

SUMMARY FINDINGS AND RECOMMENDATIONS OF THE REVIEW INTO EDUCATION FOR SARK



BACKGROUND

This review was conducted by REAch2 on behalf of Chief Pleas in September and October 2017. The Terms of Reference are available on the Government website. The full review report is to be presented to the Policy Development Group, followed by Christmas Chief Pleas and published as part of the papers for that meeting which are in the public domain, three weeks in advance. Copies of the report will also be made available to the residents of Sark.

This document presents the recommendations in the context of a high level summary of the findings. It is designed to provide a basis to start the debate on the way forward for education for Sark. The recommendations in this summary are based on the REAch2 reviewer's experience and findings, but it is for the people and government of Sark to decide how they wish to move forward.

The overall number of people who fed into this review were in excess of 240 parents, businesses, school employees, pupils and ex-pupils, Conseillers and government officials, and other residents; although some people may be duplicated, e.g. someone who completed a questionnaire may also have sent a letter or requested a private meeting.

VISION AND PURPOSE

There is no published vision or purpose for education on Sark, only a simple law, and the education system has developed organically over time.

The terms of reference for the review stated:

'The aim is to provide all young people of Sark with an education fit for their futures. A good education is the greatest gift the Island can give to its young people and the best investment for the Island and its future economic development and prosperity. Even if young people choose to leave for a while, the enhanced knowledge, skills and experience they gain has the potential to enrich lives of all Islanders, repaying the investment made in them with interest.'

Five criteria to be considered:

Equivalence - Sark young people deserve to be offered a high quality education at least as good as one they would receive on the UK whether it is provided on Sark or elsewhere

Equity - Sark education should be a high quality offering open to all Sark people whatever their abilities or family income or background, so they can develop their careers and compete with other young people from elsewhere on an equal or better footing.

Integration/Inclusion – For children and young people it should be an education that will enable them seamlessly to transfer to other educational settings at primary, secondary or post-16, and access high quality vocational, further or higher education including access to the best universities, in a subject of their choice.

Relevance – While sustaining choice it may be appropriate for grant funded training and educational opportunities in areas/subjects particularly relevant to the future prosperity of the Island to be provided.

Value for money – Sark tax payers and any other sources of funding into the public system have the right to expect their monies to be spent in an efficient and effective manner which results in a high quality of education at an appropriate cost similar to that of a small school in the UK or of other school on other Islands or in remote communities.

- 1) A clear statement of the purpose of education should be incorporated in the vision and values for Education for Sark now and over the next ten years, and be approved by the government and then clearly articulated and published in a manner that is accessible to every resident on the Island.
- 2) The findings of this review and recommendations should form the basis of the Government Education Plan (2018 to 2028) for the Island which should make provision for education in its broadest sense, to include pre-natal instruction for new mothers, children of pre-school and school age and life-long learning for adults of working age and beyond.
- 3) The role of Education must be carefully considered and explicitly included in the Education Plan, and cross referenced with the Islands' Economic, Social, Environmental and Cultural Plans when these are developed and approved Chief Pleas.
- 4) Immediate action should be taken to rectify the risks highlighted in the Safeguarding practices of the Island.
 - The Island should appoint a Safeguarding Officer, who is qualified to at least the Designated Safeguarding Officer level, as in Guernsey and the United Kingdom.
 - The school should have a Safeguarding Policy that details what action should be taken in the event of a disclosure from a child, or an allegation against a member of staff.
 - The Children's Panel should be reconstituted to include multi-agency representatives only, and be chaired by the Island's Safeguarding Officer. All cases should be referred to the Safeguarding Officer in the first instance, who will decide if a multi-agency approach is appropriate.
 - An online system should be purchased to record all concerns and actions relating to Safeguarding. The online system must be secure, but accessible to all those operating as the safeguarding lead in their institution. The system should be managed by the Island's Safeguarding Officer.
- 5) A school council, with two (one male and one female) representatives from each class should be formed to give pupils a voice in the organisation and development of their school. It is expected that the chair (a pupil) of the council will report to the Board of Education on a termly basis.
- 6) A student representative should also be elected, from those educated in Guernsey and resident at Sark House. The student representative will also report to the Board of Education on a termly basis (probably by Skype).

ORGANISATION OF EDUCATION

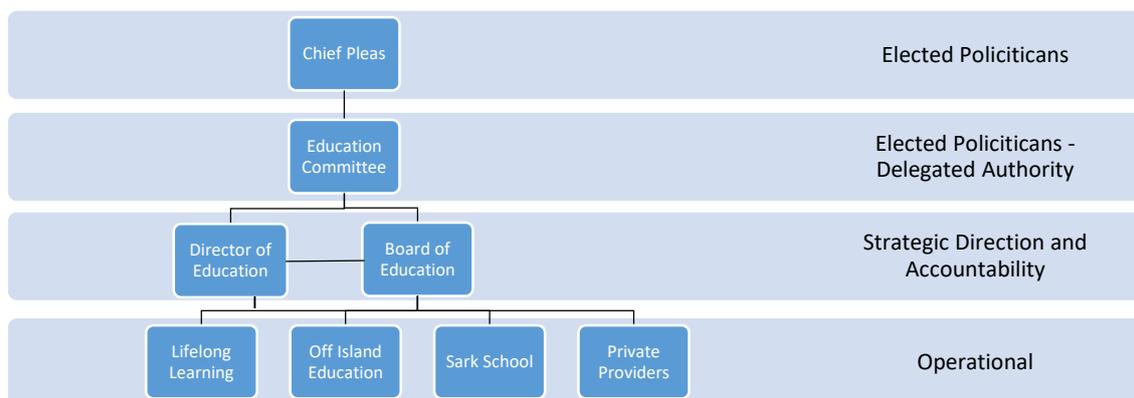
Schooling currently begins at 5 years old and is only compulsory until the age of 15 years. Nursery provision is privately run and is not regulated. Sark School is the only school on the Island and operates with four classes. Most pupils leave the school at the age of 11 years or before embarking on their GCSE examinations. When young people leave the Island for their education, the government has no responsibility for pupil outcomes.

The school day includes a 1 hour and 20-minute lunch break, when the children return home. There is no provision for lunchtime supervision. The weekly timetable includes swimming for most classes from April to October and Forest School for class 1 and class 2.

The Education Committee has a range of governance responsibilities, including the appointment of school staff and the establishment of a Children’s Panel. However, these do not include being responsible for the quality of education or the effectiveness of the organisation of education.

There is no Government provision for adult or workplace learning; and no formal arrangement for work-experience or work-based training.

1) A clear management and accountability structure should be implemented:



- **Education Committee** – should include elected Politicians only, with overarching responsibility for education for the residents of (and may consider being renamed as the Education, Training and Employment Committee) who should employ a Part-time Director of Education (who, to maintain impartiality, should not be resident on the Island of Sark or the Island of Guernsey).
 - **Part-time Director of Education** (with appropriate qualifications and experience to lead education provision for all phases) to take responsibility for Education for Sark (-9 months to 999 years) on and off Island, and act as guide to the Education Board on Sark. It will be essential for the role holder to work with other government committees and the Senior Administrator to ensure that Education is embedded in every aspect of Island governance.
 - **Board of Education** responsible for the strategic lead of all provision located on the island of Sark, setting performance targets and monitoring and evaluating progress, providing critical challenge and support to the Head of School and leaders of other phases of education on the Island; and maintain an overview of the care, education and performance of young people educated off the Island (which will be co-ordinated by the Director of Education).
 - A **Head of School** who is a teaching leader, responsible for the internal organisation, leadership and day to day management of the school and implementation of the strategic framework established by the governing Board, within the overall policy achieved by Chief Please.
 - Where appropriate, **teachers with specific responsibilities** eg. Special Educational Needs, Looked After Children Co-ordinator, Designated Safeguarding Officer, in addition to reporting to the Head of School, may report directly to designated members of the Board for particular aspects of their role.
- 2) To ensure **equivalence**, education funded by the tax payers of Sark, should begin the term after which children are three years old. Prior to this age, nursery provision should be offered by private (but regulated) providers.
 - 3) To ensure **equity** and **equivalence**, compulsory education should continue until 16 years, with education to 18 years and beyond being advocated by the education system on Sark. This will

require a change in the law. The school leaving age should be amended to 16 years and the school leaving date should be the last Friday in June following the student's 16th birthday.

Nursery -9 months to 3 Years	Foundation 3 years to 6 years (Y1)	Junior 7 years to 9 years (Y2-Y4)	Senior 10 years -13 years (Y5-Y8)	Specialist 14 years to 18 years (Y9-Y13)	Advanced 19 years to 24 years	Lifelong
Private Providers	Sark School			Personalised Pathways		Island Resources
Pre-natal education and well being classes	Early Years Education	Upper Key Stage 1 and Lower Key Stage 2 Education	Upper Key Stage 2 and Lower Key Stage 3 Education	GCSE O Level equivalent education	University Education	Basic Literacy and Numeracy
Childcare	Early Phonics			GCSE A Level equivalent education	Specialist College Education	Foreign Languages
Pre-Foundational Education through Play	Foundation Education	Year 2 SATs =	Year 6 SATs	NVQ Level 1-3	NVQ Level 1-3	Skills/interests
Wrap-Around Care	Phonics (Y1 standard)		ECDL Qualification	Apprenticeships	Apprenticeships	Citizenship
	Forest School	Enrichment	Enrichment	Internships	Internships	Apprenticeships
	Enrichment	Enrichment	Enrichment	Work Experience	Work Experience	Internships
		Community Service	Community Service	Employment	Employment	Work Experience
				Community Contribution	Community Contribution	Employment
						Community Contribution

- 4) To ensure **equity** and **integration**, it is recommended that children are educated in Foundation, Junior and Senior classes at Sark School from the age of 3 years to 13 years (the end of Year 8); and that there are options to choose a specialist pathway for young people aged 14 years and older. Young people will leave the Senior class at Sark School, having received a broad curriculum of academic and personal development skills, and with the technical qualification ECDL¹ (European Computer Driving License) to confirm their computer literacy skills.
- 5) Significant changes to the Sark School timetable and balance of activities are recommended. It is recommended that the school day begins at 8.30am; that lunch takes place from 12.30 to 1.30 (and that adult supervision is made available at school); that afternoon lessons take place from 1.30 to 2.30 and from 2.30 to 4.30 there are compulsory enrichment lessons (selected by the child) led by teachers and non-teachers. The staff meeting and professional development for teachers will take place on one afternoon per week; and on other by days by rotation, one teacher will have their Planning, Preparation and Assessment time from 1pm to 4.30pm
- 6) To ensure **equivalence**, **equity** and **integration**, young people must have the option of an education that enables them to achieve GCSE's in line with their peers in the Bailiwick and UK. Young people should be able to choose to access secondary education in Guernsey funded by the Sark government; or undertake home-tuition, whereby parents take responsibility for the education of the young person, with supervision provided by the Sark Board of Education. The option for privately funded education remains.
- 7) The specialist pathways for 14 to 16 years include the option to be Home-tutored with supervision (but not teaching) from Sark School; access to state education (both academic and vocational) on Guernsey; access to private education on Guernsey; and the option of private education anywhere in the world. For 16 to 18 year olds the options expand to include more work related options. To ensure **integration**, the options for different educational pathways for all age groups should be

¹ The ECDL (European Computer Driving License) is a highly regarded IT program of basic computer skills for end-users. It is recognized worldwide in 148 countries (outside Europe it is known as the ICDL, International Computer Driving License) and is currently deemed to be the equivalent of one GCSE.

published on the Sark School website and shared with Nursery providers. This information should be included in the school handbook given to parents and revisited at appropriate times in a child's educational journey. This will ensure that the young person and his/her parents and carers are fully informed about the pathway being followed and the choices available.

- 8) To further support **integration**, a menu of course possibilities and associated costs for parents/carers should be made available to those seeking to home tutor their child, aged 14-16 years.
- 9) Consideration should be given to the establishment of an Adult and/or Young Persons Residential and Non-residential Learning Programme (to include long term, short term and seasonal courses) pertaining to economic aspects of the island, such as Tourism, Hospitality and Agriculture; educational opportunities such as French, Spanish, IT etc; as well as enriching and recreational opportunities, such as pottery, painting, creative writing etc. The Programme should be led by the Director of Education and supervised by the Board of Education
 - It may also be possible to include courses that have **relevance** to future prosperity of the Island, in the hope of attracting those who have trained on Sark, to apply for employment opportunities.
 - For residential courses. In addition to the current number of 'tourist beds', there is potential accommodation at the Island Hall that could be developed to make this a viable proposition. As well as providing educational opportunities, the venture would encourage more visitors to the island and increased trade for hospitality and linked businesses.

PERSONNEL

There are currently three teachers, a teaching Headteacher and a teaching assistant. The 29 children benefit from small classes and a very low child to teacher ratio. The Headteacher is an effective tutor for the two GCSE pupils. She has been in post for nine years but will end her tenure in July 2018. She has a high profile in the community and is active as an ex-officio member of the Education Committee and Children's Panel. Her passion for music is readily shared with children and adults and is a strength of the educational offer.

The remaining teaching staff have a variety of skills, experience and interests that they bring to the school. One teacher is employed on a one year fixed term contract, the remaining staff are on permanent contracts.

The Education Committee, according to their current mandate, does not undertake formal appraisal for the Headteacher and there is no formal appraisal or development process for any member of school staff. Annual targets are not set by the Education Committee for the school as a whole; and school leaders do not set targets for individual school staff. There are no clear lines of accountability and/or responsibility for the outcomes for young people evident in policy or practice.

- 1) Consideration should be given to employing staff on time specific contracts, as is common with many international teaching opportunities.
- 2) To ensure **equivalence**, all teachers must be educated to at least degree level, have a teaching qualification such as Qualified Teacher Status (QTS), and unless newly qualified, have some experience of the age phase that they will be teaching. They will also require appropriate clearance to ensure children are safeguarded and all references must be sought and confirmed in accordance with Safer Recruitment guidelines. In addition, the English Teacher Standards² should be adopted

² Teacher Standards are included in full at Appendix 6

for all practicing teachers employed on the island of Sark, to ensure that expectations are transparent and **equivalent** to the high standards for professional performance and conduct expected from teachers in the UK .

- 3) All teachers, including the Head of School, should have a detailed contract of employment that includes all aspects in their current contract and
 - includes hours of work (1265 per annum recommended to bring into line with schools in England and Wales),
 - details of remuneration and benefits,
 - confidentiality,
 - a statement in respect of the Protection of Children,
 - links directly to the Department for Education Standards for Teachers, and the Standards of Excellence for Headteachers, and
 - incorporates a comprehensive Job Description that is reviewed annually as part of the formal Appraisal Process.
- 4) To ensure **equivalence**, a formal Appraisal should be undertaken for all employees and include performance targets that are related to the Teacher Standards, include pupil performance targets and agreed at the beginning of each academic year. Responsibility for the Appraisal of the Head of School falls jointly to the Director of Education and the Education Board; part of Head of School's Appraisal process involves the comprehensive appraisal of all other staff on an annual basis. This process should be included in an Appraisal and Support (Education) Policy. If a member of staff fails to meet their Appraisal targets or whose professional performance falls below Teacher Standards (when adopted), they are entitled to a formal process of support and challenge, as detailed in the Appraisal and Support (Education) Policy.
- 5) The Director of Education and Head of School must report annually to the Education Committee confirming the completion of the Appraisal for all employed teachers, teaching assistants and house parents; and confirming any advancement through the Sark Salary Scales.
- 6) Every full-time teacher should receive 2.5 hours per week for planning, preparation and assessment, in line with teachers in England, Wales and Scotland.
- 7) An Education Administrator (3 hours per week, term time only) will co-ordinate work experience, enrichment and Lifelong learning, and clerk the Board of Education meetings, alongside other adhoc administrative tasks determined by the Director of Education, Board of Education and Head of School.
- 8) The Director of Education should take up post in January 2018 and immediately lead on the appointment of the new Head of School for September 2018; and on the establishment of the Board of Education.

CONTINUING PROFESSIONAL DEVELOPMENT(CPD) (TRAINING)

The training and development programme for teaching staff is limited and this has inhibited the practice and proficiency of the staff team. Teaching staff who have been part of the school for more than three years have become distanced from contemporary professional standards and expectations, despite Chief Pleas having approved (2016) the principle of applying contemporary professional standards where it is prudent to do so. Although utilising some aspects of the new National Curriculum for England and Wales, significant changes in the age related expectations for pupils educated in the UK have not been embodied into current practice, resulting in a growing divide between the standards achieved in the UK and those achieved on the island of Sark.

- 1) The Head of School must have a specific responsibility to organise 38 hours of structured CPD delivered on a one hour per week basis and five teacher development days per annum for the school staff. Details of the school-wide CPD undertaken should be shared with parents and the Education Board. The Head of School must also have a duty to ensure that all teachers have the opportunity to participate in 3 days of CPD relevant to their personal professional development per annum, agreed as part of their Appraisal process. Training may be internal, external unaccredited or accredited, as determined by the annual CPD plan that is shared with the Director of Education and the Education Board, and published on the school website.
- 2) All full-time teachers should attend a weekly staff meeting, to include at least one hour of professional development.
- 3) If teachers or teaching assistants have additional responsibilities that require specific training, this should be agreed by the Education Board and funded by the educational establishment. Eg. Designated Safeguarding Lead Training; Special Education Needs Co-Ordinator (SENCO) training.
- 4) Every full-time teacher (including the Head of School) should complete 84 hours per year of Continuing Professional Development; this equates to one hour per week, five organised teacher development days and three personal development days per annum. This directly compares to the expectations for a Primary teacher in England.
- 5) Ensure all teachers and teaching assistants are highly skilled at using technology to enhance pupils' learning, through CPD and skills sharing opportunities. This is particularly urgent in respect of the interactive whiteboard.
- 6) With immediate effect, all school staff must have appropriate safeguarding training.

SCHOOL POLICIES AND PROCEDURES

The school does not have the suite of policies that would be expected. Some policies are published on the school website, however, those published on the website are not up to date and do not reflect current practice. The lack of policies limits the information available to stakeholders, and fails to embed high expectations or support consistent practice amongst school staff.

- 1) School policies and procedures should be written by school leaders, approved by the Education Board and published to allow access for all stakeholders, on the school website. A schedule for review should be agreed when each policy is approved. All policies and procedures should be made available to parents and interested parties on request (although a charge may be levied if hard copies are required).
- 2) Ensure that all school policies are up to date and reflect practice. Effective policies promote a shared understanding of all aspects of school life. Policies should be published on the school website to enable parents and other stakeholders to access the information they require.
- 3) The school must publish a Charging and Remissions policy which will outline additional charges and voluntary contributions expected by the school and payable by parents. The policy should be agreed by the Board of Education and published on the school website.
- 4) Every provision must have an Inclusion Policy to outline the practice and provision for children and young people with Special Educational Needs and Disabilities (SEN/D); those with English as an Additional Language(EAL); and those deemed Looked After Children (LAC).
- 5) The school must immediately write, publish and implement a Safeguarding Policy and ensure all staff have appropriate safeguarding training.

- 6) An Appraisal and Support (Education) Policy must be written to inform staff and other stakeholders of the procedures surrounding performance assessments, performance related pay progression and support.
- 7) Detail the multiple ways of communicating with school and education leader in the Communication Policy; and publicised to all stakeholders.

CURRICULUM

The school currently follows a curriculum that is loosely based on the English National Curriculum, but appears to lack the rigour and structured progression evident when the National Curriculum is implemented fully. There is no formal programme of Careers Education across the school, although some aspects are included in the Personal, Social and Health Education lessons in class 4.

Students on Guernsey follow a bespoke curriculum based on the Scottish Curriculum for Excellence; but both students in Guernsey and at Sark School follow the English examination system and take GCSE's at the age of 16 years.

There are no formal arrangements for co-ordinating work-experience on the Island.

- 1) The new curriculum for Sark School should be completed by September 2018 and must include the knowledge, skills, attitudes and values required by learners at each stage of their education, to ensure that they have the foundations necessary for the next stage of their education, for employment, and for making a positive contribution in a rapidly changing world.
- 2) Alongside academic expectations, the curriculum should include key skills for life, including 'Keeping Safe (both online and in person), Prevention of radicalisation and extremism, Personal, Social and Health Education; Social, Moral, Spiritual and Cultural education and Learning to Learn skills.
- 3) The new curriculum for Sark should echo the purpose of the 'Curriculum for Excellence' developed in Scotland and adapted for use in Guernsey - to enable young people to become 'successful learners, confident individuals, responsible citizens and effective contributors'; place an emphasis on exploiting the natural links between different subjects and put in place certain over-arching aims which go beyond individual subjects such as developing citizenship, whilst adopting the high expectations, rigour and clear progression included in the English National Curriculum.
- 4) To facilitate **integration** with both Guernsey and the UK, the content of the curriculum should blend the very best aspects of both curricula and ensure preparedness for the next stage of the young person's education. To ensure transparency for all stakeholders and **equivalence** with the UK, the 'Sark Curriculum' should be published on the school website.
- 5) To ensure that opportunities for **integration** and seamless transfer at any age or stage of education, attainment and progress must be closely tracked against published milestones. It is recommended that the Statutory Framework for the Early Years Foundation Stage (Birth to 5 years) and the National Curriculum for children in Key Stage 1, 2 and 3 (currently used in England and Wales) are applied to determine the curriculum framework for Sark.
- 6) To ensure **equivalence, equity** and **integration**, young people must have the option of an education that enables them to achieve GCSE's in line with their peers on the UK. Young people should be able to choose to access secondary education in Guernsey funded by the Sark government; or undertake home-tuition, whereby parents take responsibility for the education of the young person, with supervision provided by the Sark Board of Education. The option for privately funded education remains.
- 7) Classrooms should be established as places that develop independence at all ages and at all levels:
 - classroom organisation should support independence;
 - teaching strategies should encourage, develop and allow independence.

- 8) Each year, a list of courses that will be fully or part-funded for young people aged 16-24 years, should be published. The courses will be selected to address with particular **relevance** to the future prosperity of the Island and to address any skills gaps. Each course would require a period of employment to repay the Island's investment; and a contract signed to include repayment of financial investment if the course and employment period is not completed.
- 9) To ensure **equivalence** and support **integration**, a programme of Careers Education Information Advice and Guidance for all age groups should be part of the school curriculum and published on the school website. For the youngest children, this will be an awareness of the breadth of jobs that adults do, both on and off the island. For older pupils, this will include a deeper awareness of the breadth of employment opportunities available both on and off the island, and include the educational choices necessary to make it possible to take on a particular role. E.g. If a child wishes to study architecture at university, they would normally require at least five GCSEs grade 6 or above and A levels in Mathematics and Art, supported by an English subject and a Science; alternatively, if they wish to gain an agricultural engineering apprenticeship at advanced level, then GCSEs in English, Mathematics and Science at grade 4 or above will be required. This information will help the young person and their parents/carers make choices when selected subjects for GCSE and A levels.
- 10) Opportunities for advanced and lifelong education are well developed in UK, so to ensure quality and **equivalence** these should be included under the remit of both the Director of Education and the Board of Education.
- 11) Local businesses are willing to offer work experience opportunities for residents and non-residents. To ensure **equity**, Work Experience should be an integral part of the curriculum for those in full-time education and an option for those aged 16-24 who are not in full time education or employment. To be assured that all Health and Safety and Safeguarding requirements are in place for young people in the workplace, the programme should be supervised by the Board of Education.

ASSESSMENT

Assessment practices across the school are inconsistent and do not provide a comprehensive picture of the progress, attainment and/or areas on which to focus learning. The Foundation Stage Profile³ is used to assess progress at the end of the children's first year at school; and a range of published assessments are used in different classes. Headline Performance Data has been collated for pupils leaving Sark School at 16 years⁴.

Concerns were raised about the quality and rigour of assessments in 2016 (by the Validation Report) and as yet, there is no evidence of rigorous assessment and monitoring in all classes and in lessons, and learning is not often matched to learners' needs. Formative assessment is not used consistently to inform planning and teaching; or to inform the pupil of misconceptions or next steps for progression. Marking in books, if present, rarely advances learning, and often omits basic spelling and grammatical errors.

School practice does not encourage pupils to be independent in their learning and they are therefore limited in their ability to assess their own performance and next steps for learning. Teachers do not model the language of learning and often simplify vocabulary within subjects which can inhibit the learning process.

³ The Foundation Stage Profile - At the end of the EYFS – in the summer term of the reception year in school – teachers complete an assessment which is known as the EYFS Profile. This assessment is carried out by the reception teacher and is based on what they, and other staff caring for your child, have observed over a period of time. The EYFS Profile outlines the child's learning and development in the 7 areas of learning and development outlined in the Early Years Framework.

⁴ Anonymised table of attainment at end of Key Stage 2, 3 and 4 for 2013 to 2017 included at appendix 7

- 1) The Baseline Assessment should continue to be implemented as a diagnostic tool to plan effective and personalised learning opportunities for all children entering the foundation stage.
- 2) Use Learning Intentions and Success Criteria in lessons to ensure that the focus is on learning and assessing skills, attitudes and values (as well as – but not limited to - knowledge) and allow pupils to be independent learners; able to self-assess; and to extend their learning beyond the activity and apply learning outcomes in a variety of circumstances.
- 3) Formative Assessment must be used to inform the planning of the learning sequence to ensure that all pupils make progress, regardless of their starting points. Assessments at the beginning of any unit of work will establish prior knowledge and inform teacher planning; and assessments at the end will detail acquired attainment and application, and measure progress for every pupil.
- 4) Feedback and marking should be completed constantly and must inform both the teacher and the pupil. The teacher must use the formative assessment and marking to plan the next steps in the learning sequence; and the pupil must use the marking to help them develop as a learner; and to advance within the particular learning sequence or apply the learning in other circumstances.
- 5) To ensure **equivalence**, summative assessment should be used at key points to ensure that pupils attainment and progress is at least in line with pupils in the UK. Details of the summative tests used must be included in an Assessment Policy and published on the school website. [It is important that summative English and Mathematics tests are able to assess learners from 6 years to 13 years and used consistently to provide transparent progress information for parents.] It is recommended that the following assessments are adopted and reported to parents:
 - i) Early Years Foundation Stage Profile should be completed at the end of Reception (5 years),
 - ii) Phonics screening should be completed at the end of Year 1 (and Year 2 for those who do not achieve at the end of Year 1) to enable early support to be put into place to ensure that every child has the building blocks for reading and writing, and thereby ready access to the breadth of education. Any child not meeting these milestones should be given additional support and monitored using and Individual Education Plan.
 - iii) Young people are assessed against age related expectations throughout their time in school and these are reported at least annually to parents; and are moderated using published assessment materials or through formal moderation processes with other schools from Guernsey or in the UK.
 - i) To ensure that high expectations are communicated between all stakeholders the Target Setting Process must be included in the Assessment Policy.
- 6) Individual targets should be set through discussion with the pupil and their parents at the beginning of each year based on age related expectations, prior attainment and appropriate challenge. These form part of the comprehensive assessment process.
- 7) Test information should be shared with parents at least annually as part of their child's school report (or more regularly if formal termly assessments are used); and a separate assessment certificate should be provided for end of Foundation Stage, Phonics Screening and End of Key Stage 1 and Key Stage 2 assessment outcomes. A detailed report should be provided at the end of Foundation Stage and the end of Year 8, to ensure that parents are fully informed about their child's achievements and next steps for learning. The end of Year 8 report must also be shared with the young person's future school, to ensure seamless integration to the next stage of their education. To ensure validity, assessment materials for summative assessment must be externally produced and norm-referenced data must be verifiable.

INCLUSION

There is minimal provision for young people with Special Educational Needs, English as an Additional Language or those recognised as disadvantaged by circumstance. The Validation Report 2016 said *'more work is needed to provide specific support for children with SEN [and] needs to be planned within schemes of work to provide a differentiated approach'*. There is no evidence that this has been addressed. There is currently no provision for basic literacy and numeracy skills, for adults and young people who have left formal education.

- 1) If Sark is to meet the expectations of **inclusion** and **equivalence** for children with Special Educational Needs and/or Disabilities (SEN/D), children who have English as an Additional Language (EAL) and children who are deemed to be Looked After Children (LAC) changes in the provision are required and should be encompassed in an Inclusion Policy, published on the Sark School website, and in a statement published by private providers.
 - The Education Board will be responsible for ensuring that all private nursery providers on Sark, Sark School, and those providing secondary and post-16 education make effective provision for their inclusion.
 - Each provision must have a designated Inclusion co-ordinator who is responsible and accountable for the pace and quality of progress, the provision of effective and efficient education, and the transparency of communication and support for these children.
 - Inclusion Coordinators will provide a confidential annual report to the Board of Education detailing the provision and outcomes for these children.
 - The Director of Education will co-ordinate collation and submission of equivalent information for young people educated off Island.

MONITORING AND EVALUATION

Expectations for the monitoring and evaluation of education are currently limited. The Education Law does not give sufficient guidance in terms of expectations; and the mandate of the Education Committee does not include accountability and responsibility for the standard of education received by pupils or the outcomes they achieve.

In-school monitoring and evaluation is inconsistent. Previous inspection/validation reports have highlighted a need for improvements in self-evaluation, monitoring and evaluation. Pupil assessment and tracking is inconsistent and target setting is not standardised between classes. There are few systems and processes that are consistent across classes in the school (either by method or implementation). Actions following inspection/validation have either not taken place or have not had a sustained impact, as many issues highlighted by this review have already been identified by the 2011 Inspection Report from Jersey or the 2016 Validation Report from Guernsey. There is no written or published School Development Plan, that allows the Education Committee and other stakeholders to monitor the actions being taken by the school or evaluate the impact of those actions.

- 1) The Education Law must be reviewed and updated by Chief Pleas. The Education Law should govern school leaving age, curriculum standards, testing procedures, school finances (including Education Credits), Special Educational Needs, the prevention of discrimination, discipline in schools, home education, parental conduct, attendance and absence management, school safety and reform for all aspects of educational provision.

- 2) Clear lines of accountability and responsibility should be communicated to all stakeholders. It is recommended that the mandate for the Education Committee be amended to encompass responsibility, for educational quality standards for the children of Sark. It is also recommended that this is achieved through the appointment of a part-time Director of Education and the appointment of a selected group of competent volunteers who make up the 'Board of Education' to provide challenge and support to Sark School and the educational provision for all Sark children. Members of the Board will be expected to attend training and development to ensure the proficiency of the Board.
- 3) Use a single secure management information system for pupil records and progress tracking that is consistent across all age groups and allows direct comparison of outcomes over time.
- 4) Annual School Performance Targets should be set by the Director of Education, agreed by the Board of Education, and published on the school website. The performance targets should form part of the termly report to the Board of Education and inform Head of School appraisal targets. Outcomes against these targets should be published on an annual basis and in the interests of **equivalence**, compared to schools in England and Guernsey.
- 5) Class targets should be shared with the Board of Education on an annual basis and linked to teacher and teaching assistant performance (as outlined in the Teacher Standards and the Appraisal Policy). Progress against targets will be discussed termly by the Board of Education.
- 6) A Self Evaluation Calendar should be formulated by the Director of Education, the Chair of the Board of Education and the Head of School, to incorporate all aspects of school self-evaluation and development. The calendar should schedule the business of the Board of Education, school based assessment; target setting; moderation and observations; a full suite of policies (including their submission, review and publication; Continuing Professional Development; and Development Planning to ensure that school self-evaluation is a continuous and comprehensive process.
- 7) To ensure **equivalence** and facilitate **integration**, a triennial inspection should be commissioned by the Education Committee and published, as is currently, on the school website. The external validation from an independent source should take place every three years using fixed and comparable criteria to enable direct correlation between judgements, thereby allowing the lay person to make informed judgements about progression and effectiveness; and evaluate **equivalence**.
- 8) A School Development Plan should be written by the Head of School, with the support of the Director of Education, in response to the report and may include other aspects as agreed with the Education Board and Director of Education. The School Development Plan should be costed and include measurable targets and performance measures, and feed into the government budget process through the Education Committee. The School Development Plan should be agreed by the Education Board and published on the school website. The School Development Plan should be reviewed and updated annually.
- 8) Ensure that there is a data security and disaster recovery plan that is updated regularly and that all IT safety policies – acceptable use/E Safety are updated annually, explicitly shared with pupils and parents, and published on the school website.
- 9) The use of a dedicated server in the school together with the current technical support should be reviewed to secure best value and improved service.
- 10) The use and provision of desk top computers in school should be reconsidered and consideration given to the use and possible provision of individual tablets for all pupils and a 'Bring Your Own Device' policy to enable the seamless use of IT between home and school as a tool for educational purposes by all members of the community.

FINANCES

Funding is not determined by pupil numbers. The budget is formulated by the Education Committee from recommendation by the Headteacher and is based on actual costs, with an allowance for non-fixed costs and submitted for approval. The budget allocation over the past three years was approximately £200,000 per annum. This equates to an average spend per child of £6,897.

School finances are mainly included in the audit of Island accounts – but this does not include some income, donations and expenditure from parents' contributions. A lack of financial transparency has caused dissatisfaction amongst some residents on the Island.

- 1) To ensure value for money and the ability to plan for educational costs over time, a system of 'education credits' should be used to establish a 'free at point of delivery' education system for children aged 3 years to 16 years whose parents are resident on Sark. The system runs alongside other fee paying options to ensure **equity** and breadth of opportunity, but is not transferrable to any other educational institution. Children born on the Island (albeit in Guernsey) receive one nominal credit per year. They acquire 16 credits during their time in funded education. The nominal cost of funded education to include Foundation provision (3-6 years), Junior provision (7-10 years), and Senior provision (11-13 years) on Sark; and residential provision and secondary education on Guernsey to aged 16 years will equate to 16 credits. For those becoming resident on the Island after birth, there would be an opportunity to purchase additional credits.
- 2) A transition period of 18 months is recommended, with Key Stage 3 students remaining at Sark School until September 2019. Provision should be made available in Guernsey, subject to follow-up negotiations between Chief Pleas and the Guernsey Government, from September 2019 for young people from Year 9 to Year 11 (aged 13/14 years to 15/16 years). Taking the current cohort into account, the secondary phase would begin with 3 children in 2019/2020 and continue with 6 children in 2020/2021 and 14 children in 2021/2022.
- 3) It is recommended that the Island reduces its investment in Sark School but expands its investment in education for all Island children. The cost of educating pupils aged 14-16 years in Guernsey would begin when the first three pupils move to Guernsey schools in September 2019.
- 4) An additional cost of providing a house in Guernsey run by two house parents, employed through and held accountable to the Board of Education, via the Director of Education is recommended to address the concerns of many Islanders who do not want their children to reside with a host family. If the house were purchased (with the permission of the Guernsey government, this would remain an asset and the nominal £2,000 per month included in the budget, could fund a mortgage payment.
- 5) It is recommended that the school budget be made up of two distinct funding elements paid by Chief Pleas. Pupil Led Funding and Matched Funding. Pupil Led Funding will equate to the number of pupils multiplied by the amount of the Education Credit. E.g. 29 pupils x £6000 = £174,000. Matched Funding should equate to the cost of rental payments, rates (and any other taxes) and energy. These costs are largely fixed regardless of the number of pupils being educated.
- 6) Under the system, every Sark child from birth, will be allocated one education credit per year. This sum will be held by the Island and invested to provide future income, when the child requires accommodation during their schooling in Guernsey.
- 7) If the Education Credits system is adopted, then additional income will be received from parents who are part funding their children's secondary education and accommodation as full payment will be reduced pro rata by the length of their residency on Sark. A decision will have to be made regarding the introduction of Education Credits and whether retrospective Credits will be allocated to the families of young people participating in state education in Guernsey and living in Sark House; or whether they will need to contribute to their child's education, accommodation and care costs or pay for these in full. The approximate value of one Education Credit will be £6,000. Education

credits not used for secondary education (if the child attends a public boarding school), are surrendered to the Island. Education credits cannot be transferred or surrendered for monetary gain.

- 8) Income is also received by the school from other local authorities in specific cases. If a child is fostered through the local authority on UK, the school receives £1,900 per annum to specifically support the needs of the fostered child. Receipt, application and impact of this funding must be shared publically on the school's website.
- 9) The school must publish a Charging and Remissions policy which will outline additional charges and voluntary contributions expected by the school and payable by parents. The policy should be agreed by the Board of Education and published on the school website.
- 10) The school fund and financial practices should be externally audited (by someone who is not employed by the school, involved in the financial practices of the school, or a member of the Board of Education) on an annual basis. In the interests of transparency, the report should be published on the school website to enable access to all stakeholders.
- 11) The cost of teachers' housing should be included in the salary line of the school budget. This would render all costs transparent as both the budget and financial practices would be published either by Chief Pleas or as part of the audit process. By reducing the number of teaching staff, there is a £12,000 saving annually, for the rental cost for one house.

COMMUNICATION

Feelings are mixed about the quality of communication from the school. Open afternoons and an annual open evening encourage parental and community involvement. Whilst opinion is divided, more parents say that the school does not welcome their input and is not open to their ideas. This is amplified by residents, with a significant majority saying they feel unable to interact with or influence the school experience. The termly newsletter is informative, however, there is evidence to suggest that newsletters and other written communications circulated by the school are not always read or properly understood by families and the wider community. The school website is out of date and fails to provide an informative communication platform for parents and Island residents.

- 1) The Director of Education should audit the school website using the guidance circulated by the Department for Education (England) and the school, Board of Education and Director of Education should update to ensure compliance; ensuring **equivalence**, enabling parents of pupils educated in Sark School to have the same access to information as parents in England.
- 2) Ensure Class Dojo (and any other whole school communication strategy) is implemented consistently across the school, by all teachers, as families who have siblings in multiple classes are highly aware of any inconsistencies.
- 3) Ensure that there are multiple ways of communicating with school and education leaders, that are confidential and follow an agreed process outlined in the Communication Policy; and publicised to all stakeholders.
- 4) Take steps to ensure that communications with parents and residents do not entirely rely on the written word, so that every parent and resident has the opportunity to fully understand and interact.