

**JERSEY COMMUNITY RELATIONS TRUST**

# **SOCIAL MOBILITY REPORT**



**Jersey Community Relations Trust**

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## FOREWORD

### Introduction

The Jersey Community Relations Trust ("JCRT"), building on its previous report, *The Cost of Childcare in Jersey* ("The Childcare Report"), commissioned BDO Greenlight to undertake a study on the outcomes achieved by children of primary school and secondary school ages in Jersey and assess whether these outcomes are pre-determined via inherent social barriers. We were driven by a desire to assist the States of Jersey in better understanding the current education provision in Jersey and how we can work to further assist the evolving diversity agenda.

Globally, evidence shows a strong relationship between high levels of income inequality and low levels of social mobility. The delivery of effective and evenly balanced education is a means of disrupting this relationship to create greater social mobility opportunities from generation-to-generation. To echo a key sentiment of *The Childcare Report* – the best investment a government can make is in the education of future generations – this is particularly relevant for an isolated community with a finite workforce resource. Failure to adequately, and effectively, invest in Jersey's education provision jeopardises the outlook for the whole community.

"Opportunity breeds opportunity and, while early advantage accumulates, so does early disadvantage."<sup>1</sup> This report has not been commissioned to remove opportunity from those currently enjoying it, it is about spreading that opportunity for the benefit of the whole community. It presents us with a chance to have a fundamental review of Jersey's education provision, its performance, and to ask questions of its operational framework.

### Approach

The report was initially compiled via field research (collating publicly available data), where possible conducting interviews with key stakeholders and via a perception-based survey. The team at BDO Greenlight then undertook a comprehensive data analysis process – working to identify trends which helped inform the key findings and recommendations.

### Thank you

We would like to thank everyone who helped us with the compilation of this report. We would especially like to thank those we took part in interviews, provided key data and offered case studies to support the report. We hope the report findings are informative and will provide the foundations to help key stakeholders make clear progress in the future.

It is our hope that "The Social Mobility Report" will help to inform future debate and policy decisions for the benefit of the long-term future and sustainability of the Jersey community.

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<sup>1</sup> *Unlocking Talent, Fulfilling Potential: A plan for improving social mobility through education* – Department for Education – December 2017 – p.6

Thank you for taking the time to read this report.

*The Trustee Committee – JCRT*

## About the JCRT

The JCRT was established by the States of Jersey on 3rd September 2004, with the following aim:

"To seek to eliminate discrimination on any ground including, but not limited to, grounds of colour, race, nationality or ethnic or national origins, gender or sexual orientation, disability or age, by promoting good relations between all members of society, and seeking to achieve equality of treatment and opportunity within our community."

We advance our aim in a number of ways:

- Promoting legislative changes to enhance equality;
- Commissioning research in areas where discrimination arises and recommending measures to tackle issues highlighted;
- Encouraging and facilitating community partnerships which enhance social harmony; and
- Public awareness and education initiatives on discrimination issues.

The Trust is run by a committee of trustees including one States Member. The Trustees bring a wealth of knowledge from different perspectives and experiences and help to develop and oversee the implementation of the Trust's plans.

## Impact of Covid-19

Whilst every effort has been made to conduct thorough research in order to present a balanced view, it should be noted that this report was authored between April-July 2020 and some research activity has been hindered by the Covid-19 pandemic. Understandably, Covid-19 took top priority for many GoJ officials and, in particular, for those from the Education branch of the Children, Young People, Education and Skills (CYPES) department. This did mean we could not get access to some key stakeholders.

The JCRT however, would like to invite further dialogue on the report subject matter from members of the public and any stakeholders in GoJ who wish to be engaged.

Please contact : [jerseycommunityrelationstrust@outlook.com](mailto:jerseycommunityrelationstrust@outlook.com)

We also acknowledge the impact that Covid-19 has had on students and teachers in all levels of education, as well as their families, due to the necessity of having to attempt home-schooling. The series of 'lock-downs' has, unfortunately, further highlighted an existing divide within education between lower socio-economic families and the children of families with higher income, specifically with reference to digital education and access to the resources necessary to be able to support education at home. In an article written at the start of the pandemic (June 2020), GoJ confirmed that "Almost 300 laptops and internet devices have been ordered or donated to schools to help students, who do not have access to devices, with

their home learning. Since COVID-19 pandemic, the CYPES Department has been working with telecom providers and Digital Jersey to provide free broadband to the homes of school children and care leavers without access<sup>2</sup>.

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<sup>2</sup> Taken from GoJ news article "More online devices ordered to help students learn from home" – 9th June 2020.

## INTRODUCTION

### 1.1. Background

There is no single source of data to determine the current state of social mobility in Jersey.

To assess and qualify whether there is a link between the educational provisions available and the level of social mobility, as well as identify any other factors which may impact social mobility, extensive research has been undertaken using various existing hard data sources, interviews with key stakeholders and a perception-based public survey.

The Research Objectives were to:

- Understand the outcomes achieved by children of primary school and secondary school ages and assess whether these outcomes are pre-determined via inherent social barriers;
- Review the educational programmes currently available in Jersey to support inclusion for students with English as an Additional Language (EAL) and/or Special Educational Needs and/or Disabilities (SEND);
- Assess whether there are opportunities available in Jersey to develop a more creative, problem solving and inclusive workforce of the future; and
- Provide recommendations to assist the Government of Jersey (GoJ) to better understand the current educational provision and how JCRT can work to further assist the evolving diversity agenda.

### 1.2. Research

In order to obtain a view of the impact of education on social mobility in Jersey, a mixture of desk and field research was conducted through interviews with key stakeholders and a perception-based public survey<sup>3</sup> was distributed.

### 1.3. Scope

The scope of the research includes:	The following are out of scope:
<ul style="list-style-type: none"> <li>➤ Understanding the educational programmes available in Jersey, to enable all children to reach their full potential;</li> <li>➤ Assessing whether the present education provisions create equal opportunities for social mobility</li> </ul>	<ul style="list-style-type: none"> <li>➤ Any relationship between social mobility and gender, race or class system; and</li> <li>➤ Schools which do not receive any funding from GoJ. Namely, Helvetia, St Christopher's, St Michael's and St George's<sup>4</sup>.</li> </ul>

<sup>3</sup> The survey was published in order to provide an indication of the local perception of the educational provision available in Jersey to support children to achieve their full potential and provide insight into public opinion related to the opportunities available to young people in Jersey. To support diversity and inclusion the survey was translated and made available in English, Portuguese and Polish.

<sup>4</sup> It should be noted that although Beaulieu Convent School, FCJ and De La Salle all receive yearly grants from GoJ, they are considered "private" schools and therefore are under no obligation to provide school data to GoJ. We requested equivalent data for all three schools for the purpose of

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- and benefit individuals and the economic wellbeing of society;
- Validating whether the present education system is creating a flexible workforce with the skills and attitudes to adjust to the changing patterns of employment and contribute to the economic success of future Jersey; and
  - Assessing whether sufficient resources are available for SEND and EAL children to ensure that they have similar opportunities to develop their potential.
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fair comparison and inclusion into this report and were declined this information by De La Salle, with no response from Beaulieu or FCJ.

## KEY FINDINGS AND RECOMMENDATIONS<sup>5</sup>

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# SOCIAL MOBILITY REPORT

## KEY FINDINGS



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<sup>5</sup> Please note that all key findings and recommendations represent the views and opinions of the Jersey Community Relations Trust (JCRT) and not BDO Greenlight.

## KEY FINDINGS

### **Lack of clear leadership for the Social Mobility agenda.**

Although there are a number of common themes that various GoJ departments wish to address around social mobility, there is no centralised unit who can help to co-ordinate the different areas towards mutually beneficial goals. The UK Government, by way of comparison, has established a dedicated Social Mobility Commission responsible for *"monitoring progress towards improving social mobility"*, researching and promoting the social mobility agenda as well as *"providing published advice to ministers on how to improve social mobility"* in the UK<sup>6</sup>.

### **Insufficient funding for the support of EAL students and Mental Health provision.**

Our research suggests that the following findings should be assessed by GoJ and considered alongside its current funding analysis:

- Assessment results across all key stages appear to show a lower attainment level for pupils with English as an Additional Language (EAL). The current funding provisions, however, provide no dedicated budget to schools for the support of EAL students; and
- Islanders perceive support for "Social, Emotional and Mental Health" to be one of the most pressing educational needs. The current funding provision to support mental health in schools has remained at the same level (inflated) for approximately 12 years and is only available to secondary school pupils. Primary and States fee-paying schools receive **no** dedicated funding for Mental Health provision.

### **Equity and understanding the links between wider socio-economic concerns are key to addressing attainment gaps at a Primary School level.**

There is a lack of data available to clearly understand and assess what is being done in Jersey to lessen the attainment gaps identified within teacher assessment reports at Primary School level. Specifically, for those pupils who have been identified as lower achievers at Key Stages 1 and 2, it is difficult to clearly evidence the action being taken to improve their attainment and to prevent this attainment gap becoming a barrier to their social mobility in later life.

That said, it is clear from our broader research that action based on equity and an understanding of the key links that exist between educational attainment and wider socio-economic concerns, such as housing, access to nutrition, opportunities for physical exercise and availability of healthcare, should be key to GoJ's approach to closing these attainment gaps.

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<sup>6</sup> Taken from UK Government "Social Mobility Commission (SMC) website:  
<https://www.gov.uk/government/organisations/social-mobility-commission>



## **Perceptions of professional potential and an individual's future success are too closely linked to academic achievement at Key Stage 4.**

There remains an expectation that students need to achieve the "golden key" of at least Grade 4/C in GCSE English and Mathematics to access higher education (post-16) and to be successful in their future careers. With a significant minority of our young people (a third in 2018) leaving school without reaching this grade, there is a clear need to review the effectiveness of the support currently available to students who have been identified as needing additional help to raise their attainment levels, based on projections made at an earlier stage within their education.

There is, however, evidence that the reality of being able to access post-16 education without the "golden key" grades is more positive than many might believe in Jersey. Of the students who enrol for the 6<sup>th</sup> Form at Highlands College, 46% do not have a 4/C in GCSE Mathematics and 29% do not have a 4/C in GCSE English. Highlands College's achievements in supporting young people who have not necessarily achieved traditional academic success by Key Stage 4, should be applauded and promoted as a means to change the perception of limitation and inspire aspiration.

The evidence that limited academic success at Key Stage 4 is not necessarily an accurate reflection of a young person's future potential is compounded by an emerging shift in employers' perceptions of professional competence: the focus on academic subjects when recruiting workers is already starting to move to non-traditional education options due to a rapidly and dramatically changing working environment.

GOJ actively needs to shift the current dialogue around career entry requirements away from the established academic norms and focus on acknowledging an individual's strengths and supporting them in developing these strengths in curriculum areas/ future careers where they can flourish.

## **Lack of public awareness for positive government initiatives.**

Perception-based survey data showed that people are not necessarily aware of the positive GoJ support, initiatives and funding that are available to help improve social mobility. Consideration should, therefore, be given to how GoJ advertise their support services to prevent the risk of specific needs not being met.

This is particularly relevant in relation to funding assistance and bursaries available to access fee-paying schools for lower-income families and the services available to support children and the families of children with SEND and EAL.

## **Poor collation and storage of data for GoJ associated research.**

Throughout the research process, it proved challenging to obtain data related to social mobility in Jersey, often relying on the support and engagement of specific individuals within GoJ departments. At present there does not appear to be a central repository for the collation and storage of government data for ease of access by either GoJ employees or other individuals conducting research.

Feedback from various stakeholders also suggests that there is not enough data being collated to help formulate links and identify trends between GoJ departments that may be root causes of social immobility.

### **Enhancements required to work experience opportunities for young people in Jersey.**

Work experience opportunities for young people in Jersey do not necessarily equip them to obtain employment in that sector and are often too short to have a meaningful impact in terms of understanding of the workplace and how to navigate it. They also have little demonstrable impact on improving self-confidence and the perception that certain industries may not be open to them. In addition, comments from the perceptions-based survey confirmed that respondents believed there to be a lack of career opportunities in Jersey outside of the finance sector [consideration should be given to non-finance industries better promoting career development opportunities].

### **Very limited public access to school data for all schools in receipt of government funding.**

Through the course of researching this report, it has proved difficult to obtain comparable data/information related to the three “private” schools who receive GoJ grants on an annual basis.

The Freedom of Information team confirmed that as *“the private schools such as Beaulieu, De La Salle and FCJ are not defined as a public authority under the Freedom of Information (Jersey) Law 2011”*, they were unable to provide any data to us on school demographics or assessment results. We were also declined this data when requesting from the schools directly.

Ultimately, there should not be any restrictions to the availability of data about all children in education. As the grants provided to these schools are not insubstantial, the expectation for transparency and availability of information to the public should be the same as for other government-maintained schools.

### **Learning from schools who are achieving positive results.**

The assessment data for Key Stages 1 and 2 outlined within this document showed that Samares Primary School achieved impressive attainment results despite having one of the highest percentages of SEND pupils on the island (25%), and a relatively high proportion of EAL and Jersey Premium students. Some of this success may be due to the school’s innovative “plant to plate” project delivered in conjunction with local charity “Caring Cooks”, which provided a practical and enriching context for children who may struggle to learn in a traditional classroom setting.

Further investigation should be conducted into such positive examples of success within specific Jersey schools in order to disseminate the learning and inform “best practice” across all schools.

# SOCIAL MOBILITY REPORT

## RECOMMENDATIONS



Introduction



Social mobility can be vertical, horizontal, upwards or downwards. Education provides an opportunity to achieve upward social mobility, which may lead to higher social status, increased employment opportunities and improved economic benefits. A child's inherited social and socio-economic status can affect a child's ability to access an education which will assist them in succeeding in life. In Jersey, we have an opportunity to address this imbalance.

**"By age five, there are significant developmental differences between low, middle, and upper class children's cognitive and non-cognitive skills."**<sup>7</sup>

A progressive education system will identify these development differences and deliver pre-school and primary education providers with sufficient resources to identify and address needs. Jersey can seek to be progressive in managing this issue – setting an objective that all children entering secondary education have the necessary skills to be successful in achieving their full potential.

Social mobility creates a fairer and more equitable society. It leads to economic growth and better outcomes for all. It does not mean that the wealthy lose their wealth – more that the gap between those with most and those with least becomes smaller and that the wealthiest actively support this. Although the JCRT sees education strategy as a significant factor in closing this gap, social mobility requires everyone to support new approaches.

It is for this reason that the JCRT strongly recommends Government action to create a data-driven, well-resourced and joined-up education strategy to support social mobility across all communities in Jersey.

Our research suggests that this will require:

- Clear leadership and the optimum use of resources dedicated to education and the best possible prioritisation of those resources;
- GoJ working much more closely with the community and employers to ensure greater equality of opportunity for all of the Island's young people and providing education which is fit for purpose in the fast-changing and future world of work; and
- The embracing of diversity and ensuring inclusion is at the heart of education strategy and policies so that the potential of every child is recognised and nurtured from an early age and through-out their education.

Change has been slow to date and the Covid-19 pandemic has had a disproportionate impact on minority and under-privileged groups, only serving to deepen social and economic divides. For the future prosperity of Jersey, our research suggests GoJ will need to make bold changes in its education strategy and implement policies to enable social and economic mobility.

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<sup>7</sup> Greenstone M, Looney A, Patashnik J, Yu M (18 November 2016). "Thirteen Economic Facts about Social Mobility and the Role of Education"

## RECOMMENDATIONS

### 1. Clear leadership and optimum use of resources dedicated to education.

Create a Social Mobility Commission, sponsored by the Department of Education, in order to provide a focus on, and recommend solutions to, the most significant barriers to social mobility in Jersey. A coordinated approach to policy and the development of initiatives across Government, education and industry to accelerate progress is essential.

The role of the Commission would be to:

- Provide leadership in identifying issues which adversely affect social mobility;
- Develop a baseline study against which to measure progress of social mobility issues;
- Publish an annual report detailing action taken and progress achieved;
- Promote social mobility by challenging employers, the professions, schools and establishments of higher education to develop social mobility objectives and targets;
- Carry out and publish research in relation to social mobility; and
- Provide advice to ministers on how to improve social mobility and to reinforce the objective that socio-economic background is considered in all public policy.

### 2. Optimum funding in Education.

GoJ to review spending and budgeting procedures across all areas of education to ensure funding is adequate, suitably prioritized, and distributed to optimise the benefit to all children and young people.

The review should establish if the amount being spent on education is sufficient and if the results represent value for money in terms of achieving educational potential and desired outcomes across all communities in Jersey.

In particular, the JCRT believe special consideration should be given to increasing funding to schools with EAL students (students whose home language is not English and who require additional support to assist them to develop proficiency in English). EAL students are also statistically the students least likely to obtain the 'gold standard' of 5 GCSEs in order significantly to improve the attainment of at least 5 GCSEs across communities with the largest attainment gap. This will require:

- Providing a dedicated budget for EAL students to all schools based on number of EAL pupils attending the school;
- Schools developing a baseline study against which to measure progress of EAL pupils;
- Schools reviewing the support mechanism for EAL students and ensuring it is fit for purpose; and
- Government tracking the progress of a cohort of EAL students throughout their school life to fully understand their support needs.

Furthermore, GoJ should consider extending the Jersey Premium to pupils aged 16-19 to support them in continuing their studies and thereby increasing

opportunities to achieve their career aspirations and to actively contribute to Jersey's economy. Currently, no support is provided.

Financial support and expert guidance to all schools (primary and secondary) to deliver effective mental health support to students, especially those most negatively impacted by the Covid-19 pandemic. The current budget for mental health provision in schools has not been increased for approximately 12 years.

### **3. Government, the Community and the Future World of Work.**

GoJ to work with local employers and industry groups to develop a clear strategy, policies and initiatives that will broaden the aspirations of, and opportunities available to, children and young people across all schools and educational establishments in-line with the skills required in the workforce of the future.

Practically this requires GoJ to:

- Engage with employers across all sectors to identify relevant skills required in the workforce of the future, in order to develop a strategy that will enable children and young people across all schools to find fulfilling work and develop long-term careers. It is particularly important to develop a focused strategy to encourage the development of non-academic skills;
- Engage with employers to review current work experience opportunities, such as the Trident scheme, to ensure they are fit for purpose;
- Increase the number and quality of apprenticeships and vocational opportunities available to all children in all schools. The development of non-academic skills is important for a rounded workforce;
- Move away from a focus largely on academic standards as an indication of individual potential to consider a more holistic approach to education which may benefit a new generation of employers and employees;
- Further develop inclusive, extracurricular activities across all schools that encourage self-confidence and a broadening of aspiration, including music, arts, drama and debate, and make them accessible to all young people;
- Encourage and recognise the importance of charitable and community activities amongst all children and young people; and
- Review adult education courses to provide support for retraining opportunities and the development of new skills and self-confidence.

### **4. Supporting diversity, inclusion and equality across all schools.**

Diversity in schools supports the academic achievement of disadvantaged groups. As such, an improvement in the social mix within schools, and a focus on equity, are important factors in closing educational attainment gaps and increasing the equality of future opportunity for all our children and young people.

The JCRT recommend GoJ:

- Review the current policy of transferring pupils at 14 to Hautlieu as this may have an impact on diversity within other secondary schools at a key point in students academic study and in the development of their self-confidence and aspirations;
- The Independent School Funding Review 2020, undertaken by GoJ, includes a policy suggestion to "consolidate all academic selection at age 16,

rather than the current dual selection at 14 and 16, to remove the double funding of Key Stage 4 across the 11-16 schools and Hautlieu, and give all students access to a broad curriculum”;

- Increase investment in Highlands College to raise the profile of Further Education in Jersey and the huge range of high-quality, educational opportunities available to students at all levels of academic attainment;
- Review the catchment policy for secondary schools so there is a mix of pupils in each school from across the Island; and
- Ensure that ‘equity’ is at the core of selection procedures to all Jersey schools, with increased funding to support bursaries and scholarships. It means the Education department building strong relationships with the Island’s private and independent schools to work with them to ensure that these schools are also as inclusive as possible, with a strong ethos of equity.

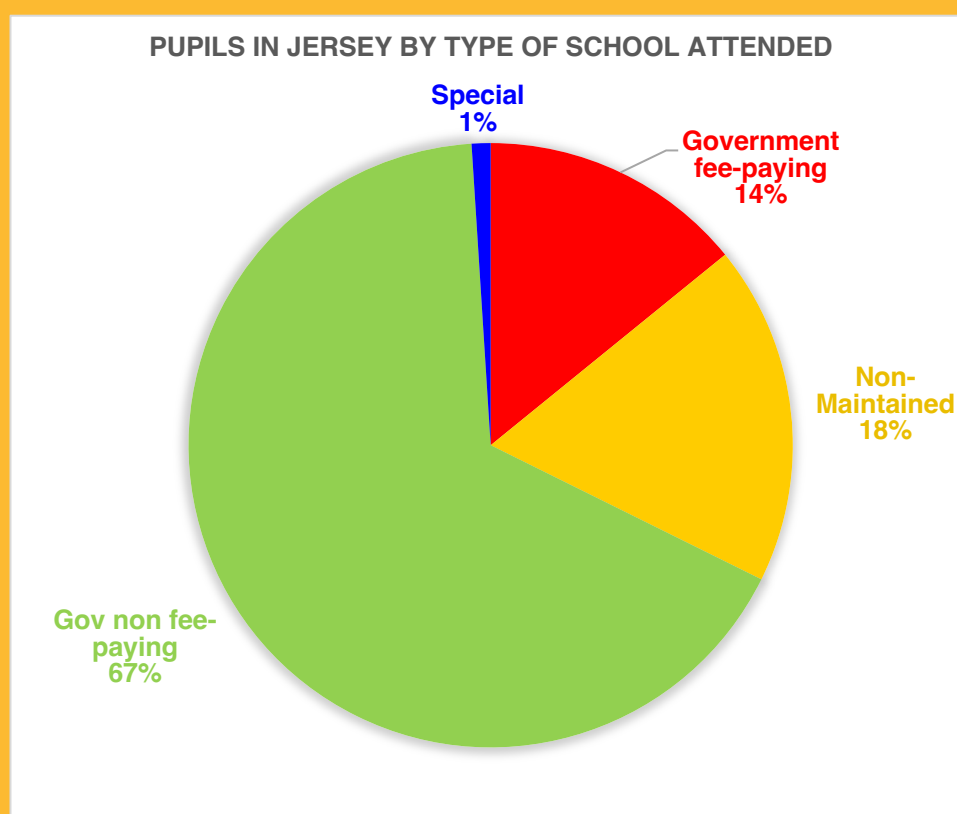
## EDUCATION IN JERSEY 'AT A GLANCE'

There are currently 31 primary schools, 9 secondary schools and 2 special schools in Jersey providing educational services for pupils of compulsory school age (5-16 years). Across the island, there were a total of 14,172 pupils enrolled in these schools<sup>8</sup> in 2019.

Of the 31 primary schools, 24 are Government-maintained (22 non fee-paying and 2 fee-paying) and 7 are non-maintained. Both Government fee-paying primary schools are academically selective, and all non-maintained schools have their own admissions criteria. There are also currently 19 Government primary schools which offer nursery provision for children aged 3-4 years.

The secondary schools in Jersey include 7 Government schools (5 non - fee paying and 2 fee - paying schools) and 2 non-maintained schools. Of the 9 secondary schools, 3 are academically selective.

Figure 1 – Pupils in Jersey by Type of School attended;



In addition to the above figures, Jersey also has 45 children registered for home-schooling and approximately 100 16-18-year olds registered as NEET (Not in Education, Employment or Training).<sup>9</sup>

<sup>8</sup> Figures taken from "Schools, Pupils and their Characteristics 2018-2019" report and include children enrolled from Nursey to Year 13.

<sup>9</sup> Figures taken from "CYPES Business Plan 2020"



## Exclusions and Suspensions

School exclusion is used by school head teachers to respond to incidents of serious misbehaviour and are broken up into two types:

### Suspensions

Involves exclusion for a specified number of days. Head Teachers may suspend a pupil for up to five days at any one time and up to 15 days in any one school term. A suspension usually follows incidents where a pupil's behaviour falls well below expectations and schools will try and improve behaviour with other strategies before suspension is considered.<sup>10</sup>

Longer periods require written permission from the Education branch of CYPES. Parents are notified in writing along with the process for appeal and during periods of suspension the school sets work for the child to complete.

### Permanent Exclusion

Permanent exclusion from school is extremely rare in Jersey. A head teacher must first have the written agreement of the Education Department's Chief Officer and also from the school's governing body (if the school has one).<sup>10</sup>

The Department of Education in Jersey states that the published maximum class size for a primary school form is 26 children<sup>11</sup>. In 2019, the average class size for all Government primary schools in Jersey was 25.1 pupils. There are some occasions when, due to capacity issues, class sizes exceed 26 pupils, which occurred in 34% of Government schools, however none exceeded 30 pupils.

Secondary school year groups are allocated based on multiples of 25 but can be exceeded by 1 child per 25 specifically for children living in catchment (this is referred to as 'stretch capacity'). The number of forms in Year 7 is agreed with the Head Teacher of the secondary school once the number of children living in catchment and requiring school places is known<sup>12</sup>.

As mentioned above, the compulsory school age for children in Jersey is 5-16 years, however many young adults choose to pursue higher education in the form of A-Levels, vocational courses and/or university degrees.

The Education (Jersey) Law 1999 states that it is the duty of the Education Minister to "facilitate attendance, in Jersey or elsewhere, by any person who has not previously undertaken a course of higher or vocational education, on such a course of higher or vocational education as is appropriate to the person's abilities and aptitudes"<sup>13</sup>. Fundamentally, this means that GoJ has a responsibility to provide options and support for post-16 education for all young adults wishing to pursue further education. There is also reference within the Education (Jersey) Law 1999

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<sup>10</sup> Taken from GoJ "Exclusions and Suspensions" information:  
<https://www.gov.je/Education/Schools/ChildsWelfare/Pages/SchoolDisciplineExclusion.aspx>

<sup>11</sup> Taken from "School Admissions to Non - Fee Paying Primary schools" policy.

<sup>12</sup> Taken from CYPES "School Admissions to Non Fee Paying Secondary Schools" policy.

<sup>13</sup> Taken from "Education (Jersey) Law 1999", page 28

to the need to provide financial assistance in the form of grants or loans (page 29 and 30).

All fee-paying secondary schools in Jersey provide their students with the option of continuing their education into "6<sup>th</sup> form" in order to complete academic A-Level qualifications, provided they meet some minimum attainment requirements at GCSE level. This is usually representative of 5 x GCSEs at grade A\*-C (9-4). These schools also offer a 6<sup>th</sup> form admissions process as part of their policies to wider schools on the island, depending on availability of spaces and the ability to pay school fees.

There are two government-funded options for further education in Jersey, namely Hautlieu and Highlands College; Hautlieu focusing on academic provision (GCSEs, A-levels and International Baccalaureate), and Highlands College offering mainly vocational courses, as well as access to degree-level qualifications through the Highlands University College. Based on the most recent pupil census for 2018/19, 1,030 young people are accessing post-16 education at Highlands and Hautlieu (non-fee paying schools), whilst 548 are accessing post-16 education at the fee-paying schools<sup>14</sup> In addition to these figures, 513 aged 16 to 18 years old were enrolled on full time courses in years 12 and 13 at the Highlands Further Education College in 2019.

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<sup>14</sup> Taken from pupil census 2018/19, provided by CYPES.

## CURRENT EDUCATIONAL PROVISION

The first aim of the Government of Jersey Teaching and Learning Policy<sup>15</sup> (2019) states;

"Ensure that all learners, from all starting points and backgrounds, have access to the highest quality of learning and teaching opportunities in Jersey Schools and Colleges. All learners will be enabled to become confident and resilient and be able to contribute as active and responsible citizens within the Jersey Community".

It is the responsibility of the Head Teacher in each school in Jersey to ensure that their school is adhering to this policy and the guidelines within, in order to support pupils to achieve with their learning.

The current Jersey curriculum is based on the National Curriculum in England and was last updated in September 2014. The subjects that form the curriculum are divided into two categories:

- "Core" subjects (being English, Math's and Science) which form the majority of a student's learning week; and
- "Foundation" subjects (Art, Computing (IT), Design and Technology, French, Geography, History, Music, PSHE (including Citizenship), Physical Education as well as Religious Education).

Although all schools must adhere to the curriculum, they are given flexibility regarding what they cover in these subjects.

There is also a specific policy in place for the support of children identified as gifted, more able and talented, and therefore requiring curriculum extension activities. These pupils are defined as those "who have ability or abilities or subject interest beyond the large majority of their peer group and who consequently require a more challenging curriculum than that appropriate for the large majority"<sup>16</sup>. It is the responsibility of individual schools to identify such children and to ensure that they are provided with opportunities within the curriculum that are sufficiently stimulating, challenging and differentiated in order to support their learning needs in a manner that is inclusive and flexible.

A child begins compulsory schooling in Reception class in the academic year (Sept – Aug) that they turn 5 and remains in compulsory schooling until the age of 16.

The curriculum above is then used as the basis for their learning throughout their Primary (ages 5-11) and Secondary (ages 11-16) school career and is divided into four "key stages" by school year, with KS 1 and 2 being taught in Primary school and KS 3 and 4 in Secondary school.

This curriculum and the administration of the same are governed ultimately by the Education Minister in Jersey and enforced by the Education (Jersey) Law 1999.

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<sup>15</sup> Taken from "Children, Young People, Education and Skills" policy.

<sup>16</sup> Taken from GoJ "Policy for the education of children who benefit from curriculum extension activities"

In addition to the Education (Jersey) Law 1999 and the curriculum, all schools in Jersey must adhere to government policies related to Admissions, Health and Safety and Safeguarding. These policies help to ensure that the education provision available is fair and consistent for all children and can be accessed via the link below:

<https://www.gov.je/government/departments/education/pages/policies.aspx>

One of these policies is specifically related to promoting inclusion in schools. This policy aims to ensure that:

- For everyone in a school community, barriers to learning and participation are reduced to allow inclusion;
- Pupils are placed in the educational environment which best meets their needs, considering the views of all concerned and the effective and efficient use of resource; and
- Where possible pupils with special educational needs are educated within mainstream catchment schools<sup>17</sup>.

Each individual school may also have its own version of a School Inclusion policy which outlines how they meet the requirements above.

## School Funding

It should be noted that following commentary from the then Education Minister Tracey Vallois that “the evidence from across the education service suggests that the current funding formula is not fit for purpose”, an independent review was carried out in 2019 and was published with recommendations in October 2020. Moreover, an article written for ITV confirmed that “the island spends just 2.3% of its GDP on education – less than some of the world’s poorest countries”<sup>18</sup>.

We hope that the independent review and its recommendations along with this social mobility report will help inform decisions to support future funding changes within our education system in Jersey.

The GoJ Department of Education allocate annual funding to all government - maintained primary and secondary schools in Jersey using a formula known as “AWPU” (Age Weighted Pupil Unit). For primary schools this formula is run on a per class basis whereas for fee - paying and secondary schools it is run per pupil. The primary school model was introduced in 2014 but the secondary model has been in place for over 14 years and therefore is considered outdated and as such this is a key matter within the above - mentioned review.

Schools are permitted to spend their allocated budget on whatever they wish, although GoJ does provide a recommended breakdown. A finance team meets

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<sup>17</sup> Taken from GoJ “Inclusion” Policy.

<sup>18</sup> Taken from ITV Article “Calls for more education funding in Jersey” – 21st July 2020.

with each school on a termly basis to ensure school budgets remain on track and the school is expected to evidence that they are not going to over-spend.

The two GoJ fee-paying schools (JCG and VCJ) receive a percentage of the formula for their annual budget broken down as follows:

- 22% for Primary School; and
- 47% for Secondary School.

Three private schools on the island – namely Beaulieu Convent School, De La Salle College and FCJ receive an annual GoJ grant to spend how they wish in order to “support the operation of each school in delivering the Jersey Curriculum to its students”. These schools must produce a set of accounts for governance purposes but are not required to inform GoJ what they will spend the money on.

The table below shows the total sum of annual grants received by each school in 2018 / 2019 / 2020 /2021<sup>19</sup> and these figures are representative of the 22% for primary and 47% for secondary;

Issuing Dept.	Grantee	Total Sum 2018	Total Sum 2019	Total Sum 2020	Total Sum 2021
CYPES	Beaulieu Convent School	£2,157,056	£2,170,095	£2,209,000	£2,315,000
CYPES	De La Salle College	£1,840,762	£1,770,836	£1,911,000	£1,953,000
CYPES	FCJ Primary School	£362,924	£331,053	£328,000	£304,000

## Funding for SEND/ EAL students

<sup>19</sup> Taken from GoJ “Annual Report and Accounts – 2019” and Annual Report and Accounts – 2021 ”

The annual SEND budget forms part of the AWPU formula, with a list of attributes receiving their own budget (shown below). The budget is then distributed based on how many pupils have the need in each school:

- In Primary Schools, attributes relate to how many children;
  - Are “Looked After”
  - Have a “Record of Need”
  - Are on the “Child Protection Register”
  - Have “Speech and Language Needs”
  - Deprivation
- Secondary schools use prior attainment and deprivation but are allocated a set figure, meaning if there are more pupils with SEND in that school, the money has to go further across more students.

At the time of writing, there was a relatively small budget available to specifically support Mental Health needs. This has remained static for approximately 12 years and is only available to secondary school pupils, with primary and fee-paying schools receiving no dedicated funding for Mental Health provision.

The social, emotional and mental health needs of students are addressed by a dedicated team within GoJ. The Social, Emotional, Mental Health Inclusion team (SEMHIT) “works with primary and secondary schools across the island to provide advice, guidance and support on managing challenging behaviour”<sup>20</sup>. The following are examples of approaches the team may use when working with a child:

- Conduct observations in school to support staff in managing behaviour and working with staff and pupils to agree and set behaviour targets;
- Assessments to identify individual children’s strengths and difficulties in order to form personalised behaviour support plans;
- Support with transitions (e.g. change of class or school);
- Group work to develop specific skills (e.g. friendship); and
- 1:1 individualised programmes<sup>20</sup>

At the time of writing, schools were not provided a dedicated budget to support EAL students, however there was a dedicated EAL Team within the Education branch of CYPES who receive an annual budget which they can allocate to support in the delivery of their services.

The JCRT welcomed the launch across all Government schools and colleges of a new language policy. We hope that this policy will go some way to providing essential additional support to multilingual students.

### **Jersey Premium Funding**

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<sup>20</sup> Taken from GoJ Social, Emotional and Mental Health website:  
<https://www.gov.je/caring/childrenandfamilieshub/pages/socialemotionalmalhealthinclusion.aspx>

The Jersey Premium Funding Scheme has been available since January 2017 and is a targeted programme providing additional funding to schools on a per- pupil basis for children who meet the following criteria;

- Pupils who are or have ever been "Children Looked After";
- Pupils from households which have recently claimed Income Support; and
- Pupils from households with "Registered" status that would qualify to claim Income Support if they had lived in Jersey for five years<sup>21</sup>.

Figures from the CYPES Business Plan 2020 confirm "In 2019, there were 2,248 pupils in receipt of Jersey Premium funding, representing 22 per cent of pupils in government schools. This number is likely to increase by around 200 per year over the next three years due to a change in the eligibility criteria in 2018 which allows pupils identified through an income support claim to remain on the programme for five years; therefore, the full number of Jersey Premium students will not be realised until 2022-2023."

There is total sum of approximately £2.9 million allocated to Jersey Premium each year and this figure is divided between the schools in Jersey based on the total number of eligible students they hold.

The purpose of the funding is "to help all children get the best from their education and raise attainment of all pupils. Jersey schools each publish evaluations and strategies on their individual school websites, which outlines the range of activities in relation to their Jersey Premium spend."<sup>22</sup>

In 2019, the three schools in receipt of the most Jersey Premium funding were Rouge Bouillon, Plat Douet and Janvrin (at primary level), and Le Rocquier, Grainville and Haute Vallee (at a secondary level). From a review of their Jersey Premium funding reports, there are some common themes identified for which the bulk of funding was utilised, as outlined below:

#### Primary School:

- Dedicated courses and specialist training for teachers and Learning Support Assistants (LSAs) to help students improve their reading, writing and numeracy abilities, all of which show a clear attainment gap for those pupils in receipt of Jersey Premium Funding;
- Purchasing resources to support home learning in areas of reading and mathematics as well as improving resources available in schools (such as "Wellcomm" speech and language, "Maths No Problem", "Increasing the number and availability of LSAs in primary school, particularly in Early Years, and Key Stage 1;
- Providing "breakfast clubs" and/or hot lunches to children and increasing parental awareness of information related to food banks and material support which can be accessed through school. Introduction of third party support such as "Caring Cooks" and "Jersey Dairy" for promotion of resources to educate pupils about healthy eating and lifestyle habits;

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<sup>21</sup> Taken from "Jersey Premium Eligibility" - <https://www.gov.je/Education/Schools/ChildLearning/Pages/jerseypremium.aspx>

<sup>22</sup> Taken from Freedom of Information response: <https://www.gov.je/government/freedomofinformation/pages/foi.aspx?ReportID=3614>



- Partly funding Safeguarding and Wellbeing coordinators to run parenting support groups focused on improving children's wellbeing;
- Increasing the range of extra-curricular sports and art activities (including music lessons, choirs, drama clubs and art clubs) available to students and encouraging Jersey Premium students to attend as well as subsidising students for enrichment trips/ activities; and
- Incentivised initiatives to improve attendance rates and reduce late arrivals which negatively impact learning both for Jersey Premium students themselves but also teachers and classmates.

#### Secondary School:

- Raising attainment in Literacy and Maths via employment of new specialist teachers, investment in resources (Reading Plus) and targeted training courses for teachers;
- Employment of an EAL support assistant to provide students with help understanding their learning and improving their English;
- Improving Culture Capital of students by subsidising tickets to theatre productions, off-island visits to France and sports tournaments or training experiences. Also ensuring learners have access to equipment needed for all lessons, including art supplies and access to music lessons via "Learning to Play" programme;
- Cooking and Design and Technology" classes (including growing herbs and vegetables); and
- Incentives for improving attendance rates and employment of an Education Welfare Officer (EWO), as well as mini-bus pick-ups, breakfast and homework clubs.

It should be noted that Jersey Premium funding does not extend to students studying post-16 courses. Although a trial was conducted within Highlands College and Hautlieu School, this has now been withdrawn. This is an issue which has been addressed by the Scrutiny Panel with their Post-16 Education Report (2019) recommending; "The Minister for Education should identify the necessary funds within the Government Plan to extend the Jersey Premium to all providers with eligible students accessing post-16 courses".

#### Assessing School Performance

54% of those asked in the perceptions survey believed that a school ranking system is important and should be implemented in Jersey.

In 2016 the GoJ launched a pilot called the "Jersey Schools Review Framework", which has been refined over the years for formal commencement in September 2019. This framework will span approx. 3 years with the aim of conducting "an independent assessment of the quality of education in all Government of Jersey primary and secondary schools"<sup>23</sup>, in order to elicit ways of improving education

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<sup>23</sup> Taken from "Jersey School Review Framework – Handbook 2019"



in Jersey and ensure that “children’s development and achievement are at the heart of our education system”.

Each review will span three days and is designed to assess:

- That pupils are learning in a safe, nurturing environment;
- The behavior and personal development of pupils;
- Standards of teaching, learning and achievement, and
- The effectiveness of the school’s leadership.

The review Handbook (2019) will act as a guide throughout the process and has been developed in extensive consultation with various GoJ departments to ensure “participation of a range of professionals from the Island in the review process.” All reviews will be led by highly experienced off-island professionals who will receive training to understand the Jersey Education system and the wider context in order to “ensure independence and rigour”.

Although care has been taken in the Handbook to make it clear that the Jersey School Review Framework is different to the Ofsted system used in England, there are certain similarities in their aims – mainly the assessment and improvement of the quality of education provided. Where the Jersey review process mainly differs is in its collaborative approach, working with schools to provide advice and focusing on improving the standards across the island as a whole. Individual schools will be accountable for the impact of their work and are expected to make their own professional decisions on how to operate whilst “ensuring equality of opportunity and compliance with Jersey Law and regulations”<sup>17</sup>.

At the end of each assessment, a report of findings will be issued which will not provide an overall judgement but will assess the school under the four key areas above. If a school is found to require significant improvements in any of these areas, then “a School Improvement Board will be convened to support the school in making fast and enduring change”<sup>17</sup>.

To date, four school reports have been completed, however the Covid-19 pandemic has unfortunately delayed further progress.

## Conclusion

From the data provided above, it would appear that GoJ are taking positive steps to ensure that there are educational programmes available in Jersey which enable all children to reach their full potential.

It has been recognised that there is a need to review the education funding model and also conduct independent assessments into the quality of education provided by each school, in order to ensure consistency in teaching across the island via the Jersey School Review Framework.

We would hope that the outcomes of both of these reviews would further improve the fairness of schemes available and take into account projections made related to increase in number of students eligible for Jersey Premium in order to future-proof the educational provision.

Per the information in our key findings, it would appear that greater emphasis needs to be placed on the funding and support available to children with English as an Additional Language as well as the advertisements and awareness of the available provisions to improve uptake.

## CREATING EQUAL OPPORTUNITIES

The results of the perception-based survey showed that only 22% agree that the current education system provides adequate opportunities to support children with key skills for careers in the future, with the majority (49%) agreeing that the type of school you attend determines your future.

The current school placement system in Jersey is largely based on where you live on the island. Each GoJ primary and secondary school is assigned to a specific "catchment area" and the admissions process for both non fee-paying schools and fee-paying/ private schools are outlined below (supported by Appendix A). This information is key when considering access to opportunities in education as our data shows that 58% believe the school you attended has an impact when applying for jobs in Jersey and a majority 73% perceive private school education opens more doors for Jersey's youth.

### Government Non-Fee-Paying Primary School Admissions

The GoJ website has a map guide for parents/ careers which advises of your catchment primary school by your home address/post code (link below):

<https://statesofjersey.maps.arcgis.com/apps/webappviewer/index.html?id=4077ddb1f8ba4c31ab1c1234b5dc866c>

Once your catchment school is known, you complete a "registration of interest" form and submit this to your catchment school. The form can be completed at any time but must be submitted before 1<sup>st</sup> November in the year before your child is due to start reception class at primary school. Most children start school in the academic year (Sept-Aug) that they turn 5.

This form provides details of your child, your current address, whether your child has any siblings already attending school and a choice of three school preferences.

You can register your interest in order of preference for any three schools on the island, however placements are allocated by the Education Department and if any school is over-subscribed, priority is given in the following order, to children who:

1. Have a special educational need and must access a specific school / are looked after;
2. Have brothers or sisters in the school (Reception to Year 5);
3. Are living in the primary school catchment area;
4. Are living in the secondary school catchment area;
5. Have brothers or sisters in the school - Year 6; and

6. Have other requests supported by a good educational reason<sup>24</sup>

You are notified of an offer of school placement in February of the year before your child turns 5.

If your out-of-catchment selection is unsuccessful then you may be offered a placement at a school which is not one of your preferences. It is therefore recommended to select the catchment school as at least one of your preference options.

Should you wish to appeal the placement allocation, you can submit an appeal in writing to the Education Department who will decide whether a hearing is necessary, and an appeals panel will be convened, including;

- A senior member of the department (who hasn't been involved in the case);
- Either the Minister or Assistant Minister for Education; and
- An independent member of high standing in the community.<sup>25</sup>

The decision of the appeal panel is final, and you cannot request a further appeal.

It should be noted that access to publicly subsidised compulsory education is available to:

- British and EEA children; and
- Third Country Nationals (Non-British, and non-EEA children) holding the appropriate visa.

However, Third Country Nationals who enter Jersey on a General Visitor Visa, Child Visitor Visa, Student Visitor Visa or Student Visa will be liable to pay full fees and are unable to study at a wholly maintained school (non-fee paying GoJ school).<sup>26</sup>

The results of the survey showed that the school catchment system is perceived as marginally unfair (37%) compared to 31.8% who agreed or strongly agreed that it was fair.

Similarly, only 43% felt that they were able to make an informed decision when choosing a school for their child. This may be because unless you are able to afford fee-paying education, parents are given little choice on which school their child attends as it is largely based on catchment area for the majority.

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<sup>24</sup> Taken from "Applying for a school", GoJ - <https://www.gov.je/Education/Schools/FindingSchool/Pages/Admissions.aspx#anchor-1>

<sup>25</sup> Taken from "School admissions appeal process", GoJ - <https://www.gov.je/Education/Schools/FindingSchool/Pages/AppealingAdmissionsDecision.aspx>

<sup>26</sup> Taken from GoJ "Access to publicly funded education" policy

## Government Non-Fee-Paying Secondary School Admissions

If your child attends a GoJ non fee - paying primary school, they will automatically be offered a place at the associated catchment secondary school, per the table below;

Figure 2 – Details of linked GoJ non fee-paying primary and secondary schools<sup>27</sup>.

Secondary School	Linked Primary Schools
Grainville	Grands Vaux Janvrin Springfield St John St Martin St Saviour Trinity
Haute Vallee	D'Auvergne First Tower Rouge Bouillon St Lawrence
La Rocquier	Grouville Plat Douet Samares St Clement St Luke
Les Quennevais	Bel Royal La Moye Les Landes Mont Nicolle St Mary St Peter

As with GoJ primary schools, should you wish for your child to attend a non fee-paying GoJ secondary school that is not the one linked to their current primary school then parents / carers are able to submit an out of catchment request in writing to the Education Department of CYPES, which will be considered in the same way as primary "Registration of Interest" forms.

If the school is full, then priority is given to students who:

1. Have a special educational need and must attend a specific school / are looked after;
2. Live in the school catchment area;
3. Have a sibling in Years 7 to 10;
4. Attend a primary school in the secondary school catchment area;
5. Have parents who live or work in the school catchment area;

<sup>27</sup> Taken from "Secondary School Catchment Areas", GoJ - <https://www.gov.je/education/schools/findingschool/pages/findsecondarycatchmentschool.aspx>

6. Have a sibling in Year 11; or
7. Have a good education reason for attending a non-catchment school.<sup>7</sup>

Hautlieu admissions begin from Year 10 (14+) based on a minimum Cognitive Ability Test (CAT) score of 109 and a minimum attainment of 103 in both English and Mathematics at Key Stage 3 assessment.

This often means that the more able children at government-maintained non fee-paying schools leave at the end of Year 9 (end Key Stage 3) to transfer over to Hautlieu which Children's Commissioner Deborah McMillan warns is a very unique process to Jersey and can have dangerous consequences for the self-esteem of those left behind as "creaming off the top sets and high achievers means you haven't got the bright children to inspire and also can often leave the remaining children feeling like they have failed".

### **Fee-Paying School Admissions**

All fee-paying schools in Jersey have their own admissions policies and processes (links provided in Reference Material section), which can be found on their websites. As mentioned in section 3.1, there are 9 fee-paying primary schools and 4 fee-paying secondary schools on the island, of these 13 schools, 4 are Government-maintained (namely, JCP, JCG, VCP and VCJ) and a summary of the admissions process for each is provided in Appendix A.

At a primary school level, JCP is available from Reception, with admissions of both boys and girls (33 each per year) into JCP until Key Stage 2, when all boys are automatically transferred to VCP. The reception entry is subject to a £75.00 non-refundable registration fee and subject to sibling priority, the drawing of registered girls and boys names up to the total intake of 66 children.

An additional 11 girls places are provided for Key Stage 2 on an assessment basis, with current teachers providing assessment information in reading, writing and maths and a requirement for students to be achieving age related expectation or above.

There are a total of 75 places available in any one year group at VCP, meaning at the beginning of Key Stage 2 there is a potential for 42 places (excluding the 33 auto-allocated to boys transferring from JCP). Entrance requirements for VCP are based on the completion of a variety of tests assessing Reading, Mathematics and Non-Verbal Reasoning as well as Writing samples from current school and a positive school report.

If there are more successful applicants than places available, priority is given to those considered to have the strongest attainment.

Admissions into the secondary schools (JCG and VCJ respectively) includes automatic admission for preparatory school children, with no requirement to sit entrance examinations.

External candidates for JCG pay a non-refundable registration fee of £75.00 and for both schools, applicants must pass entrance examinations in English, Maths and Verbal Reasoning, achieve "secure" assessment at their age-related expectation

in English and Maths and have a positive school report from their current schools which “demonstrates strong commitment to learning”.

Both JCG and VCJ have further entrance requirements to attend “6<sup>th</sup> Form” for A-Levels which are based on achievement at GCSE and offer ad-hoc admissions throughout years 8-11 if a place is available and subject to the successful completion of the entrance exam requirements.

There is also an appeal process available for both schools which involves formal submission in writing and is reviewed on a case by case basis.

### **Private School Admissions (For those schools in receipt of Government Funding)**

Beaulieu Convent School, De La Salle and FCJ all provide primary education for children from Reception on a non-selective academic basis. All schools are linked with the Catholic faith and therefore their admissions processes prioritise baptised catholic children, as well as children of school employees or the siblings of children already in attendance.

Applicants for all primary schools must pay a variable administration fee to accompany their registration form and as with JCG and VCJ secondary schools, automatic admission into the secondary school is provided for students attending the primary section of Beaulieu and De La Salle as well as students from FCJ (with girls being accepted into Beaulieu and boys to De La Salle).

External applicants for the secondary schools must submit a registration form (again with a variable admin fee) and De La Salle also requests a recent report from the current school, examples of written work and an interview for the applicant.

The same entry criteria related to Catholic children, those with siblings in attendance at the secondary schools and children of school employees apply to secondary applications.

Each school has its own governing body and fees required are set by this body on an annual basis.

Below are comparative costs for the academic year 2021/2022.

School	Cost Per Year	Breakdown of cost per term
FCJ	£5,610	£1,870

Beaulieu	£7,257	£2,419
De La Salle	£6,828	£2,276
Jersey College Prep	£6,456	£2,152
Victoria College Prep	£6,858	£2,286
Jersey College for Girls	£6,594	£2,198
Victoria College	£6,960	£2,320

### Support for attending fee-paying schools

The majority of those surveyed are unaware of funding schemes available to support lower income families and students at fee paying schools in Jersey. Admissions to fee-paying schools are based largely on the ability to pay fees set by each school's governing body, however bursaries can be awarded on a full, half or partial basis and are reviewed annually. The funding is dependent on household income and if the family earning were to increase above the threshold the bursary would not be awarded the following year.

As a guideline, a total household income in excess of £48,000 per annum, would not normally enable a student to benefit from a bursary. The application process is repeated annually and is confidential, requiring submission of an application form certified by the Tax Office along with all supporting evidence related to the income stated.

Any bursaries awarded are handled by the Governing Body, the Principal and the Trusts involved and many of the bursaries require either the student or at least one of their parents to be Jersey-born.

The current bursary figures for each school are shown in the table below.<sup>28</sup>

	Number of pupils in receipt of bursary	Total number of pupils	% of pupils in receipt of bursary
Jersey College Preparatory	0	0	0%
Jersey College for Girls (up to Y11)	38	507	7.5%
Victoria College Preparatory	<5	284	<2%
Victoria College (up to Y11)	41	503	8.2%

In addition to the above information related to students in receipt of financial support to attend private school, the Freedom of Information team confirmed that

<sup>28</sup> Article 25 (Personal Information) of the Freedom of Information (Jersey) Law 2011 has been applied to figures where there are less than five pupils represented.



in the last academic year, 129 pupils transferred to fee-paying secondary schools from Government of Jersey non fee-paying primary schools.

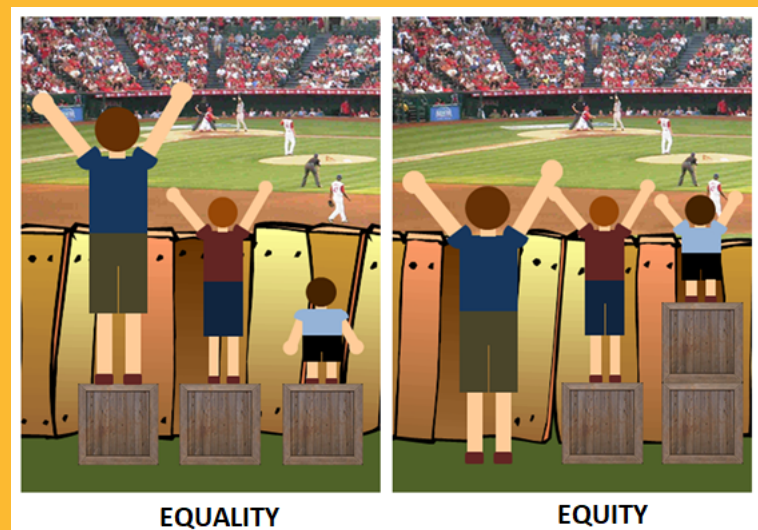
### Conclusion

In an interview with Jersey's Children's Commissioner, Deborah McMillan, the importance of focussing on equity rather than equality for children in order to improve social mobility in Jersey, was made very clear. To help explain this further, please see below analogy:

There are three children attempting to watch a football match over a fence, all of varying heights.

The tallest child is already able to see over the fence. The middle child is able to see with some effort by standing on his tip toes or pulling himself up on the fence. The shortest child is unable to see even if he uses the same techniques as the middle child.

- **Equality** is when all children are given the same sized box to stand on. This represents the same amount of funding, the same provision and support and is similar to the current system available in Jersey.
- **Equity** is when each child is given a different sized boxed based on their individual needs. The funding, support and provision are tailored to the differing level of need and therefore more fairly weighted overall to allow all three children to watch the football match.<sup>29</sup>



When asked her opinion on how we can improve social mobility for children from disadvantaged backgrounds, Deborah McMillan said;

**"Rights are so interdependent and inter-related therefore we really need to address social mobility as a whole to improve equity for all".**

<sup>29</sup> Taken from: <https://medium.com/@CRA1G/the-evolution-of-an-accidental-meme-ddc4e139eOe4>



A shift towards a focus on equity rather than equality will require Jersey's government to consider how we can reduce the attainment gap that exists and understand why certain children are not thriving. In the shorter term, the Children's Commissioner and her team are continuing to work on the incorporation of rights for children into domestic law in Jersey and pressing the agreement for the completion of a Children's Rights Impact Assessment (CRIA) for all legislation. They do, however, acknowledge that in order to really address social mobility on the island, various GoJ departments will need to work together to improve aspects such as housing, early years support and healthcare for lower income families.

A key finding from this report recommends the creation of a dedicated GoJ Social Mobility Minister or department whose focus will be to ensure that there is adequate educational provision to create equal opportunities for social mobility and for the benefit of both individuals and the overall economic wellbeing of society.



## OPPORTUNITIES FOR SEND / EAL CHILDREN

### Special Educational Needs and/or Disability (SEND)

According to the GoJ SEND Policy (2016) a child is said to have “special educational needs” if he/she either has “a learning requirement that is significantly different from the majority of children of the same age” or “a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of his/her age in provided schools”.

It is the practice in Jersey to place pupils with SEND into “mainstream” schooling wherever possible, if this placement does not:

- Contradict the wishes of the child or their parents;
- Contradict the best interests of the child;
- Cause detriment to the education of other mainstream children; or
- Reflect an inefficient or inappropriate use of resources<sup>30</sup>.

The educational needs of all children are assessed regularly by their teachers with support from special educational needs co-ordinators (SENDCo) and the Inclusion and Early Intervention (IEI) team within CYPES. If there are concerns about a child's learning, closer attention is given to the type and extent of support they require and in many cases this will lead to new ideas and strategies for school staff and parents to use. Sometimes a more specialist assessment may be required by external specialists such as advisory teachers, speech and language therapists, occupational therapists or educational psychologists.

If these assessments have not provided a successful outcome then an Exceptional Action Assessment (EAA) is used. A formal “Record of Need” is required where an EAA indicates that GoJ should:

- Specify the child's needs;
- Determine the educational arrangements required to meet the identified needs;
- Determine the resources to be allocated to make these arrangements, including possible involvement of other educational provisions;
- Specify involvement of external agencies; and
- Determine the arrangements by which a child's progress will be monitored.<sup>31</sup>

As mentioned earlier, there are two dedicated SEND schools in Jersey, namely Mont a l'Abbe (pupils from nursery to age 19), who focus on both physical and mental learning difficulties and La Sente (pupils from KS3-KS4/ School Years 3-11), who focus on Social, Emotional and Mental health needs.

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<sup>30</sup> Taken from GoJ “Special Educational Needs” policy (2016).

<sup>31</sup> Taken from GoJ website = <https://www.gov.je/Education/Schools/Sen/Pages/AssessingEducationalNeeds.aspx#anchor-4>

In addition to these dedicated schools, there are three government primary schools (plus one only providing provision for ages 3-5) and four government secondary schools with "specialist centres" for varying needs, as shown in the table below<sup>32</sup>;

Figure 3 – SEND specialist centres in Jersey mainstream schools.

School	Need(s) Met	Age/Year Group
Bel Royal (Primary)	Physical and Medical Needs	Nursery to Year 6
St Clement (Primary)	Deaf/Hearing Impaired needs (combined with Le Rocquier)	Nursery to Year 6
St Saviour (Primary)	Autism and Social Communication Needs	Nursery to Year 6
Rouge Bouillon (Nursery and Reception)	Autism and Social Communication Needs	Nursery and Reception
Grainville (Secondary)	Autism and Social Communication Needs	Years 7 to 11
Haute Vallee (Secondary)	Autism and Social Communication Needs	Years 7 to 11
Le Rocquier (Secondary)	Deaf/Hearing Impaired needs (combined with St Clement)	Years 7 to 11
Les Quennevais (Secondary)	Physical and Medical Needs	Years 7 to 11

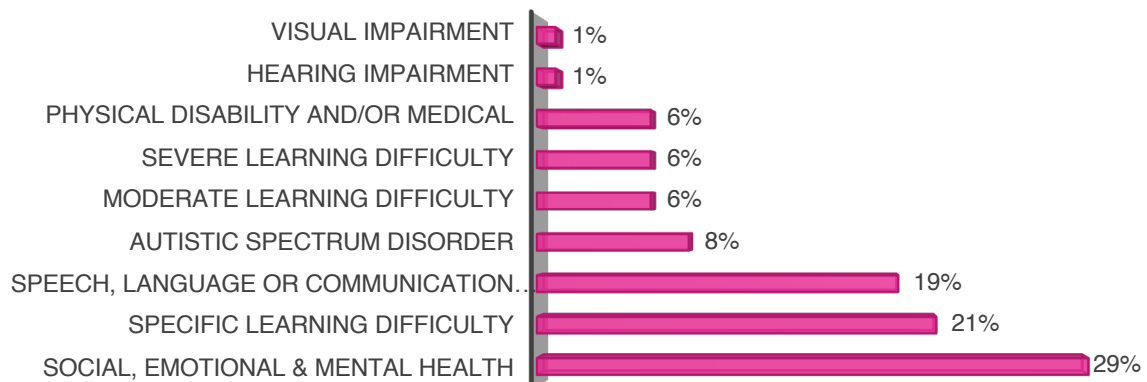
The CYPES 2020 Business Plan confirms that as of 2019, "13 per cent of pupils in Government schools in Jersey were classified as having special educational needs. This represents 1,339 pupils, of whom 232 had a Record of Need". The largest proportion of need was identified as "Social, Emotional and Mental Health", with 29% of children having this need.

Figure 4 – Description of type of need held by compulsory school aged children with SEND<sup>33</sup>.

<sup>32</sup> Taken from GoJ website - <https://www.gov.je/Education/Schools/Sen/Pages/SpecialSchools.aspx>

<sup>33</sup> Taken from "CYPES Business Plan 2020"

#### DESCRIPTION OF NEED FOR COMPULSORY SCHOOL AGED CHILDREN WITH SEND, 2019



The GoJ website states "The Education Department provides equal opportunities to all children so they can access education regardless of their circumstances<sup>34</sup>".

To help ensure they meet this promise, all schools in Jersey are required to follow the Inclusion Policy (see section 4.2.1) as well as a specific policy related to SEND education in schools and a SEND Code of Practice. The government SEND policy states that:

Pupils with special educational needs will be able to access an educational setting where:

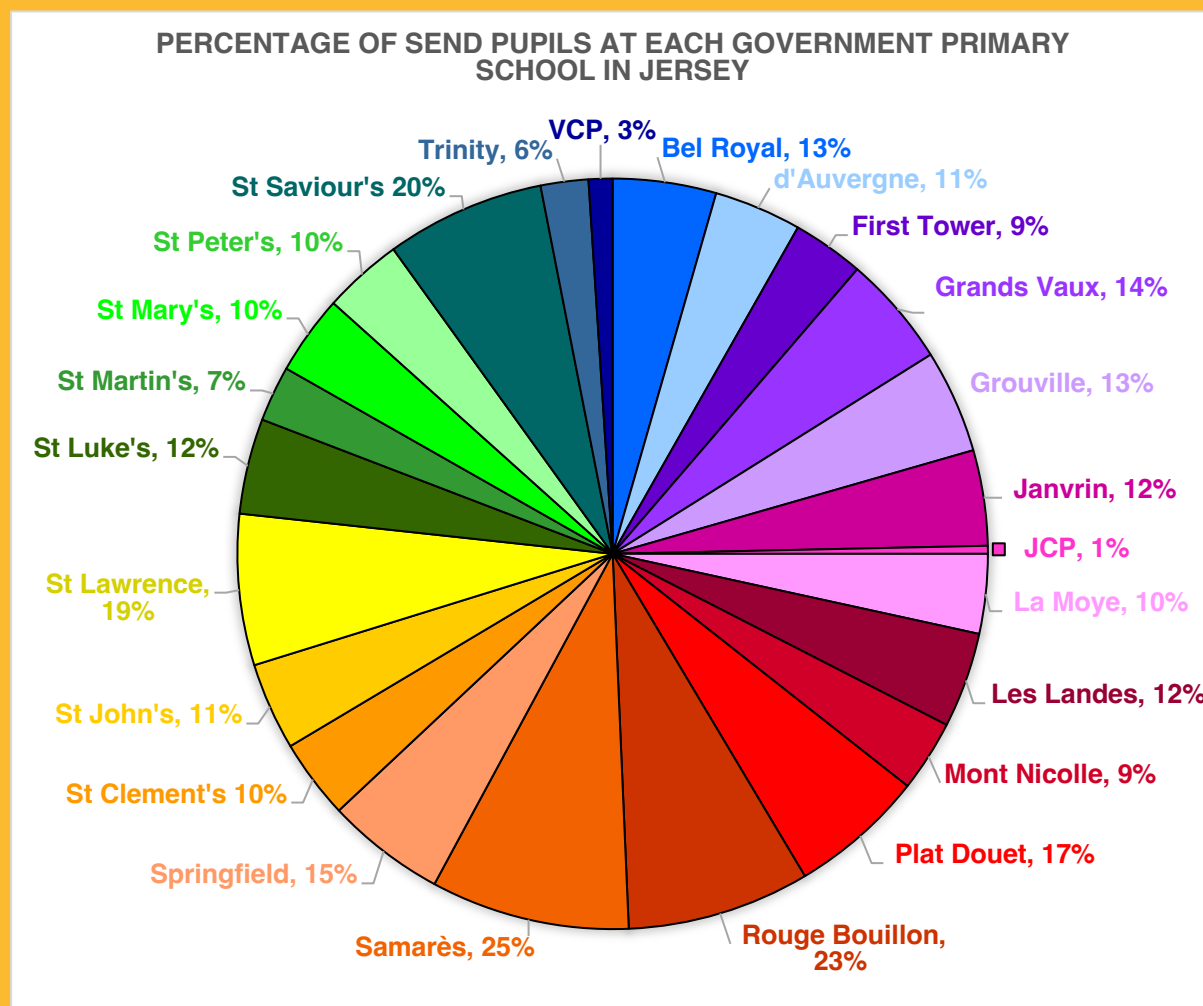
- All pupils are valued equally;
- Barriers to learning and participation are reduced;
- There are systems and resources that ensure early identification and intervention;
- Suitable learning challenges and targets are set to meet the diverse learning needs of all pupils;
- Pupils, teachers and parents share responsibility as defined in the Jersey Code of Practice;
- The criteria for allocating resources is transparent and fair;
- The procedures and processes reduce administration and bureaucracy; and
- There are high quality staff.

For the provision of pupils with SEND, each school has a "SENDCo" role (SEND Coordinator), who is responsible for overseeing the support services available in their school and ensuring that the individual needs of the pupils at their school are met.

<sup>34</sup> Taken from GoJ website page titled "Support for children with special education needs" - <https://www.gov.je/education/schools/sen/pages/whatsupportavailable.aspx>

The GoJ also runs an "Inclusion and Early Intervention Section (IEI)" which includes specialist professionals who provide advice, support and training for all schools, parents and carers.

Figure 5 – Percentage (%) of pupils with SEND at each GoJ Primary School<sup>35</sup>.

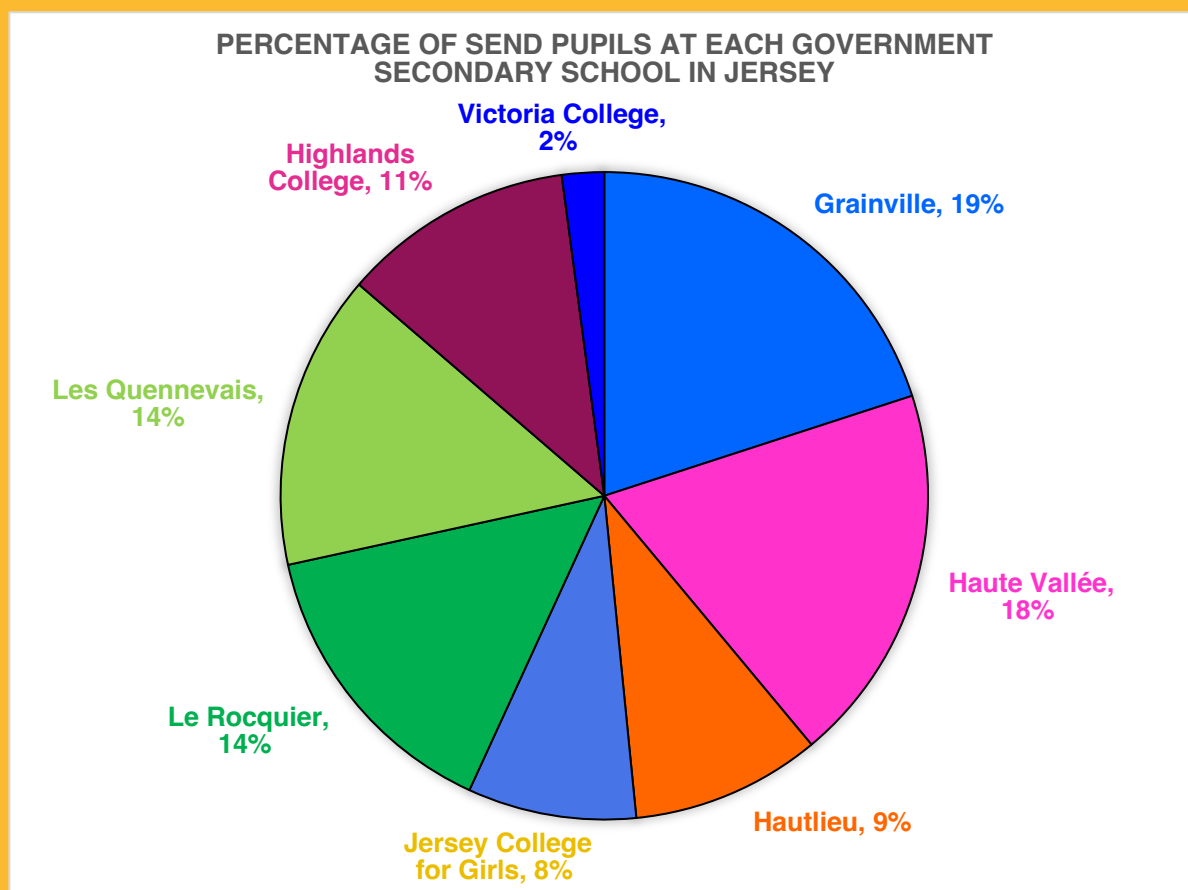


The graph above shows the range of distribution of pupils with SEND across GoJ Primary schools in Jersey. It is interesting that those schools identified as specialist centres above do not host the highest percentage of SEND children as might be expected. This may indicate a link between lower socio-economic backgrounds and increased learning needs, as the schools with the highest percentages (Samarès @25% and Rouge Bouillon @23%) are in lower socio-economic catchment areas.

Figure 6 – Percentage (%) of pupils with SEND at each GoJ Secondary School<sup>36</sup>.

<sup>35</sup> Taken from "Jersey School Census data – January 2020".

<sup>36</sup> Taken from Jersey School Census data – January 2020.



### English as an Additional Language (EAL)

A pupil's first language is defined as 'the language that a child experienced during early development and continues to experience in the home or community'. Many children start life with more than one language during early development (which may include English). If a pupil experienced more than one language during early development, then they are deemed to have English as an additional language (EAL) and the language other than English is recorded as their first language, irrespective of the child's proficiency in English<sup>37</sup>.

It is important to note that, by this definition, a child classed as having 'EAL' may still be fluent in English and may also have been born in Jersey.

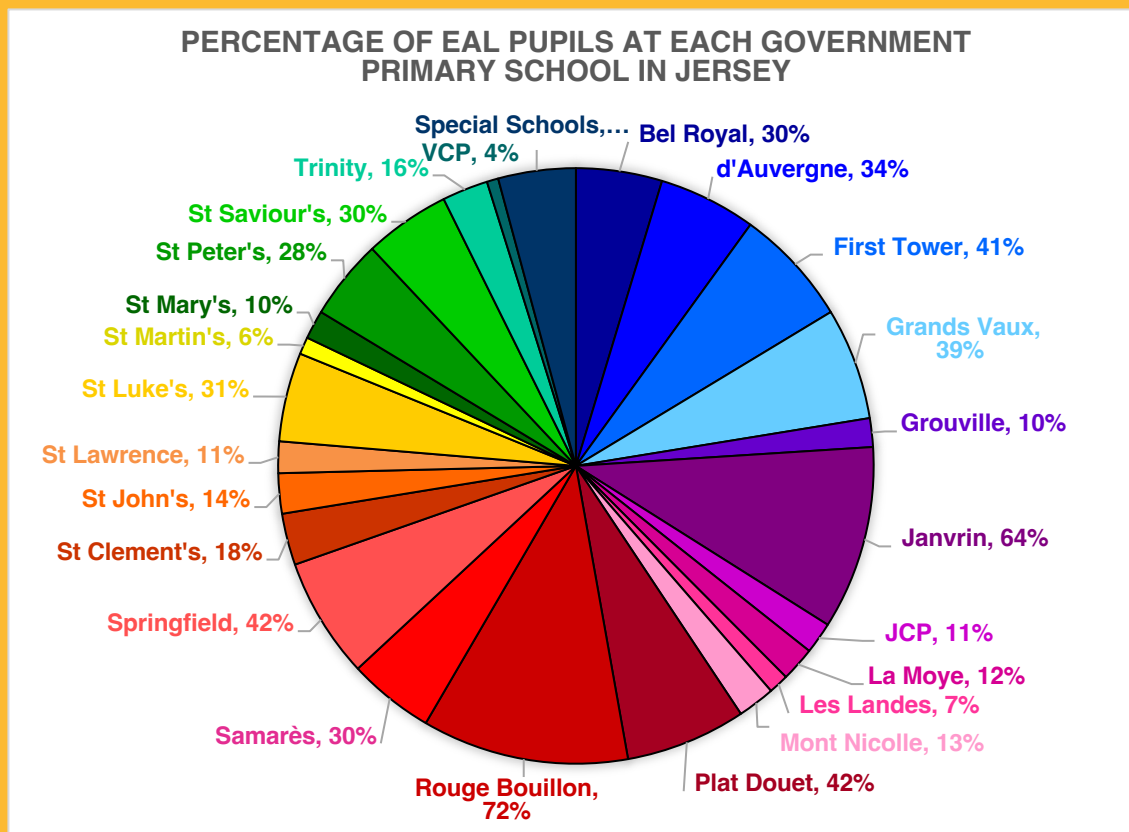
As mentioned earlier within this report, there is a dedicated GoJ team within the Education branch of CYPES whose remit is to provide support and services for EAL children in Jersey. We have been advised that there is a peripatetic team that supports pupils in all government funded schools according to need from Year 1 upwards and that this team collates data on the impact of their services with the aim of improving learning outcomes for all pupils. They stated that due to data protection they were however unable to share any detailed information regarding what specific services they offer and which schools were most impacted.

The CYPES Business Plan for 2020 also attempts to address the level of educational provision available to EAL children by delivering "a Youth Service pilot scheme to

<sup>37</sup> Definition taken from GoJ "Schools, Pupils and their Characteristics" 2018-2019 report.

engage with young people from communities with English as a second language, with, in the first instance a focus on the Portuguese, Polish and Romanian communities.”<sup>38</sup>

Figure 7 – Percentage (%) of pupils with EAL at each GoJ Primary School<sup>39</sup>.



The graph above shows the distribution of children with EAL throughout GoJ Primary schools. The data shows that the highest proportion of EAL students in Jersey attend Rouge Bouillon Primary School (72%), followed by Janvrin (64%), Springfield (42%) and First Tower (41%). To analyse this data further, for the majority of EAL pupils in Jersey, their first language is Portuguese (approx. 30%), followed by Polish (approx. 10%) with other languages recorded being approx. 8%.<sup>40</sup>

Conversely, the lowest percentage of EAL pupils attend VCP (4%), St Martin's (6%) and Les Landes (7%).

This pattern is largely repeated in GoJ secondary schools, with the catchment secondary schools linked to Rouge Bouillon and First Tower (Haute Vallee – 45%) and Janvrin and Springfield (Grainville – 34%) showing the highest percentages of EAL pupils.

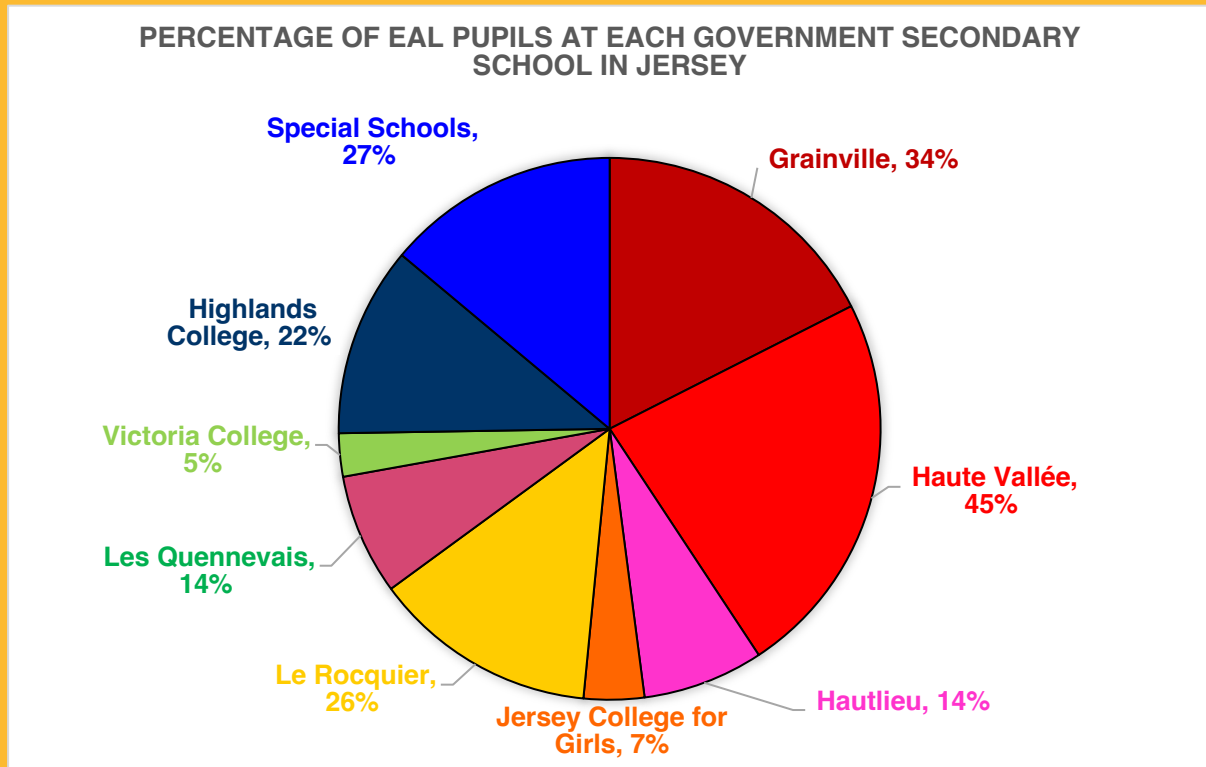
Conversely, the lowest percentage of EAL pupils attend fee-paying schools (VCJ – 5% and JCG – 7%).

<sup>38</sup> Taken from CYPES Business Plan 2020

<sup>39</sup> Taken from Jersey School Census data – January 2020.

<sup>40</sup> Taken from "School Reports 2018" for each school – available on school websites.

Figure 8– Percentage (%) of pupils with EAL at each GoJ Secondary School<sup>41</sup>.



### Student Performance Assessment

Following the introduction of the updated Jersey Curriculum in 2014, a new teacher assessment framework has been introduced. Under the new assessment framework, the terms 'Emerging', 'Developing', and 'Secure' are used to show the

<sup>41</sup> Taken from Jersey School Census data – January 2020.



extent to which a pupil has understood and can apply what they have been taught at the end of each academic year<sup>42</sup>.

The table below shows guidelines teachers work to in making their assessments under each category<sup>43</sup>:

		EMERGING	DEVELOPING	SECURE
Percentage (%) of yearly curriculum objectives/ key objectives achieved		Between 10% and 40% of yearly objectives achieved, including some key objectives	Between 40% and 70% of yearly objectives achieved, including most key objectives	Between 70% and 100% of yearly objectives achieved, including all key objectives
Application of objectives learnt	Frequency	Sometimes	Often	Frequently
	Accuracy	Some errors	Small errors	Generally accurate
Independence		With lots of help	With some help	With little help
Retention of objectives learned		Retains little	Retains some	Retains most

The figures provided through a Freedom of Information (FOI) request cover pupil assessment for Reading, Writing and Mathematics in Years 2 and 6 for each GoJ maintained primary school in 2018 and are represented in the below graphs. This data is available annually from each school's website as part of their "School Data Report".

Although the corresponding data was requested from the three fee-paying private schools who receive GoJ funding, De La Salle declined to provide the information and we received no response from Beaulieu or FCJ. As "private schools such as Beaulieu, De La Salle and FCJ are not defined as a public authority under the Freedom of Information (Jersey) Law 2011", we were unable to obtain this data from GoJ.

### Key Stages 1 and 2

According to the information caveat in the School Report data, "Pupils assessed against curriculum objectives below their chronological year group are likely to have identified Special Educational Needs (SEN), or other significant barrier(s) to learning."<sup>29</sup> This would suggest that those schools with the highest percentage of children with SEND (namely Samares (25%), Rouge Bouillon (23%) and St Saviour (20%)), would see the lowest performance in terms of assessment. This trend appears to be true for Rouge Bouillon and St Saviour, however the data collected

<sup>42</sup> Taken from Jersey Primary "School Reports Data", 2018 and Freedom of Information response ref: 208419056

<sup>43</sup> Taken from "Teacher Assessments at Key Stages 1 and 2 in Jersey – 2018/2019"

shows that Samares in particular achieved one of the highest percentages of students reaching "Secure" assessment at KS1 and KS2 across Reading (63%@KS1 and 70%@KS2), Writing (44%@KS1 increasing to 66%@KS2) and Mathematics (44%@KS1 to 70%@KS2).

Similarly, those schools with the lowest percentage of SEND students (namely JCP (1%) and VCP (3%) in terms of fee-paying schools and Trinity (6%), St Martins (7%) and Mont Nicolle (9%) from the GoJ non fee-paying sector), would potentially achieve the highest assessment results. The data shows this is largely corroborated with St Martin showing the biggest percentage improvements between key stages 1 and 2 across all areas – Reading (55%@KS1 increasing to 64%@KS2), Writing (48% @KS1 increasing to 60% @ KS2), and Mathematics (48% @KS1 rising to 60% @ KS2).

It should, however, be noted that the highest performing non-fee-paying schools in each assessment category were:

- Reading = Mont Nicolle (achieving 88% "Developing" and 81% "Secure" by KS2);
- Writing = Samares (achieving 80% "Developing" and 65% "Secure" by KS2); and
- Mathematics = Samares (achieving 90% "Developing" and 70% "Secure" by KS2).

Upon obtaining this data, it is useful to explore what schools like Samares might be doing that other schools could learn from and further investigation revealed that in 2019, in association with the Caring Cooks' Kitchen Garden Project and Let's Get Cooking Programme, and funded by sponsorship from Appleby, their school received an outdoor kitchen and gardening area. The aim of this kitchen was in direct relation to the knowledge that "there are over 200 children at Samares School, and 25% of those have a special educational need, which can often mean that they can find a conventional classroom challenging and need other opportunities to learn – the garden and outdoor kitchen provided just that"<sup>44</sup>. It could be that this unconventional and interactive approach to SEND education has supported children's learning and comprehension in core curriculum areas and it would be advisable for further investigation to be conducted by GoJ to look into examples of best practice in order for schools in Jersey to learn from each other.

When considering the impact of EAL on assessment data, for the four schools with the highest percentage of EAL students – namely Rouge Bouillon (72%), Janvrin (64%) and Springfield / Plat Douet (both 42%), the results show that these schools do appear lower on overall performance, however considering Rouge Bouillon also has one of the highest percentages of SEND students, they have achieved significant improvements in all assessment areas, with the level of students reaching "secure" assessment rising between key stages- Reading (28% @KS1 to 35% @KS2), Writing (9% @KS1 to 14% @KS2) and Mathematics (11% @ KS1 to 20% @KS2).

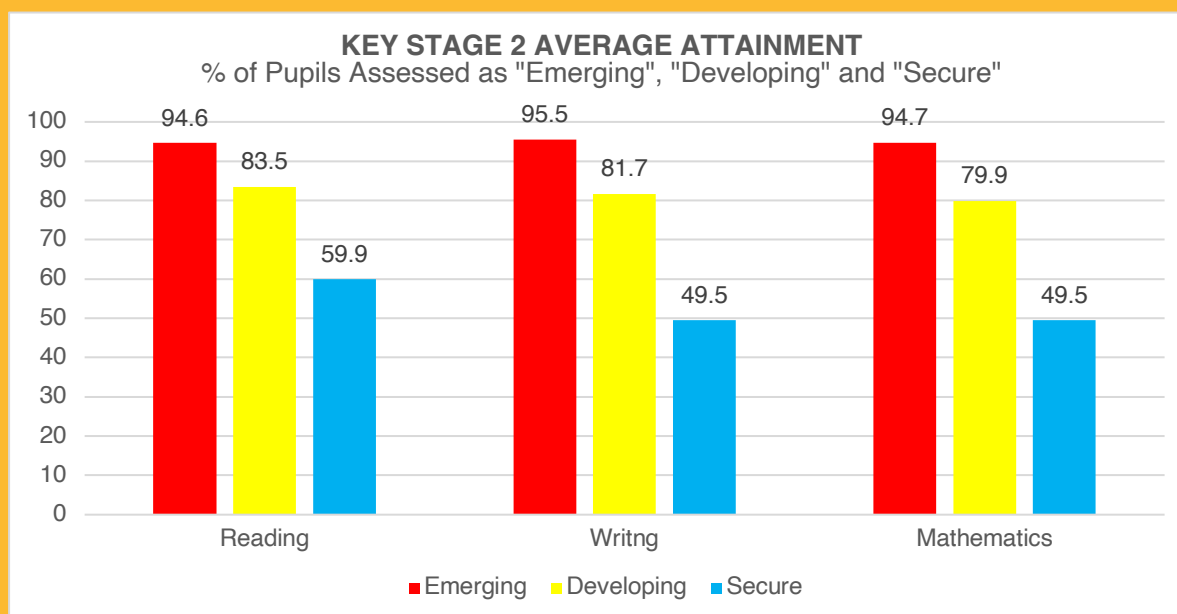
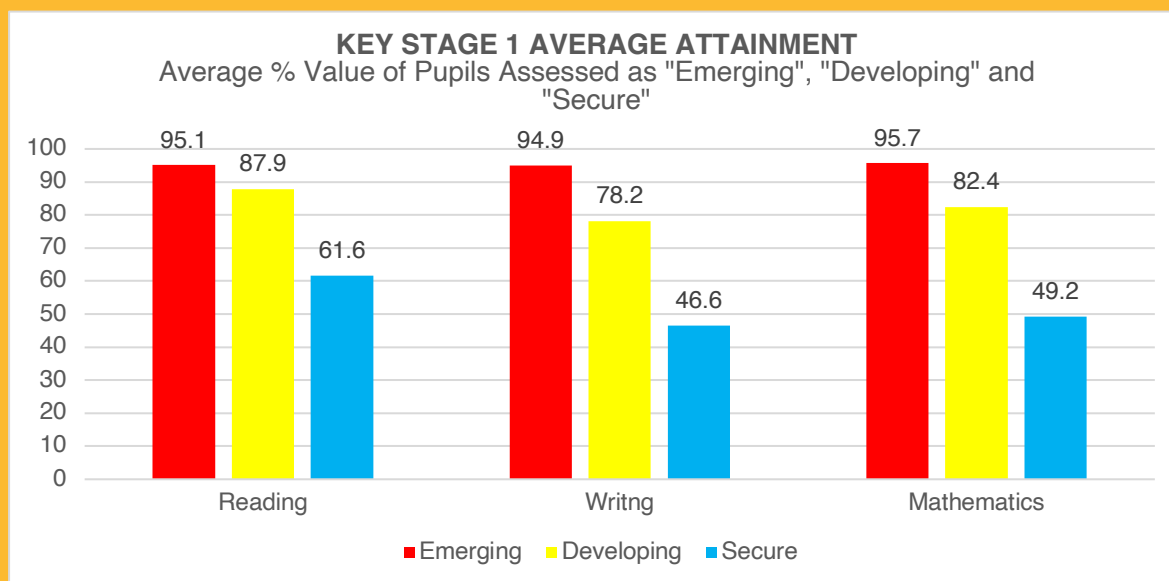
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<sup>44</sup> Taken from Jersey Finance Article "Appleby sponsors build of an outdoor kitchen at Samares School" – 23rd January 2019.

The reason for the lower performance data for schools with higher EAL percentages could represent a need to improve the support available in this area, in order to allow better comprehension of the curriculum for non-native English speakers.

Across all primary schools in Jersey, the average percentages for Key Stages 1 and 2 are shown below.

Figures 15 and 16 – Average percentage values of pupils assessed as "Emerging", "Developing" and "Secure" across Key Stages 1 and 2 within government-maintained primary schools.



Primary assessment data is also analysed by GoJ annually as part of their "Teacher Assessments Report 2018/2019" and some key findings are highlighted below:

- Pupils whose first language is English outperformed pupils who have English as an additional language in all subjects including mathematics at the end of KS1 and KS2;
- More than half of pupils with SEN achieved 6 developing or above in reading (55 per cent) while over two-fifths were developing or above in writing (42 per cent), mathematics (41 per cent) at the end of KS2; and
- The attainment gap between those pupils in receipt of Jersey Premium and those not in receipt of Jersey Premium who were assessed as secure in reading, writing and mathematics ranged between 15 and 21 percentage points at the end of KS1 and KS2.<sup>45</sup>

### Key Stage 3

The Key Stage 3 tests are standardised assessments of pupils' skills, knowledge and understanding in English and Mathematics, sat by students from all secondary schools in Jersey in the first half of the autumn term. The English tests assess students' spelling, grammar, punctuation and reading comprehension, and the Mathematics tests assess students' curriculum content knowledge, and application of mathematical processes, including reasoning and problem solving.

The highest possible combined score a student can obtain in all of the Key stage 3 assessments (English, Mathematics and CAT) is 141.

Unlike at primary schools where the attainment gap between schools with high percentages of SEND and EAL was quite noticeable, our data highlighted that the average achievement across government maintained secondary schools is relatively consistent.

## Key Stage 4 – GCSEs

In all government maintained secondary schools, students study GCSEs for which the subjects of English (broken down into English Literature and English Language), Mathematics and Science are compulsory in all schools, with some also requiring students to take a Modern Foreign Language.

The baseline attainment expectations are a minimum of 5 x GCSEs at grade A\*-C (9-4) which should ideally include English and Mathematics.

The below table shows the cumulative percentages of results by grade for Year 11 pupils between 2017 and 2020:

A/7 and above	4/C and above
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<sup>45</sup> Taken from "Teacher Assessments at Key Stages 1 and 2 in Jersey – 2018/2019"

2020	35.2	85.8
2019	25.4	74.4
2018	24.6	77.0
2017	24.3	70.6

Some schools in Jersey (namely Haute Vallee, Grainville, Les Quennevais and Le Rocquier) offer pupils the opportunity to combine their GCSE programme with a vocational course at Highlands College for one day per week. The courses offered are either BTEC or City and Guilds qualifications at Level 1 and include subjects such as engineering, construction, hair dressing, beauty therapy, catering and English for speakers of other languages<sup>46</sup>.

In 2019, at Highlands College the 138 students taking the Jersey Progression Qualification in one year have achieved a 92 per cent pass rate with 52% per cent of students achieving Distinction\* (equivalent to 4 GCSEs at grade A\*) or Distinction (equivalent to 4 GCSEs at grade A) for their full Diploma.<sup>47</sup>

As with primary assessment results, GoJ conducts analysis on GCSE and equivalent results each year - these are readily available on their website. The key points are as follows:

- Just over 60% of pupils in Jersey achieved five or more standard passes including English and Mathematics. This represents an fall of about 5% from the previously reported year.
- Pupils with English as their first language continue to outperform those with English as an additional language; and
- The largest attainment gap for pupils achieving five or more standard passes (4/C+), including mathematics and English, is seen in SEN pupils with a 33.7% v 67.2% difference. It is also worth highlighting the Jersey Premium attainment gap at 39.5% (those in receipt of the Jersey Premium) v 68.3%.

The Jersey Premium Index is calculated on an annual basis to provide a measure of the difference in attainment between pupils who are in receipt of Jersey Premium funding and those who are not. The index is expressed as a number between 0 and 10, where 0 represents no difference between the two groups of pupils and 10 represents the largest possible difference between the groups.

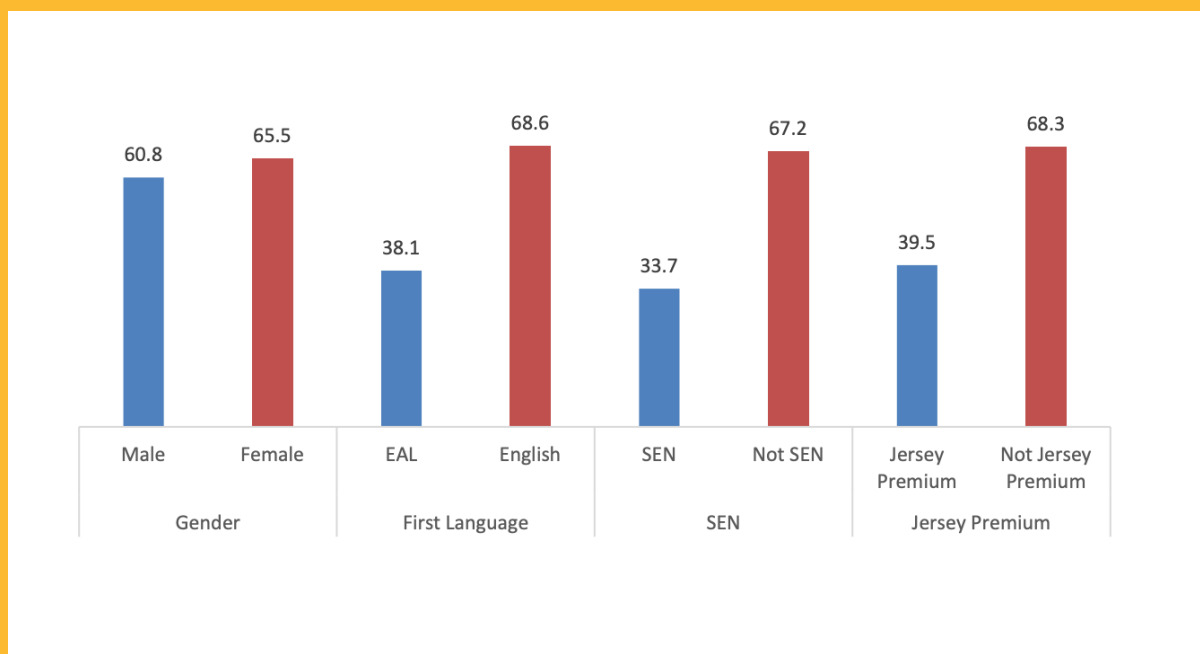
Figure 18: Percentage of pupils achieving five or more standard passes (4/C+) including English and Mathematics, by pupil characteristics – 2019<sup>48</sup>.

<sup>46</sup> Taken from GoJ website:

<https://www.gov.je/working/careers/11to16yearolds/post14options/pages/gcsevocationaloptions.aspx>

<sup>47</sup> Taken from "GCSE results 2019" Article on GoJ website, 22nd August 2019.

<sup>48</sup> Taken from "GCSE and equivalent Results – Academic Year 2018/2019".



## Conclusion

The survey results show that the majority of respondents do not know where to find information on school support for SEND and EAL children, with 45% unsure whether Jersey offered diverse and inclusive opportunities for both SEND and EAL students. These figures highlight a need for GoJ to ensure better communications and promotion of the support available to assist children with learning needs.

The traditional model of education has been very focused on attainment, with success linked heavily to assessment results and academic performance, particularly at a secondary level. This risks creating a culture of “winners and losers” and can have a negative impact on the self-esteem of young people in Jersey.

In an interview with Jo Terry-Marchant, Principal of Highlands College of Further and Higher Education, she confirmed that 46% of 16 to 19 year olds who enrol at the 6th Form do not have a 4/C in Mathematics, and 29% do not have a 4/C in English. These students commonly enrol on the Jersey Progression Qualification (JPQ) and as part of their study programme re-take Mathematics and/or English. The JPQ is designed to upskill students so they can progress to advanced level study.

More than seventy percent of Highlands 6th Form students are on advanced courses, however it requires significant resourcing to provide compensatory education for students needing to achieve English and Mathematics who spend a year revisiting intermediate level studies. Funding for targeted interventions does not always address the needs of students in the non-selective secondary schools. With the right investment young people achieve great progress and go onto university and rewarding employment. The Jersey Premium is trying to address this. Schools which charge fees and select pupils have far fewer students who live in households needing income support: economic disadvantage has the biggest impact on achievement as shown in international research;

"Students from low socio-economic backgrounds are twice as likely to be low performers, implying that personal or social circumstances are obstacles to achieving their educational potential"<sup>49</sup>

"Failure to achieve the C grade threshold at GCSE presents the risk of social and economic exclusion for significant numbers of 18 year olds. Pupils eligible for free school meals (in the UK) are substantially more likely not to achieve an A8-C grade in English and Mathematics at GCSE"<sup>50</sup>

This sentiment is echoed by Simon Jones, (14-21 Employment Coordinator from Jersey Employment Trust), who, when asked his opinion on education and social mobility in Jersey, confirmed that "a greater understanding within education is needed that there is not a direct correlation of academic attainment and employability." He emphasised that greater importance and more resources should be placed on "preparing students for working life" with practical skills. These skills could include filling out an application form or being aware of income tax requirements, rather than focusing solely on academic results.

Whilst it is acknowledged that there are resources at both GoJ and charity level available to support children and young people with SEND and EAL and ensure they have similar opportunities to develop their potential, the above information poses the question as to why we are so focused on attainment for all students, particularly at a secondary level. Investigation is needed to understand why a significant proportion of students are not achieving the "golden key" and address ways to increase the personalisation of learning, measuring progress at an individual level and either implementing strategies to raise the attainment projections of those not on target to achieve these goals at an earlier stage within secondary education, or reduce the focus for career entry requirements away from this established normality, instead fostering key life-skills within education.

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<sup>49</sup> Taken from OECD – *"Equity and Quality in Education: Supporting Disadvantaged Students and Schools."*

<sup>50</sup> Taken from Education Endowment Foundation – *"Disadvantaged 16-18 year olds"*.



## FLEXIBILITY AND SKILLS IN THE WORKFORCE

The Education Law in Jersey (1999) states that the Jersey Curriculum must be “balanced and broadly based, to prepare children for the opportunities, responsibilities and experiences of adult life”.

Since its update in 2014, the Jersey curriculum now features a dedicated “Careers” curriculum for KS2-KS4. The aim of this curriculum is to “develop the qualities and attributes pupils need to thrive as individuals and members of society”<sup>51</sup> and at each key stage, this curriculum offers opportunities for students to enhance their self-awareness, self-determination and self-improvement as well as developing key skills for employability in future.

Highlands College also offer a 3-year “Life Skills” course where “Students study Maths, English, ICT and develop a variety of personal and social skills designed to increase independence and employability”<sup>52</sup>.

### Developing Entrepreneurial Skills

In addition to academic performance, the curriculum of today recognises the need to develop student’s entrepreneurial skills and business mindset with several schemes available at secondary level to support this.

Perhaps the most well-known example will be “Project Trident”, where Year 10 students complete a work-placement for either two or three weeks full-time in order to gain experience of the types of career they may wish to pursue in a real-life context where they are expecting to interact with adults in a professional setting and develop understanding of employers’ expectations.

There are however several other schemes available which are supported by corporate companies who provide employment opportunities in Jersey:

- Young Enterprise – “Company Programme” and “Learn to Earn”;
  - Available for Year 12 students in Jersey annually from Sept- May and providing the opportunity to “experience the reality of starting a business, under the guidance of mentors from local organisations”<sup>53</sup>.

This scheme underwent a revamp in 2019, with their Chair Alexia McClure stating, “We have spent the past few months talking to students and teachers about how to improve the YE programme so more students can get involved and benefit from the experience. The changes we have made will make the programme more

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<sup>51</sup> Taken from “Careers” curriculum document, GoJ - <https://www.gov.je/SiteCollectionDocuments/Education/ID%20Jersey%20Curriculum%20Career%2020160531%20PH.pdf>

<sup>52</sup> Taken from the “Life Skills” course description, Highlands College - <https://www.highlands.ac.uk/courses-page/btec-entry-level-2-diploma-in-skills-for-independence-and-work/#more-12452>

<sup>53</sup> Taken from GoJ “Young Enterprise” website: <https://www.gov.je/Working/Careers/16To19YearOlds/CareerPlanning/Pages/YoungEnterprise.aspx>



accessible and help students develop the entrepreneurial and soft skills they need in life and the workplace.”<sup>54</sup>

- Student Business Challenge;
  - “The Channel Islands Student Business Challenge sees teams of students aged 11 to 16 start up and run their own businesses with an initial investment of £100<sup>55</sup>” Available to 9 schools across Jersey and Guernsey from January-May.

In 2020, “the eighty teams taking part in the Student Business Challenge collectively generated revenues of over £30,000 and will donate in the region of £5000 of their profits to local charities”<sup>56</sup>. Victoria College were the overall winners in Jersey this year and their Head Teacher Alun Watkins stated “This Challenge has helped the students improve their numeracy and financial understanding as well as their communication and organisation skills, and given them valuable experience of working in teams. The skills that they have developed will prove valuable throughout the rest of their schooling and when they enter the working world”<sup>55</sup>

- Institute of Directors (IOD) Work Shadow Scheme;

Available to Year 12 students across all island secondary schools and first year students at Highlands College, the IOD work shadow scheme “offers a unique opportunity to shadow a director, senior executive or manager in business or industry for one week, usually during the school summer holidays<sup>57</sup>” Chair of the Student Sub-Committee, Debbie Reeve stated in a recent article that “This really is an invaluable opportunity for students to get first hand insight into the role of a leader, to add great experience to their C.V. and to also build contacts that may assist them in their future career path... It is becoming increasingly important to demonstrate the interpersonal as well as the academic side when applying for positions. Even through the application process, we are trying to shape leaders of the future.”<sup>58</sup>

- Digital Academy (Digital Jersey);
  - Specialising in digital education, the Digital Jersey Academy offers a range of full or part time digital courses, workshops and events, including the “Digital Leadership Programme” - <https://www.digital.je/digital-jersey-academy> .

When focusing on children at risk of becoming NEETs (Not in Education, Employment or Training), launched in 2019 (and funded by HSBC), the “Diana Award Youth Mentoring Scheme” pairs officers from The Government of Jersey

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<sup>54</sup> Taken from Bailiwick Express article “Young Enterprise Programme revamped” 27th September 2019: <https://www.bailiwickexpress.com/jsy/business/young-enterprise-programme-revamped/#.XzV3bV-Sk2x>

<sup>55</sup> Taken from Student Business Challenge website: <https://www.studentbusinesschallenge.com/>

<sup>56</sup> Taken from Student Business Challenge “News and Events” page – 21st May 2020 - <https://www.studentbusinesschallenge.com/news-and-events/jsbc/2020-winners/>

<sup>57</sup> Taken from GoJ “IOD Work Shadow Scheme” website: <https://www.gov.je/Working/Careers/16To19YearOlds/WorkTraining/Pages/WorkExperienceShadowing.aspx#:~:text=The%20IOD%20scheme%20offers%20a,year%20students%20at%20Highlands%20College>

<sup>58</sup> Taken from “Helping Future Leaders Now” – Article for JEP 17th June 2020: <https://www.iod.je/news-and-events/news/helping-future-leaders-now>

Police with 12 young people aged 14-16 in order to foster a mentorship running for 10 months and aiming to “develop the skills needed for workplace readiness, whilst building character, confidence and resilience in young people<sup>59</sup>”. The Diana Award Youth Mentoring scheme has been committed to for two years and aims to reach 40 young people by 2021.

## **Employment Support for those with SEND**

The Jersey Employment Trust (JET) is a partially GoJ funded charity dedicated to providing “a comprehensive and bespoke employment and vocational training service to assist people with disabilities and long-term health conditions to achieve their employment goals”<sup>60</sup>. Beginning with pre-employment support for children aged 14 and continuing throughout adult life, they are dedicated to providing employment assistance on a 1:1 basis to “identify relevant training opportunities, access appropriate work experiences, placements and paid employment and provide in-work support for as long as needed throughout your career”.

Being a charitable organisation, there is no requirement for 5 year residency in Jersey in order to be able to access their services.

Students are usually recommended to JET by their schools in Year 9 and at that time, representatives can begin the 1:1 support for individuals with SEND, both within an academic and vocational setting. Their organisation has three branches – Employment Services, Acorn Training and Development and Acorn Business Group (practical opportunities within Acorn Nursery, Woodshack and Reuse).

They also support students with access to further education through Highlands College.

They provide a number of programmes to school age students including “World of Work” (Year 10) and “Level Up” (Year 11), but also ensure personalised professional meetings on a 1:1 basis with a dedicated employment coordinator and in direct liaison with individual young people, their school and their parents, in order to provide a bespoke service with actions and development plans tailored to individual needs.

This commitment to a “person-centred approach” also means that individual clients are matched to employment opportunities based on their aspirations, as opposed to employer needs and Simon Jones from the charity confirmed:

“We are fortunate that JET has a network of excellent employers that provide opportunities for not just the younger clients but the older clients as well. We have contact with all mainstream and specialist schools and there is no restriction of access to our service for young people with SEND. Students from any educational provision can receive support from JET.”

## **Government Support for Post-16 Career Guidance**

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<sup>59</sup> Taken from “The Diana Award – Youth Mentoring Programme” – Article on SoJ Police website: <https://jersey.police.uk/news-appeals/2019/october/the-diana-award-youth-mentoring-programme/>

<sup>60</sup> Taken from Jersey Employment Trust website: [www.jet.co.je](http://www.jet.co.je)

There are also government funded schemes available to support young adults in lower socio-economic circumstances, with an annual "Jersey Skills Roadshow" held in October and available to all islanders in order to receive advice and support for careers guidance:

<https://www.jerseyskillshow.com>

Skills Jersey have made a positive effort to increase careers events over the past year, with 2019 seeing 37 careers events held in Jersey (compared to 2 in 2018), including dedicated festivals in industries such as Hospitality (Zest), Engineering and Learning (in partnership with Jersey Library).

GoJ also have a dedicated "Learning and Development" team as part of their Customer and Local Services (CLS) department who specialise in supporting islanders with employment schemes such as "Advance to Work" (for 16 to 24 year old's) and "Trackers Apprenticeship Programme" (for 16-19 year old's)

The CLS department also support Skills Jersey to collate data related to skills gaps in industry on a monthly basis via focused skills working groups in industries such as construction, hospitality, retail, health care, finance and digital. This data is then used to inform research, training and the setup of new apprenticeships as required.

A report was published in April 2019 by the Education and Home Affairs Scrutiny Panel into the current Post-16 provision in Jersey. As part of this report, the panel sought the views and opinions of 2000 young people (in Years 10-13 across all schools), regarding the current post-16 opportunities available on the island. Generally, the feedback was positive with the main concerns and barriers to learning being:

- Over half of those surveyed felt that having sufficient finances was a barrier to accessing post-16 education;
- The highest level of dissatisfaction related to a lack of information and advice about what is available for post-16 education;
- The most frequent negative comments related to the condition of the buildings and classrooms, the lack of materials, facilities and equipment most notably in the Information Technology sector; and
- Bus Services, traffic, length of time spent travelling to and from college.

We have mentioned above that the current funding provision within schools is under review and the recommendations of the Panel support this, with key points being an extension of Jersey Premium funding to cover students for post-16 courses, a review of the current bursary arrangements as well as identifying a future funding model for post-16 education.

This report also sought the views and opinions of local businesses and industries with the key findings from their perspective being;

- Concern about the level of digital skills of school leavers heading straight into employment as well as some soft and interpersonal skills they possessed.

As a result, the panel has recommended that the Education Minister give consideration into including Information Technology as a required subject whilst reviewing the Education (Jersey) Law 1999 and furthermore has recommended that in order to increase digital skills and give schools the opportunity to be more

creative in the teaching of these skills, the Education Minister should review the current IT infrastructure available for education.

## Conclusion

It is worth noting that the workforce of the future, is likely to be very different to the workforce of today. We have already seen significant advances in digital capability over the course of the last generation and this technological evolution continues at rapid speed. Professor Joe Nellis from Cranfield School of Management predicts that "Generation Alpha" (those born after 2010) will need to be more entrepreneurial and will likely "move in and out of employment, self-employment, education and leisure"<sup>61</sup>. Therefore, career skills and opportunities for entrepreneurial experience are likely to prove essential when looking to create a flexible workforce with the skills and attitudes to adjust to changing patterns of employment and contribute to the economic success of future Jersey.

The data analysis from the perception-based survey showed that only half of respondents felt they could achieve their career aspirations in Jersey. When asked why, the main reason given was due to a lack of opportunities for non-finance sector workers.

"There are very limited graduate opportunities. Those that do exist are unrealistic in terms of salary compared to living costs in Jersey. There is little variety beyond finance and even those positions offer limited exposure and development opportunities"

"Lack of diverse career options – most end up working a desk job in finance"

"The creative sector is stifled in Jersey and rent/property prices are too high within the hospitality business"

Interestingly, although the vast majority of respondents (75%) believe it is important to have a qualification past GCSEs, fewer than 12% agreed that school opened their minds to career opportunities not previously considered. These results would suggest that more work needs to be done to advertise the career support services and opportunities available to young people on the island. Simply put, not enough people know about what is available.

It is a recommendation of the JCRT that GoJ look to adopt and implement a similar scheme to the UKs "Traineeships" which are supported by the "National Apprenticeship Service" (NAS).

These government-funded traineeships offer longer term work placements (from 6 weeks to 6 months) and are open to 16 to 24 year old's across all industry sectors in order to provide a high quality and practical work experience programme, which aims to benefit both the trainee and the business as well as targeting youth unemployment figures.

These traineeships could replace shorter-term schemes like Project Trident as they focus on the learning and personal development of the young person, rather than simply providing businesses with a cheap resource and therefore are more likely to build lasting confidence and employment skills.

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<sup>61</sup> Taken from Prof Joe Nellis' presentation "What does the future hold for Generation Alpha" (2020)

Some key highlights of the UK Traineeship Scheme are noted below for GoJ consideration<sup>62</sup>:

- Participating businesses will receive £1000 for each new work placement they offer. The traineeship is undertaken at no cost to the business (it is funded by the Government and there is no requirement to pay the trainee a wage), but businesses may need to cover expenses such as travel and meals;
- Placements can last from 6 weeks to 6 months with business expected to provide a minimum of 100hrs of work experience, but no more than 240 hours for benefit claimants, over a maximum of 6 months. Businesses should be prepared to put in place a quality training programme and dedicated personal support including coaching, mentoring and feedback; and
- At the end of the traineeship, if there is a job or paid apprenticeship available in the company, the business must offer an interview to the trainee. If there is no job available, businesses must provide an exit interview with meaningful written feedback.

In terms of setting up a similar scheme in Jersey, the below key aspects will also need to be considered:

- Support for businesses to set up a relevant traineeship programme and assistance to find an appropriate trainee. This service is offered by NAS in the UK, but a Jersey equivalent could be Future Skills or CSS; and
- Trainees may require some pre-employment training. This could potentially form part of the Learning and Development (LandD) courses already available through Customer and Local Services.

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<sup>62</sup> Taken from "Traineeship Information for Employers" Article – UK Gov:  
<https://www.gov.uk/guidance/traineeship-information-for-employers>

## ADOPTING BEST PRACTISES IN EDUCATION

In a poll conducted by “Markets Insider”, the three countries with the highest level of social mobility in the world were all Scandinavian countries. The top ranking went to Denmark, followed by Norway and Finland.

With specific reference to Education, the World Economic Forum published an article in September 2018 claiming that “Finland’s education system is the best in the world” and, as part of her research into improving children’s rights, our Children’s Commissioner spoke directly to her Norwegian counterpart about what Jersey could learn from them.

It should also be noted that between the years 2015-2018, Finland spent an average of 5.4% of their GDP on Education<sup>63</sup>, more than double the 2.3% of Jersey mentioned earlier in this report.

Some key considerations are outlined below which echo the recommendations made within this report<sup>64</sup>:

- Equity in Education - Make the basics a priority:

Moving the focus away from academic achievements in terms of assessment results and towards making the school environment a more equitable place. This includes increasing the availability of support for children with special needs and with English as an additional language in mainstream schooling.

- SEND provision as part of mainstream education

The ideology is to provide special needs education primarily in mainstream education with all pupils having the right to general support (high quality education, guidance and support), and intensified support being given to those who need regular support measures or several forms of support at the same time. However, if children cannot adequately cope within mainstream education, in spite of general or intensified support, then special support is offered with individual education plans put in place for each student. Details of the qualification are to be completed, the requirements observed and support measures provided for the student to achieve. This support is available within all forms of education, including vocational education and training.

Eighty-three per cent of special education students in vocational education were studying in the same group (integrated) with other students<sup>65</sup>

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<sup>63</sup> Taken from “Expenditure on education system as a percentage of gross domestic product (GDP) in Finland in selected years from 2000 to 2018”  
<https://www.statista.com/statistics/527983/finland-education-expenditure-as-a-share-of-gdp/>

<sup>64</sup> Taken from “Finnish Education in a Nutshell”:  
[https://www.oph.fi/sites/default/files/documents/finnish\\_education\\_in\\_a\\_nutshell.pdf](https://www.oph.fi/sites/default/files/documents/finnish_education_in_a_nutshell.pdf)

<sup>65</sup> Taken from Finnish Statistics website: [http://www.stat.fi/til/erop/2019/erop\\_2019\\_2020-06-05\\_tie\\_001\\_en.html](http://www.stat.fi/til/erop/2019/erop_2019_2020-06-05_tie_001_en.html)



### Support for language minorities and migrants

Finland recognises two official languages (Finnish and Swedish) and both language groups have their own institutions at the upper secondary and higher education level, meaning that students can access education in their native language. Local authorities are also required to organise education in other languages for minority groups (Sami-speaking areas of Lapland and Roma migrants as well as sign language) and education providers can apply for funding to enable instruction in the migrant pupil's mother tongue.

Education providers also organise preparatory education for migrants to enable them to enter basic or upper secondary education.

- Providing professional options past the traditional college/ university degree;

There is a less focused dichotomy of college-education versus trade-school. Finnish schools offer options that are equally advantageous for students in both areas that lead to an equally fulfilling profession and career. Vocational education and training are organised in synergy the needs of the world of work

- A more relaxed atmosphere;

Less stress and more caring – offering 15 to 20-minute intervals throughout the day for children to get up, stretch, grab some fresh air and decompress. With the same consideration into mental health improvements for both students and teachers.

- Highly educated teaching personnel.

The most common pre-service requirement is a Master's degree and continued teacher education is state funded, particularly in relation to education policy and reforms.

Additionally, there is more consistency for students as they have the same teacher for up to six years of their education. This allows a more personal relationship to develop and a better understanding of individual needs and learning styles.

GENERAL WESTERN MODEL	THE FINNISH SYSTEM
<b>Standardisation</b> Strict standards for schools, teachers and students to guarantee the quality of outcomes.	<b>Flexibility and diversity</b> School-based curriculum development, steering by information and support.
<b>Emphasis on literacy and numeracy</b> Basic skills in reading, writing, mathematics and science as prime targets of education reform.	<b>Emphasis on broad knowledge</b> Equal value to all aspects of individual growth and learning: personality, morality, creativity, knowledge and skills.
<b>Consequential accountability</b> Evaluation by inspection.	<b>Trust through professionalism</b> A culture of trust on teachers' and headmasters' professionalism in judging what is best for students and in reporting of progress.

## CELEBRATING SUCCESS

Below are several case studies reflecting on the personal experience of some professionals who are currently working to support and enhance social mobility within education in Jersey.

These case studies are included to provide "real world" examples of how some individuals in our society have achieved successful outcomes and, in some cases, perhaps against the odds. We should gain insight and learn from their own personal journey.



**Tom Martin-Hughes**  
**Charity Ambassador and Advocate for Young People, Diana Award Winner**



Born and raised in Jersey, 19-year-old Tom Martin-Hughes completed his primary education at D'Auvergne School and it was here that he was first introduced to volunteering. Tom attended a talk on first aid and St. John Ambulance, which led to him expressing an interest in joining the organisation. At the age of 8, he joined as a St. John Ambulance Badger and started to develop skills such as first aid and leadership. Tom remains part of St. John Ambulance to this day and has offered over 800 hours of public service providing first aid to the community of Jersey.

Tom moved on to complete his secondary education at Haute-Vallee school, where he credits his mentor, Head of Year, and science teacher for providing him with the guidance and support that enabled him to achieve what he has so far, highlighting the

importance of mentorship in education. After completing his secondary education, Tom completed a diploma at Highlands College.

Both volunteering and mentoring are a large part of Tom's life, and these have led him to become the first Jersey recipient of the Diana award. The award recognises young people who go above and beyond to make positive changes in their communities. It is awarded by The Diana Award Charity, which is a legacy to Diana, Princess of Wales' belief that young people have the power to change the world, with the mission to "foster, develop and inspire positive change in the lives of young people". The charity also offers a mentorship scheme, and Tom has been working with the charity to ensure mentorship is part of the education curriculum in Jersey. This advanced further at the end of 2019, as the States of Jersey Police approached Tom to see how they could use this scheme and engage with young islanders. A programme has now been developed where twelve officers of different ranks have regular 1-2-1s in a mentoring capacity with twelve young people who have the potential to be not in education, employment or training (NEET).

Alongside his volunteering and mentorship work, Tom is primarily based in Italy and works in an international role for Gucci, focussing on brand and culture engagement. This is a wide-ranging role which includes advising the company on their work with charities, employee volunteering, and diversity and inclusion. Typically to work in a corporate capacity at Gucci a master's degree is required, however despite not having this Tom was driven by his belief that "if you don't ask, you don't get" and was able to demonstrate that he had the necessary skills and experience for the role.

Having had the opportunity to travel the world and see and compare various educational systems and teaching styles, Tom has identified several focus areas that may be relevant for education and social mobility in Jersey. He believes that educational systems should be balanced between exam results and vocational opportunities in order to cater for all learning styles. The specific skills nurtured in educational institutions are also important, and a mixture of academic and 'life skills' should be considered. For example, people and communication skills, and

how to network and build rapport may be overlooked but are key skills that can be utilised in a wide range of career paths.

**Joanne Terry-Marchant  
Principal, Highlands College**

Born into a working-class Jersey family, Jo Terry-Marchant attended St. Helier Girls School before moving on to Hautlieu as part of the 14 plus system to study for O-Level and A-Levels. Initially having an interest in journalism, it was at Hautlieu where Jo first realised she may have a career in teaching after a tutor offered her the opportunity to lead a class. After working in finance and travelling/volunteering overseas, Jo then moved to the London to undertake a degree, before completing a Post-Graduate Certificate in Education through London University. This led to multiple teaching jobs, including Seven Kings High School which was ranked top 100 comprehensive school where two thirds of the pupils spoke English as a second language. Working in London boroughs enabled her to gain exposure to government educational policy development in the UK.

Returning to Jersey, Jo took up a position at Grainville School as Head of the English Department. Passionate about removing barriers in education, Jo worked on several initiatives including liaising with primary schools to make transition into secondary education easier for pupils. A post then became available at Highlands College, which was appealing due to the diversity of individuals attending the college. Since joining Highlands, Jo was promoted to the Senior Leadership Team and was Deputy Principal and in April 2020 was appointed Principal. Jo now oversees a college where more than 5,000 students enrol each year and 200 full-time and 150 part-time staff are employed. As well as offering various vocational and technical courses, Highlands also offers Degree level study in partnership with universities in the UK, including Plymouth University, London South Bank University and Sussex University.



As someone who has achieved social mobility herself, Jo is in a unique position to provide a perspective on social mobility in Jersey. Jo knows from decades of published research that socio-economic barriers have the biggest impact on achievement and students reaching their potential in education, therefore aspects such as targeted funding is extremely important. A suggested area for improvement could be to ensure all educational funding requests are impacted assessed to focus on the outcomes of the funding and the value added to students whatever their age and whatever their starting points. Removing educational barriers is also critical and this was one of the drivers for setting up an English and Maths retake programme at Highlands several years ago. More recently, the entry requirements at Highlands have been reviewed and standardised to ensure that students can access the right levels of education earlier and are stretched and challenge.

Lastly, inclusion is vital; it means changing the way that you teach to address personal needs and motivations of all the students in your care. This relates to both the balance of academic versus vocational learning, where pathways need to be extended for students to access learning which is diverse and enriching. The mission statement of Highlands College is "Transforming Lives" and they are certainly focussing on this, by utilising technology and ensuring that the individual becomes the heart of the learning process. This results in a more personalised

learning experience which is important, because as Jo states it "isn't just about acquiring qualifications, it's about acquiring lifelong skills".

## **Sophia Campbell**

### **Learning and Development Manager, Customer and Local Services**

Born and raised in Jersey, Sophia Campbell started her education at Westmount nursery before going to Rouge Bouillon School. Sophia then moved to JCG to begin her secondary education, which was a daunting experience as she was the only pupil who made the move across from her primary class. During the first three months at JCG, it was established that Sophia has Dyslexia and went through her primary education without any additional support, which she subsequently received. Sophia was then accepted into Hautlieu School to complete her GCSEs and it was during this time that she realised her ideal learning environment was not the classroom, preferring a self-study style setting. Sophia's first round GCSE grades were strong, including the highest grade in her science class, which led to the school giving Sophia permission to study from home with guidance from her tutors. Sophia then stayed on at Hautlieu to complete her A-Levels, but during her final exams the family home burnt down in a fire, leaving them homeless for a period with Sophia sleeping at friends' houses. However, despite this setback Sophia completed her A-Levels with good grades.



Sophia is heavily into sports and at this time was Thai kickboxing training, daily, which led to her being accepted onto a sport performance degree course that was created for athletes. This progressed well until an old injury returned, which unfortunately meant Sophia had to drop out of the course. However, an interest in health and fitness remained and Sophia qualified as a personal trainer. This led to a period of working on cruise ships as a fitness instructor, however, the old injury returned and combined with long working hours, resulted in Sophia returning to Jersey unsure with what to do next. It was then whilst working as a temp in a recruitment agency, that Sophia learnt of a role in Social Security, as a Back to Work Coordinator. Sophia then transitioned into a project named 'Get Ahead', which was established to support people who are employed but are still receiving income support. It was during this time Sophia witnessed a trainer in action and realised this was her dream job, so she pursued this and is now acting up, working as a Learning and

Development Manager within the department.

As someone who has achieved upward social mobility herself and is now working to help develop and support people in Jersey, Sophia can provide a balanced perspective on social mobility on the Island. Whilst Sophia believes that education is a contributory factor in social mobility, she does not believe it to be the primary factor. It is her opinion that having a strong family and support structure is most important, and comments that "if I did not have a strong family structure headed up by hard-working parents who always supported me, I may not have achieved". Looking at findings from her job, a common theme across Sophia's clients is a lack of confidence, so anything that can be done to improve this in people is beneficial. Intervention from a young age is key and support and mentorship schemes are also important. Sophia is also in agreement with the

government backed scheme that is providing support for people in difficult circumstances from the age of 14.

Lastly, Sophia is passionate about removing bias toward people by employers and in things like recruitment, the removal of school names, qualification levels, and gender may help to remove bias from the recruitment process, allowing the individual to be judged as a person.



## **Melissa Nobrega**

### **Founder and Chief Executive of "Caring Cooks" Jersey**

Melissa Nobrega was born in Derbyshire and lived in a mining town that was heavily impacted by the Thatcher government's decision to close some of the UK's mining pits in the 1980s. This led to widespread unemployment in the town and during her school years, Melissa witnessed the impact of this first-hand, with some classmates wearing unwashed clothes or having no food to eat at school; this experience would prove influential in her later life. Melissa had an interest in cooking, being taught by her grandmother from an early age and eventually she trained to become a chef and worked in the industry for around a year, before making a career change to banking which led her to Jersey. A 20-year career in financial marketing followed, but Melissa still had an interest in cooking and Caring Cooks of Jersey was founded in January 2014.



Caring Cooks is a charity that believes "good food and nutrition from birth and throughout a child's life is crucial to successful development, in all areas of their lives". Their vision is to "positively empower and influence the future health of our Islands children and young people, now and for generations to come". They do this by providing a variety of services, from a weekly meal service that allows families facing crisis or challenges, the opportunity to sit together and have a nutritious meal at least once a week, to the 'Let's Get Cooking Programme', which teaches primary school students how to prepare simple meals from scratch along with the fundamentals of nutrition.

Melissa founded Caring Cooks after attending various playgroups in the Island with her children. Whilst attending these playgroups, Melissa spent time with a variety of different families and found many could not afford to feed their children or provide nutritious food due to their economic standing. Melissa offered to provide and cook food for some of the families, which morphed into the charity's weekly meal service, which aims to help people regardless of affluence and believes every child deserves the right to access nutritious food.

At present, Caring Cooks mainly works with primary schools and are currently providing their services to 5 States run schools. Their work enables them to gain some important insights, for example, they have noted links between educational attainment and access to nutritious food, as it helps provide children the concentration levels that they need to learn. Moreover, in terms of those being supported by the charity, there is a large percentage who have English as an Additional language (EAL). There are several possible reasons for this, such as some of the support materials in the Island not being available in the correct language, so people are not aware of the support they could access. Moreover, cultural differences and concern around repercussions may prevent these people from asking for support in the first place, highlighting the importance of working and liaising with them.

In terms of improvement for the future to help improve social mobility in the island, and given links between nutrition and educational attainment, Melissa believes a change in the Jersey law regarding provision of food at school is critically

important in not only enabling all children to access nutritious food each day at school, but also in providing a platform for children to learn. Furthermore, an Island wide fruit, vegetable and snack policy at school would support this, whilst sustaining the impact of schemes such as Caring Cooks. Lastly, the charity has found that the demographic they are supporting has changed in recent years, as they support the working poor as well as those that are on income support. This would suggest that a review of mechanisms such as the income support system in the island would be beneficial. Given the Children First plan alongside the Food and Nutrition Strategy has been in place for some time now, there needs to be further investment into these programmes to not only support the children of today, but to ensure they grow up to be valued and healthy adults of the future.

The charity aims to expand their services in order to support all pupils within government-maintained primary schools, as well as accessing secondary school students in future.

## ABBREVIATIONS AND DEFINITIONS

Abbreviations and Definitions are shown in alphabetical order:

CYPES	Children, Young People, Education and Skills Department.
EAL	English as an Additional Language  A pupil's first language is defined as 'the language that a child experienced during early development and continues to experience in the home or community'. Many children start life with more than one language during early development (which may include English). If a pupil experienced more than one language during early development, then they are deemed to have English as an additional language (EAL) and the language other than English is recorded as their first language, irrespective of the child's proficiency in English. By this definition, a child classed as having 'EAL' may still be fluent in English.
FCJ	Faithful Companions of Jesus (primary school)
Fee-Paying School	Any school which requires fee contributions from parents/carers in order to occupy a place. There are 11 fee-



	<p>paying schools on the island and of these, four are state-subsidised (namely JCP, VCP, JCG and VCJ). There are three schools considered "faith schools" which also receive some government funding, (namely FCJ, Beaulieu Convent School and De La Salle).</p> <p>The other fee-paying schools are St Michael's, St George's, St Christopher's and Helvetia (all are primary schools although St Michael's retains students to Year 9).</p>
GoJ	Government of Jersey
Government Provided School	<p>Government provided schools are those maintained by the Children, Young People, Education and Skills Department (CYPES) and include non-fee - paying schools, fee - paying schools and special schools.</p> <p>There are 33 government provided schools on the island.</p>
JCG	Jersey College for Girls (secondary school)
JCP	Jersey College Preparatory School (primary school)
NEET	Not In Education or Employment
Non-Maintained School	Non-maintained schools are also known as private, independent or non - Government schools and are not administered by the Children, Young People, Education and Skills Department.
SEND	Special Educational Needs and/or Disability
Special Schools	Special Schools provide tailored provision for pupils with targeted special educational needs and/ or disabilities (SEND)
VCJ	Victoria College Jersey (secondary school)
VCP	Victoria College Preparatory School (primary school)

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