Total FTE</b>	<b>277</b>	<b>278</b>

\* MA - Management Allowance: these are teachers with an additional management responsibility. When teachers have an additional management responsibility, they receive additional non-teaching time in which to carry out their additional responsibility. An increased level of management allowance indicates an increased level of remission time. Some of the new MA roles have responsibilities across the SSP.

\*\*Teacher Full Time Equivalent (FTEs) fluctuate each academic year to reflect pupil numbers and forms of entry. The teacher FTEs modelled for the period 2025/26 to 2034/35 range between 31 and 43. For 2025/26 the teacher FTE is 43 where school populations are only marginally higher than the current academic year.

### Preamble 7

The President confirmed in her answer to one of my recent questions pursuant to Rule 11 that the Committee has identified an approximate £600k of revenue savings in the secondary sector.

### Question 7

**Can the Committee please provide a detailed breakdown and explanation of how these savings will be achieved?**

## Response 7

The financial modelling for the Secondary School Partnership project estimates £600k of annual recurring savings through more efficient, more evenly-sized schools, as well as premises savings directly derived from the reorganisation of the schools to align with the States-approved delivery model.

The operational efficiency savings are estimated at £400k p.a. and are largely pay-related savings, due to the implementation of the revised Target Operating Model. The savings have been calculated using a detailed financial model that calculates the cost of the proposed staff structures and estimates the teaching resources required based on population forecasts.

As per the response to the Rule 11 question referred to in this question, and in line with the States' Resolution, it has been planned that these savings would be reinvested across the Education system, and this approach has already led to a re-allocation of £215k of budget in 2022 and a further £150k planned for 2023 across other areas of Education without requesting any additional cash limit from Treasury.

£200k of the savings are property related, being made up of caretaking, utilities, and repairs and maintenance costs. This has been based on comparing current costs with estimated costs of the Sixth Form Centre at Les Ozouets Campus (LOC) provided by quantity surveyors. We anticipate a saving of £148k (at today's prices) once the site currently housing La Mare de Carteret High School is vacated and the Sixth Form Centre moves into the new site at LOC. This is expected to increase to £246k p.a. from 2027/29 when it is modelled that the Sixth Form Centre at Les Varendes will no longer be required (see response to question 8b).

It should also be noted that there will be an estimated cost of £40k p.a. of keeping the vacant La Mare de Carteret High School site secure until the future of the site is decided.

## Question 8a

**With respect to the 'temporary' arrangements announced last week to move the Sixth Form Centre to La Mare de Carteret High School, can the Committee please confirm that the curriculum will not be narrowed and that A-Level or IB courses involving specialist facilities, such as PE, film and media will continue to be supported on the single site?**

## Response 8a

Yes, we can confirm that the curriculum will not be narrowed and that specialist A-Level and IB courses will continue to be taught on the single site.

## **Question 8b**

**Can the Committee advise how the teaching spaces in the current Sixth Form Centre will be utilised when the Sixth Form moves to La Mare?**

### **Response 8b**

It is important to clarify that the Sixth Form Centre is not a standalone building where all Sixth Form teaching takes place. Currently over 50% of the Sixth Form lessons and the delivery of almost 70% of Sixth Form subjects take place in the main body of the 11-16 school.

The Sixth Form Centre is an extension to the main school building and consists of a large refectory area, teacher and administration offices and a limited number of rooms for tutor groups and teaching.

Given the small size of the Sixth Form Centre building and the extent to which Sixth Form teaching takes place in the 11-16 school, it is necessary for the Sixth Form to move in order to release a substantial proportion of teaching spaces within the main body of the school for use by the increased cohort size of 11-16 students in 2025. This, along with careful re-purposing of the pool area, means that the Sixth Form Centre will no longer be required for teaching.

Firm decisions have yet to be made over the future use of the Sixth Form Centre and it is noted that the matter was not given detailed consideration at the time of the policy approval in September 2021. However, as it is made up of general-purpose space without any specialist equipment and can be completely closed off from the main body of the 11-16 school, it lends itself well to supporting the process of property rationalisation across the States of Guernsey.

Considerations continue over the use of the space and as the building is adjacent to a school, the States Property Unit is already working closely with ESC officers to determine its most appropriate future use. It would make sense to use the space for an educational and/or children's service purposes, offering increased opportunities for collaborative multi-agency and third sector working.

## **Question 9**

**Notwithstanding the fact that some GCSE and A-Level/IB options will depend on cohort choice, can the Committee please set out the expected breadth of curriculum in terms of**



**subjects and how they will be pooled at both levels, noting if they anticipate adding to or withdrawing any subjects that are currently offered? In doing so, can the Committee please confirm that Triple Science and at least two Modern Foreign Languages will be available at GCSE?**

### **Response 9**

The Committee can confirm that modelling for the Sixth Form Centre has been based upon the current provision. The prospectus for 2023 can be viewed [here](#).

Under the guidance of the Executive Leadership Team, the secondary schools have already begun to align curriculum offers to ensure greater equity of provision and to align examination specifications. Students will continue to have access to a broad range of GCSE and BTEC option choices. As is noted in the question, this is always subject to variation on an annual basis.

The Committee can confirm that GCSE Triple Science will be available in each 11-16 school along with the option to study at least two Modern Foreign Languages at GCSE.

### **Question 10a**

**Was there any consultation or communication with those responsible for ensuring adequate bus services prior to the announcement?**

### **Response 10a**

Prior to announcing the intended use of La Mare de Carteret High School as an interim home for the Sixth Form Centre, the project team undertook a comparative analysis of a number of options. This analysis included consideration of several factors, focussed on the viability of each site to support the number of learners with the facilities they require. La Mare de Carteret High School site was selected on the basis of that objective, multi-factorial analysis.

Due to time constraints, it was not possible to consult on all factors – such as confirming any potential amendments to bus arrangements – prior to announcing the preferred option to staff. In relation to this, it is pertinent to note that the selection of the La Mare de Carteret High School site option means that there is no change from the published transition model for 11–16-year-olds. Furthermore, school bus provision has never been in place for post-16 learners.

It was deemed a priority to share our plans for the interim home of the Sixth Form Centre with staff, parents and students as soon as possible after the announcement of the problems with the tender process.

It is important to us to act in an open way with all stakeholders on key points and, given that the change is not due to take place until September 2025, it is to be expected that some details continue to be worked through, including liaison with Environment & Infrastructure. There is no anticipated risk to firming these up these arrangements well in advance of the movement of sixth form students to this site in 2025.

#### **Question 10b**

**What are the anticipated cost implications of ensuring adequate bus services?**

#### **Response 10b**

While it was not possible to consult on the impact on bus services prior to the announcement of the planned interim use of La Mare De Carteret High School site given the speed with which events and decisions unfolded, it is important to note, as set out above, that there is no change from the published transition model for 11–16-year-olds and school bus provision has never been in place for post-16 learners.

Noting the above, officers are considering the transport implications of the interim model during wider modelling of the cost and time impact of the problems experienced with the tender process. We anticipate that the specific impact of housing the Sixth Form Centre at the La Mare de Carteret High School site will be comparatively limited, as the site has been maintained given its ongoing use for 11-16 students.

The output of this work will be included in updated costings for the implementation of the model, which is planned to be completed for consideration by the Committee in early February.

#### **Question 11a**

**By what date must a new contract be signed with a new contractor in order to guarantee occupation by September 2026, two years behind that agreed by the States?**

### **Response 11a**

The end-to-end construction and commissioning period we were working to with RG Falla Limited was two years. If a new contractor was able to work to the same timeline, this would mean that we would need to enter contract in the Autumn of 2023.

It should be recognised, however, that the construction market has changed – in various ways – in recent months. Notably, significant changes in interest rates are affecting demand for construction services. Our external advisors, who have extensive insight into the state of the market in the UK, note that they are seeing great variability in how construction companies are reacting to those changes in market conditions.

Compounding this, there is currently uncertainty with regards to how the Guernsey construction market will respond to the same changes. Finally, it is pertinent that our architectural plans have also developed and become more detailed since RG Falla Limited provided its proposed timetable.

Given all of the above, while officers have developed initial estimates for the time impact of changing provider, these estimates will not be sufficiently mature to share until officers have received pertinent information from potential construction partners.

Conversation with those partners is now underway, with updated plans due to be completed for consideration by Committee in February.

### **Question 11b**

**Following the announcement of the termination of any arrangements (contractual or otherwise) with RG Falla in relation to the development of a new Sixth Form centre and Post-16 Campus at Les Ozouets, what will be the anticipated consequential delay to the build schedule, and what are the estimated costs for re-tendering the project?**

### **Response 11b**

While initial estimates of the time and cost impact of the delay have been developed, we know and accept – as is discussed in the response to the previous question – that these will remain comparatively immature until they are strengthened with data from potential providers. For this reason, these will not be shared at this time.

Officers are currently in the process of engaging with alternative construction companies to assess their interest and ability to undertake this scheme. These conversations include the gathering of information regarding the potential cost and timeline of the scheme. Data from the suppliers is anticipated in the second half of January. This will enable the

programme team to develop and share more mature estimates. It will also allow an impact assessment and recommended way forward to be provided to the Committee in February.

**Date of receipt of the Question: 20<sup>th</sup> December 2022**

**Date of Reply: 10<sup>th</sup> January 2023**