



The Role of the Colleges and States Funding for Assisted Places

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Introduction

On 27 September the States will debate proposals from the Committee *for* Education Sport and Culture (ESC) on the Role of the Grant Aided Colleges and their Future Funding Arrangements. Their proposals – to replace the current funding of Special Place Holders with a subsidy of £816 per fee payer - would lead to an 80% cut in funding from the States.

The Colleges understand the need to phase out the existing Special Place Holder scheme which is based on academic selection. They also understand the pressures on ESC and the whole of the States to manage costs and deliver the best education system they can within limited budgetary constraints. But they believe the best way to achieve this is for ESC to work in partnership with the Colleges to maximise the benefit to the Island of the holistic resources available.

The Colleges educate 30% of the Island's children and provide Guernsey with value, capacity and choice. The Colleges support an alternative and sustainable solution to establish funding for a scheme of non-selective assisted places which would provide pupils whose families cannot afford College fees with the opportunity to attend the Colleges. This solution would avoid the Colleges becoming institutions which are elitist, based solely on ability to pay. It would also provide stability to the Colleges' business models which historically have maintained fees at a lower level than similar schools in the UK thus making them affordable to a larger proportion of the community.

Pupils across the whole spectrum of academic ability are educated at the Colleges, including children with Special Educational Needs. More than two thirds of pupils at the Colleges were not selected through the 11+ and they comprise a more comprehensive range of abilities than the other secondary schools on the Island. **Assisted places would not be allocated based on academic selection.** The scheme would be designed to promote social mobility for children of all abilities.

Planned changes to the States education system will unfold over a period of up to seven years and the Colleges are in a position to provide a level of certainty over a time of change.

The Colleges have been an active and integral part of education in Guernsey for many years. They have many supporters including a significant portion of those for whom the ending of selection was the right political decision. They provide a distinctive and very high performance model of education and are often at the forefront of implementing educational change. This debate takes place at a point when the Colleges wish to strengthen their partnership with the States sector in order to continue to provide a valuable component of education in Guernsey as a whole – **the Colleges are part of the solution.**

There is significant pressure on ESC to reduce overall revenue expenditure without diminishing the quality of service. But this need not imply a reduction in spending with the Colleges. Savings may accrue from placing more pupils in the Colleges if it turns out that that is the most cost-effective way to proceed for education in Guernsey as a whole.

For the Colleges, States-funded pupils are an important and significant source of income. The way in which the quantum of States funding is calculated or justified is of little relevance to the financial management of the school. The key requirement is one of certainty and predictability so that business plans and operational implementation can be well managed. Given the wider questions regarding capacity and the ability of the Colleges to accept more pupils, it is easy to see that **funds spent by the States at the Colleges contribute to financial efficiency within the Island's education system as a whole.**

Financial support provided to the Colleges by the States should not be interpreted in the wrong way. Indeed, even the use of the word "grant" can be misleading because it is sometimes seen to imply a subsidy or a payment made for the benefit of the few or a payment made for the benefit of those fee-paying parents with more than adequate means. None of these impressions or perceptions is correct. **State funding of pupils at the Colleges is part of the overall spending on education by the States and as such contributes to the education of the Island's children.**

The Colleges wish to see the allocation of public funds entirely directed towards inclusivity and equality objectives. **The funding will not be used to reduce the fees charged to families who are able to afford it.** All funding will be used for the creation of an assisted places system that is means-tested and applied against quotas of applicants in different household income groups and available to pupils of all levels of academic ability. **There will be no academic selection.**

Executive Summary

- The Three Colleges provide **inclusivity, value for money, capacity and choice**.
- The Colleges are comprehensive - they educate pupils with a wide range of abilities including Special Educational Needs and/or Disabilities and would be termed 'non-selective' when compared with schools in the UK.
- Assisted places would **not** be based on academic selection.
- The Colleges are no more expensive than States schools and assisted places would deliver a further 35-45 per cent saving on current funding arrangements.
- The Colleges have been an integral part of education in Guernsey for many years. They are part of the solution.
- Investment in the Colleges contributes to financial efficiency in the education system as a whole.
- States funding of the Colleges contributes to the financial efficiency of education as a whole. It is part of the overall spending on education.
- States funding will not be used to reduce the fees of families that can afford them.
- Should College pupil numbers fall there will be more burden on the States yet the Colleges could provide capacity to help with peaks in pupil numbers.
- The Colleges are an economic enabler and provide choice.
- The Colleges provide stability for Guernsey education in a time of change.
- None of the Colleges has a waiting list and they cannot guarantee replacing Special Place Holders with fee payers.
- The Colleges are not for profit organisations and do not have big reserves.
- The Colleges do not wish to undermine the States schools. They believe that successful States schools will create healthy competition and drive up standards of education in the Island.

Benefits Conferred by the Colleges

Benefits of College funding to the Island

The business models of the Colleges have worked well with States funding as one component of their revenue. States funding has enabled them to maintain fee rates at a level that makes fee-paying education available to a substantial proportion of parents. This also means that they are more inclusive than many independent schools in the UK. Continued States funding brings a number of benefits to the Island.

Economic benefits result from the continued viability of the Colleges. It is well accepted in the business and recruitment community that the availability of private education is a strong driver when people are considering moving to the Island. Indeed some believe that if the College options were not available in the Island key candidates would be lost to the business and, in particular, the financial services community and this argument is equally true for the public sector. It is also the case that the high academic standards achieved by the Colleges provide a steady flow of trainee professionals for local industry.

A consequence of States funding has been that fees have been maintained at a lower level for two reasons: because of the direct subsidy which offsets the fees charged to parents and because the number of Special Place Holders has increased pupil numbers helping to spread overhead costs. This has created a 'virtuous circle' where lower fees have made private education affordable to more families, further increasing pupil numbers. The Colleges educate 30% of pupils in the Island compared with 6% in private schools in the UK.

Financial benefits to the States accrue from the choice of parents to pay significant fees for private education. Fees paid to the Colleges, by parents of secondary pupils alone, amount to more than £7 million per annum. In addition, significant fee income is generated by parents of junior school children. All those parents also pay taxes, some of which are spent on education and so they are in effect making two contributions to total education spending in the Island. If the fee paying option was not available, the States, in accordance with education law, would be obliged to absorb all fee payers into the States education system. In the 11-16 secondary sector the Colleges educate 30% of the children at a cost of only 6% of the education budget. It should be remembered that by the end of the current funding contract total States funding will equate almost entirely to the fee payments for Special Place Holders and there will be minimal subsidy for fee paying pupils. The recent PwC study demonstrates that when full cost analysis is applied the cost of educating a pupil at the Colleges compares very favourably with States schools.

Educational benefits provided by the current funding arrangements are more politically debatable. As was demonstrated by the selection debate, intense passions are aroused on both sides and this debate still rages in the UK and remains unresolved.

What cannot be denied is the contribution made by the Colleges' academic results to the Island's performance when benchmarked against other jurisdictions. The table below illustrates that contribution.

A* TO C RESULTS FOR LAST 5 YEARS WITH AND WITHOUT COLLEGES INCLUDED

	EC	EC	LC	LC	BC	BC	Bailiwick	State Schools	UK
	%5A*-C (E/M)	Pupils	%5A*-C (E/M)	Pupils	%5A*-C (E/M)	Pupils	%5A*-C (E/M)	%5A*-C (E/M) without Colleges	%5A*-C (E/M) National
2013	99	83	100	61	87	30	59	45	n/a
2014	95	79	100	68	82	34	67	57	n/a
2015	91	75	100	52	94	36	57	47	64
2016	99	83	100	55	87	36	62	50	65
2017	99	71	99	69	97	36	66	53	n/a

Each of the Colleges tracks the Value Added data for pupils which compares the results at GCSE and A Level against the expectations for pupils, based on assessment when they joined the school. For example the Value Added data for The Ladies College is included in its annual report published in this month's Billet and shows outperformance at all levels of ability.

These high performance models should not be put at risk during the period of transition from selection to non-selection.

Social inclusivity and equality responsibilities of schools

The Colleges have each developed their own evolving models of what a commercial enterprise would see as corporate social responsibility (CSR) in response to the role they have in the promotion of social inclusivity and equality. The promotion of social mobility by this means is at the core of the Colleges' values. Recent examples of free open access to specific activities provided by the Colleges include:

- coaching/training days with the fencing academy
- art workshops
- a gymnastics competition
- history project days
- english drama workshops
- a music competition/workshop
- summer orchestral week course (with a nominal charge)

Outreach techniques are well advanced in many UK models and the Colleges would wish to explore these further to determine how appropriate they would be in a Guernsey context. In particular they would welcome the opportunity to work with the Committee *for* Employment and Social Security (ESS) who have access to data which would help target outreach activities to increase the appeal of assisted places to pupils from backgrounds who would not previously have considered applying to one of the Colleges.

Academic inclusivity

The Colleges accept pupils with a very wide ability range and would be termed 'non-selective' when compared with schools in the UK. The majority of pupils at the Colleges have not and would not have 'passed' the 11+. The academic inclusivity of the Colleges is demonstrated by the fact that only three pupils (<1%) in total have been denied entry to all three Colleges in the last two years out of the 375 pupils that have collectively sat entrance assessments. Effectively there is open access, subject to the ability to pay. This is contrary to some of the myths that exist about the Colleges being elitist and only available to clever children.

Compared with the other schools in the Island the Colleges can be considered more comprehensive in their intake of pupils of mixed ability. The fee paying students come from the whole range of the academic spectrum to which are added the Special Place Holders selected by the States through its 11+ exams. In contrast the Grammar School accepts only pupils in the top 25% of academic ability and the other secondary schools only those in the bottom 75%, or those who chose not to sit the 11+.

Despite this broad mix of ability the academic results at GCSE and A Level are extremely impressive as shown in the table above. It is not just the brightest pupils who perform well at the Colleges. Pupils at each ability level outperform expectations in terms of value-added in public examinations.

Proposed Assisted Places Scheme

Background

The Colleges support the ESC proposal that funding for Special Place Holders who have started at the Colleges by 2018 should continue through their education at the Colleges. Special Place Holders who are already at one of the Colleges before September 2019 should not be affected by any changes to the funding arrangements.

The Colleges are already notably inclusive, both academically and socio-economically, certainly compared to the great majority of independent schools. All three Colleges have strong traditions of inclusivity and have stated they wish to develop this further by making themselves accessible to families from all social backgrounds. Any replacement funding from the States should be directed to children of families who could otherwise not afford to pay fees to attend the Colleges.

For many years the Special Place Holder scheme has provided a route for pupils from less wealthy backgrounds to access a College education and each of the Colleges has experience of welcoming children from all social backgrounds. A scheme which increases the number of pupils from families of limited financial means would need to be managed sensitively to ensure that all pupils are able to integrate fully. In this context it should be remembered that many current pupils are from families who make great financial sacrifices to pay the fees and who do not have spare funds to pay for luxuries such as holidays.

Now the decision has been made to end the 11+ an alternative scheme is needed to ensure that the Colleges remain accessible to pupils from as wide a range of social backgrounds as possible. With the disappearance of Special Place Holders and the per pupil grant, funding to maintain social inclusivity will become even more important.

Pupils applying to the Colleges are required to sit entrance assessments which allow the schools to ensure pupils are able to cope with minimal curriculum requirements and the school has the resources to meet the needs of the pupil. This would continue and there is a similar practice in the States secondary schools. If the Colleges were obliged to accept the exceptionally few pupils not deemed able to cope with the minimal curriculum requirements, it would probably result in a significantly detrimental impact on the confidence and well-being of such pupils. As noted above fewer than 1% of applicants in recent years have not met the standard deemed appropriate to be able to access the curriculum requirements.

Entrance assessments also provide a baseline from which to monitor the academic progress of all pupils who join the Colleges including those funded through the assisted places scheme.

Outline of scheme

The operational details of an assisted places scheme will need to be worked out in discussions between the Colleges and relevant States departments to make sure it addresses the social inclusivity and educational objectives of the States while at the same time being transparent, equitable and manageable for all parties (including pupils, parents, staff and the Colleges). The Colleges have undertaken some work on what an assisted places scheme might look like but wish to work with the States to agree the details.

No academic selection. The Colleges understand the decision of the States to end academic selection at age 11. Assisted places would not be allocated based on academic ability. In other words there would be no replacement of the 11+ and places would not be awarded to the brightest pupils. Pupils of all abilities would be encouraged to apply for assisted places which would be allocated based on financial and other non-academic criteria.

Some of the other features which have been discussed with deputies at various times and which might be appropriate include:

A tiered package of support for students from low and middle income families, with the objective of supporting College student cohorts of similar socioeconomic diversity as those in the State sector schools. This might comprise assisted places at 100%, 75%, 50% and 25% of fees, to be offered to families based on household income. The cut off levels of income might be determined by reference to Social Security data and the States of Guernsey Household Income Survey, data which already exists in the public sector.

Funding to assist with fees and costs. It would be appropriate to consider providing funding for uniforms, lunches and other expenses in addition to fees to ensure that assisted place pupils are able to participate in all activities offered by the Colleges to the same extent as fee payers.

Applications will be accepted from any families meeting the published financial criteria. ESC already has a system for the provision of funding for Higher Education and has access to data on family income levels which could inform the design and operation of the system. This would be a sensible starting point for establishing criteria for determining which families would be eligible to apply for assisted places. Such criteria could be published to ensure that the application process would be transparent.

A centralised resource could administer the confidential scrutiny of the financial resources of applicants which would include monitoring of changes in financial circumstances

A challenge for any assisted places scheme seeking to facilitate social mobility is to encourage applications from families who have not previously had a connection with the Colleges. The outreach activities referred to previously would be one method for the Colleges to engage with different sectors of society. It will be important for States agencies, including the Committee *for* Employment and Social Security, and the primary schools to work with the Colleges to encourage applications from all socioeconomic backgrounds.

The success of an assisted places scheme should be measured on the basis of specific outcomes. A robust set of social inclusivity and equality objectives and outcome measurements are essential to the design of the scheme. Details will need to be developed in such a way as to reflect practical realities, dovetailed with the social policy objectives of the States.

Cost to the States

The last cohort of Special Place Holders will join the Colleges in September 2018. The assisted places scheme would be needed for pupils joining year 7 from 2019 onwards. In 2019/20 funding would only apply to pupils in year 7; in 2020/21 it would support pupils in years 7 and 8; and so on. By 2025/26 the first assisted place pupils would reach year 13 and the assisted places scheme would fully replace the Special Place Holder scheme. The funding for assisted places would need to be phased in to match the increase in number of pupils supported, recognising that not all pupils would be expected to remain at the Colleges beyond year 11.

The quantum of funding needs to be sufficient to support enough pupils:

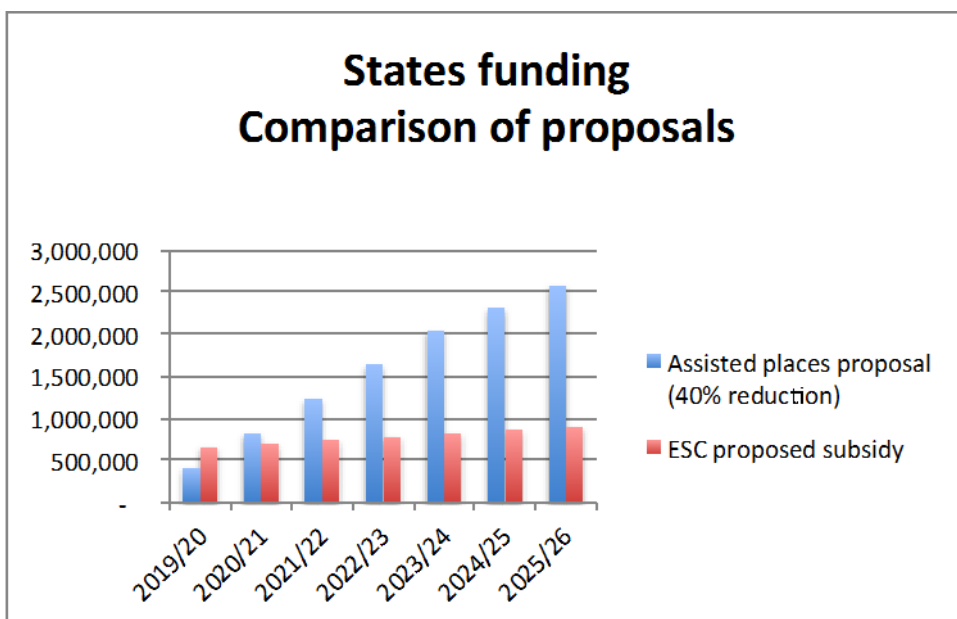
- To make a difference to social policies
- For the Colleges to be truly inclusive institutions
- So that assisted place pupils do not feel isolated within their cohort
- To sustain pupil numbers in the Colleges

The Colleges believe that a scheme which supports a similar number of pupils as the existing Special Place Holders (i.e. 52 per school year) could meet these criteria. The exact cost to the States of such a scheme will depend on the final details but the Colleges estimate it would be between £2.4m and £2.8m (2017 prices) by 2025/26. This represents a saving of 35% to 45% compared with the States funding of the Colleges in 2018/19.

Assuming the scheme is phased in, in accordance with the numbers of pupils in each school year, three different illustrations of the potential cost to the States are shown in the following table.

Year	45% reduction on 2018/19	40% reduction on 2018/19	35% reduction on 2018/19
2019/20	375,441	409,572	443,703
2020/21	750,882	819,144	887,407
2021/22	1,126,324	1,228,717	1,331,110
2022/23	1,501,765	1,638,289	1,774,813
2023/24	1,877,206	2,047,861	2,218,516
2024/25	2,119,634	2,312,328	2,505,022
2025/26	2,359,916	2,574,454	2,788,992

The impact of the phasing would be to reduce the cost of the scheme in the first year, compared with the ESC proposal to subsidise all fee payers by £816. The graph below compares the cost of the ESC proposals with the cost of the assisted places scheme using a middle of the range calculation.



Appendices

History of States Funding of the Colleges

Background

The States have recognised over a long period of time that the Colleges play a valuable part in the educational infrastructure of Guernsey. The States have historically shown a willingness to support the Colleges financially, particularly in the provision of special places which have provided an opportunity for children of families who otherwise would not have been able to afford to pay the fees to attend the three Colleges. It is important to bear in mind, however, how different the history of States assistance has been with each of the Colleges.

In the case of Elizabeth College, funding statutes date back as far as 1826, with grant funding being in place since 1965. The aim of the States grant from 1998 until the last revision of the funding model in 2011 was to make a significant contribution to running costs and also deliver a surplus of around £100,000 each year to meet (in part) capital needs. However, significant capital is required to upgrade and maintain its existing buildings which include an historic building. Ownership of the building is presumed to vest with the College, but this is not entirely clear.

There have been places reserved for States-funded pupils at The Ladies' College since 1907, with grant funding from 1962. There are historic issues with capital funding. The site is leased from the States by the College who are responsible for its maintenance and capital development. Prior to 2005 the College was supported on a deficit funding model, which gave no ability to accrue any capital fund.

By comparison with the other two Colleges, Blanchelande College has a much shorter history of grant funding from the States. It was provided in 2001/02, however before that the States granted a lease for the school to use a former site at Rosaire Avenue. It has been funded since 2005 under a similar model as the other Colleges. The current College site is owned by the Catholic Church, and if any surplus is generated it is used for the upkeep and repair of the existing buildings.

By 2011 the subsidy to the Colleges (£4.88 million in 2011) was split approximately equally between the General Grant and the Special Place Holder Fees, with a slight weighting towards the General Grant. The General Grant in 2011 was £2.45 million, compared to the Special Place Holder fees of £2.43 million. The subsidy by College in 2011 was Elizabeth College £2.38 million (49%), The Ladies' College £1.87 million (38%) and Blanchelande College £0.64 million (13%).

In 2011 total grant aid made up a very significant proportion of each College's total annual revenue, (42% at Blanchelande College, 46% at Elizabeth College and 55% at The Ladies' College).

2011 agreement

The decision of the States in 2011 was to implement FTP savings amounting to £1.11m (net) which was the equivalent of 23% of the funding in 2011.

The policy letter leading to that decision highlighted the following concerns

- Changes to fees over time with the current grant framework did not appear to have significantly affected pupil numbers at the Colleges to date, but it was recognised that changes to the grant formula that prompted the Colleges to raise substantially their fees might result in fewer fee-paying enrolments and more fee-paying pupils leaving to join other schools than had been seen before.
- A modest number of pupils leaving or choosing not to join the Colleges could be accommodated with the States sector across most (but possibly not all) year groups, although there would be a serious risk to secondary education capacity in the Island were a College to close.
- The General Grant was not fully effective in giving the Colleges a fund to meet their long-term capital requirements, and College capital building had fallen behind that of the States sector. However, it did make a major contribution to the running costs of the Colleges, while at the same time enabling some contribution to capital reserves.

In 2011 the three Colleges supported the revised funding arrangements while highlighting:

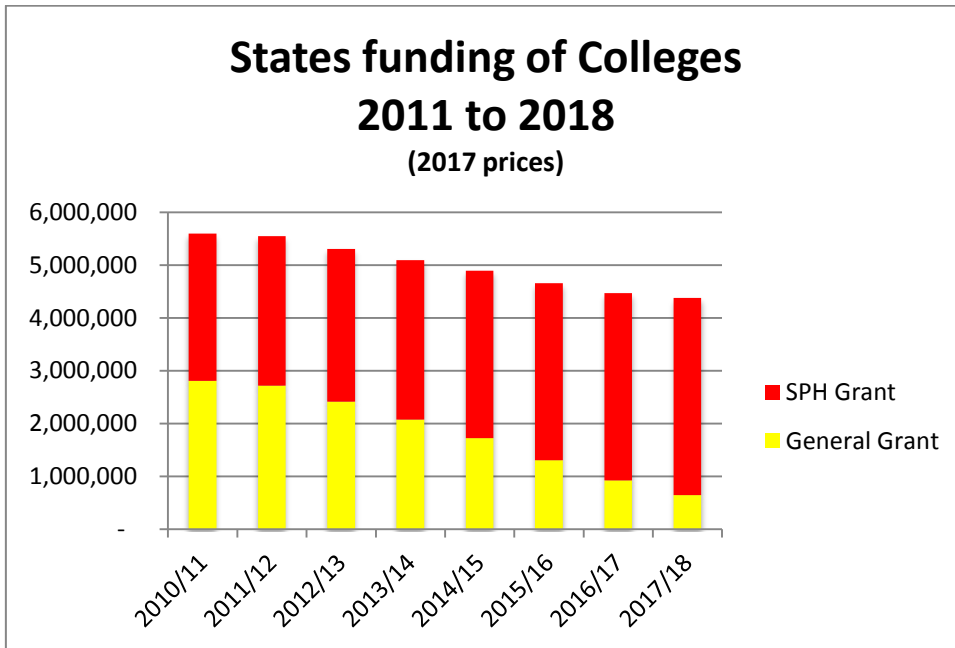
- The policy letter recognised that the Colleges were and should remain an integral and important part of the Island's educational system. The Colleges made a valuable contribution to the quality of educational opportunity and social mobility.
- The funding changes over the seven year horizon were at the absolute limit of what was viable for their business models.
- The need for each College to generate revenue surpluses over the longer term to make provision for maintaining and developing buildings and facilities.

The mechanism for reducing the total funding protected the number of Special Place Holders at 52 per school year (up to 352 in total). The fees of the Special Place Holders were paid in full with the balance of funding contributing to capital sustainability apportioned between the Colleges proportionately by the total number of pupils.

However the 2011 policy letter acknowledged the proposed funding level did not solve the capital expenditure issues faced by the Colleges and suggested they seek other sources to meet their needs for appropriate development.

Importantly the 2011 policy letter also encouraged the process of moving the Colleges towards more equality in fee structures, which began under the previous grant funding

agreement, to continue while recognising that total equality may not be achievable. It was also acknowledged that the reduction of the General Grant would lead to fees rising faster than inflation and a consequence of that was that the Special Place Holder element of the funding became a larger proportion of the total over the seven years. (The General Grant has moved from over 50% of the States funding in 2010/11 to approximately 8% in 2018/19 and would be eliminated if the same basis were to continue into 2019/20.)



The allocation of States funding by College in 2017/8 is Elizabeth College £2.12 million (48%), The Ladies’ College £1.87 million (43%) and Blanchelande College £0.38 million (9%).

Current financial position

As a consequence of the 2011 changes, and in particular the significant reduction in the General Grant element of funding, each of the Colleges has been through a period of tight financial restraint. The Colleges are each in a different financial position but all continue to face the need for a financially sustainable business model which allows them to plan for the future.

A stable and predictable operating surplus provides a solid foundation for schools to make decisions about educational provision, fees and staffing. Stability is an essential environment for parents making decisions about their child’s education. In turn this leads to predictability for pupil numbers and enables decisions to be made about the level of resources the schools need. In the Guernsey context it allows the States to have confidence about the sustainability of the role the Colleges will play in the Island’s education system.

AGBIS (The Association of Governing Bodies of Independent Schools) suggests a financial measure for a sustainable school that is an operating surplus before depreciation of 10% of net fees. This level of surplus allows for a sustainable programme of on-going investment in buildings and facilities. A recent survey of independent schools in Greater London showed the average operating surplus before depreciation for 2014/5 was actually 16.2%. Our Colleges should strive to achieve similar surpluses to allow them to invest in the future.

The balance sheets of the Colleges are prepared and audited under recognised accounting standards which differ from the bespoke accounting policies of the States of Guernsey. The reserves shown in the balance sheets of the Colleges represent the funds invested in the assets used to provide their activities, principally in the buildings and tangible assets. None of the Colleges achieves the level of cash reserves recommended by ISBA (the Independent Schools Bursars Association) of matching six months' outgoings.

Recent investments in capital projects at each of the Colleges have been funded in part out of operating surpluses but for the most part out of funds raised from private benefactors through extensive fund raising campaigns. Most notably in 2015 The Ladies' College completed the building of an extension comprising 10 classrooms and core facilities including a refectory, music performing areas, offices, tutorial rooms and a new library at a cost of £7.5m which was funded through its 'A Gift for Learning – Phase 3' campaign and a bank loan.

The financial impact of States funded pupils

Special Place Holders comprise 30% of pupils at the Colleges and States funding accounts for 34% of their total income in 2017/8 (18% at Blanchelande College, 33% at Elizabeth College and 42% at The Ladies' College.)

It is widely accepted that the General Grant funding which has provided a direct subsidy to all fee payers is no longer an appropriate use of States money. It is also generally acknowledged that a proportion of the 52 pupils each year selected for special places by ESC through its 11+ exams came from families which could have afforded to pay fees. However there is no evidence to support the implication of the ESC proposal that the Colleges will be able to replace all Special Place Holders with additional fee payers. This would mean an extra 52 families in Guernsey each year would need to have the financial means to pay the fees.

Each of the Colleges has spare places in each academic year and none of the Colleges has been unable to accommodate a potential pupil on the grounds of insufficient capacity for at least the last 20 years. There is no history of unsatisfied demand for places which will immediately fill up any spaces released by the cessation of Special Place Holders.

	Elizabeth College		The Ladies' College		Blanchelande College	
	Capacity	Pupils	Capacity	Pupils	Capacity	Pupils
Year 7	88	87	72	62	60	50
Year 8	88	75	72	67	60	43
Year 9	88	71	72	60	60	45
Year 10	88	81	72	56	** 40	32
Year 11	88	69	72	57	** 40	36
Year 12	*	62	*	53	n/a	n/a
year 13	*	69	*	46	n/a	n/a

* No defined maximum for sixth forms as it would depend on A Level choices but in practice has not been an issue

** Blanchelande College became co-ed in 2015

Some have argued that abolishing the 11+ and the demise of the Grammar School will generate increased demand for places at the College. It is indeed possible that this may be a consequence of the upheaval in the State secondary school system but there is no certainty that this will happen or that an increase in demand would be sufficient to replace the 52 Special Place Holders each year.

Parents who have seen the significant increases in fees as a consequence of the last funding agreement and who need to assess future fee increases before making the five or seven year commitment which comes when they enrol their child at age 11 may or may not feel confident about doing this in a model that does not include States support. The existence of a States-funded assisted places scheme which provides more assurance on pupil numbers might give them comfort over the financial stability of the Colleges and their fee structures. Without that assurance they may not be able to commit to become fee payers, thus further reducing demand for College places.

Any shortfall in the numbers of pupils joining the Colleges in any one year is a threat to the financial viability of their business models. A shortfall of pupils in year 7 in one cohort cannot be fixed in the short term. Those pupils would be with the school for up to seven years and the impact on fee income would be felt throughout that period. There is a clear risk to the financial stability of the Colleges if funding for 30% of the pupil intake were removed in 2019.

States funding which provides full or partial assisted places for families who are unable to pay school fees in full would enhance the financial viability of the Colleges by enabling those pupils to take up places which might otherwise be unfilled. Further, those pupils on partial assisted places will be paying a portion of their fees which introduces additional funding into the education system of the Island.

Collaboration with the States Schools

Partnership structures and governance mechanisms

The Colleges believe they are an integral part of the system of education on the Island. They value their role as independent schools but this does not prevent them working in partnership with the States provision.

At times in the past the relationship between the Colleges and the States has been relatively informal and varied. Politicians have been put in an uncomfortable position of seeking to justify significant public spending without a full understanding of the contribution it is making. The Boards and Senior Management Teams of the Colleges for their parts have been on occasions forced into a defensive stance, despite their best endeavours and their active management of commercial pressures. This situation is complicated further by the duty of ESC to regulate all education providers, especially with regard to safeguarding. Over that period, formal governance of States outsourcing and commercial partnerships has increased considerably.

The Colleges have extensive governance and inspection regimes to provide evidence of their integrity and business and educational propriety for parents. All three schools are inspected regularly by the Independent Schools Inspectorate (ISI) and have received very high praise in their most recent inspections. The detailed reports are available on the ISI website. In recent years, all three Boards have been prioritising work on modernisation of governance mechanisms. In common with many other similar sized organisations, modern requirements relating to safeguarding, health and safety, risk management and financial management have led to a broadening of the professional base among Board members and the evolution of subcommittee structures to meet all governance requirements. The relationships between Senior Management Team members and Directors/Governors have also evolved and developed. The strong independent governance structures and inspection regimes of the Colleges must not be undermined by any changes to the relationship with the States.

To address these points the Colleges would welcome a service level agreement (SLA) which recognises the importance of the role the Colleges have in furthering the educational and social policies of the Island. A comprehensive SLA might include some or all of the following matters:

Means of monitoring of the educational outcomes of holders of assisted places

Each of the Colleges already measures educational progress in terms of Value Added data. This information should be shared with ESC to enable them to monitor performance.

Sharing of resources, including those for teaching, outdoor activities, sport and other extra-curricular pursuits, academic enrichment experiences and staff continuous professional development

There will be a variety of different resources which may not be fully utilised by one school but can be justified for the Island as a whole. This happens to a certain extent already but all schools can benefit from agreed procedures for sharing access to these resources.

Access to States' Special Educational Needs services

Each of the Colleges has pupils with Special Educational Needs and/or Disabilities (SEND) and their provision for these pupils was specifically addressed in their latest independent inspection reports. In each case the inspectors reported positively on SEND provision. (For example the Blanchelande College report included the sentence: 'The provision for pupils with SEN is outstanding'.) Where there are additional specialist resources in the Island which may be of benefit to these pupils it is essential that they be made available on the same basis, regardless of which school the pupil attends.

Roles and responsibilities regarding safeguarding

There are specific responsibilities for safeguarding laid out in statute. The SLA should clarify how the Colleges and public sector work together to meet these responsibilities.

Exclusion and expulsion policies

Each of the Colleges has policies in line with best practice of the ISI. The SLA should encompass how the Colleges and ESC work together to provide an appropriate solution in the extreme event that a pupil needs to be excluded or expelled. This should include clarifying that any funding for an assisted place for that pupil would be paid to the States.

The use by the States, if necessary, of any spare capacity at the Colleges

None of the Colleges is full at the moment and there is potential to expand their capacity with limited additional capital expenditure. At a time when the Island is looking forward to planning for the provision of education for the next generation and there is some uncertainty over peak numbers this gives the States a further option.