

Minister for Education and Lifelong Learning



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Sent by email only

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Dear Chair,

Follow-up matters from the Public Hearing on 30th January 2025.

Thank you for your letter of 4th February asking for further details following our public hearing last week. Please see the below answers to your questions and please do not hesitate to contact me if you require any further information.

Whether the CYPES and Social Security departments share information as part of the safeguards in place for children who move to the Island?

There is currently no system for social security informing CYPES admissions of new arrivals to the island. The registration of new students is dependent upon parents completing registration on the CYPES website.

More detailed information about funding and child-level data relating to Records of Need across mainstream schools.

Each young person with a RON has base funding of £11,173 and may then have additional top up funding based on a matrix of need. This top up funding is banded from B to H. There are 359 pupils in bands A to G, receiving a total of £3,489,443 funding. In addition, there are 6 pupils in Band H with bespoke funding.

Further details on the timescale for the planned major project at Mont à L'Abbé, including when building works will start.

Capital funding for Mont à L'Abbé School commences in 2026 and increases into 2027 and 2028. Currently feasibility work is at the strategic stage and the requirements specification is expected to be agreed and signed-off by the end of Q1 2025. The next stage will be the preparation work for a Planning Application to be submitted. This is expected in 2026 and construction would then be expected to commence in 2027.

Once the requirement specification has been agreed and further preparatory work completed it will then be possible to provide timelines for the completion of the project.

Further details and data about the management of risk and fire safety in the school estate, including high risk areas.

There are 286 open risks and 374 closed risks. Of the 286, 79 are classified as high, 126 are moderate, 16 are low and 63 are non-rated. From May 2024 to January 2025 a total of 104 risks have been closed down.

There are currently two intolerable risks in place for the Mont Cantel Jersey Music Service building. Neither of these can be fully mitigated, however additional controls have been put in place.

Examples of the high risks include use of inner rooms which have only one way in/out and this is through a high fire loading area such as a library or multiuse area. In addition, damaged or inadequate fire doors protecting means of escape, large gaps, no intumescent strips or smoke seals and means of escape (MOE) not being adequately protected both internally and externally.

Jersey Property Holdings (JPH) have put a fire mitigation program in place, detailing timelines up to the end of 2026. This identifies timelines for design, procurement and the project works to be undertaken. CYPES have identified a priority list based on risks, current operational impact and where we still have fire watches in place. Some projects have been split into two parts, interim works will be completed first to mitigate managed intolerable risks and then lower risk works will be completed at a later date.

Implementation is expected to be complete by 2026 and there are regular meetings with JPH to review status.

CYPES continue to audit all areas quarterly to ensure all temporary controls remain effective and to measure compliance to the operational measures that have been implemented, e.g. weekly call point testing, monthly fire safety checks, training and drills etc.

With reference to the Ministerial [response](#) to the Panel's Budget review, (namely recommendation number 3 about grant funding for the third sector) in your opinion, could the Government be more transparent about where it provides grants under the sum of £75,000?

I would agree that the Government could be more transparent, but I do so with a note of appropriate caution to the Panel. The £75,000 limit was set by the Assembly many years ago following the adoption of P117/2009 as amended. I would urge the Panel to review in detail the comments of the Government at this time, as I believe many may still be relevant today. I wouldn't want to see applicants put off from applying for funding for the many reasons identified in 2009. Ultimately, as previously advised, any changes to transparency for smaller grants would be a decision for the Minister for Treasurer and Resources.

In 2023 the Panel had heard *[from the previous Minister for Children and Education]* that there was work underway to review the commissioning framework used by CYPES. Can the Panel be informed whether work has continued under the present Government and, if so, advise what it has involved?

A review of commissioning was undertaken by the C&AG in 2024 (see link below).

[C&AG report into Commissioning from 2024](#)

Some positive comments were made by the C&AG:

“Where services are commissioned by HCS and CYPES I noted the planning approach draws on the knowledge gained from assessing needs and opportunities. Commissioning plans have clear objectives, activities and measures of success”

To address the recommendations made, a cross-government commissioning group meets monthly and focuses on the below areas:

1. Development of Government Commissioning and Partnerships Strategy
2. Cross-Government Commissioning Opportunities and workstreams

Recommendation of report includes:

- Develop a cross Government Commissioning and Partnerships Strategy
- Documenting rationale when commissioning a new service, or recommissioning an existing service
- Establish clear responsibility and accountability for the planning and commissioning associated with long term care, and with children’s care
- Stronger links with commercial services and procurement
- Review off-island contracts and recommendations
- Contract review and Key Performance Indicators
- Improved engagement and communication with providers of commissioned services

CYPES uses the Commissioning framework that has been piloted for all Government of Jersey departments. Standardised contract management processes are in place and a central contract register is regularly updated.

Can you tell us about the levels of Jersey history and Jersey geography that are included on the school curriculum?

The Jersey Curriculum is published online [here](#).

Statutory requirement:

Section 2.1 of the Introduction to the Jersey Curriculum specifies that every school must offer a curriculum which is balanced and broadly based, and which:

- provides an entitlement for children and young people of compulsory school age to learn about local history, geography and culture

History:

Statutory requirements:

The statutory ‘purpose of study’ statement in the Jersey Curriculum for History specifies that ‘a high-quality history education will help pupils gain a coherent knowledge and understanding of Jersey’s past, Britain and that of the wider world’.

The Jersey curriculum for history aims to ensure that all pupils:

- know and understand the history of the Island, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world

- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history

Key stage	Pupils should:
KS1	be taught about significant historical events, people and places in their own locality
KS2	continue to develop a chronologically secure knowledge and understanding of local Jersey, British and world history, establishing clear narratives within and across the periods they study
KS3	extend and deepen their chronologically secure knowledge and understanding of local Jersey, British and world history, so that it provides a well-informed context for wider learning

Non-statutory examples (to support schools in meeting statutory requirements):

Key stage	Pupils should:
KS1	Battle of Jersey Jersey in the Neolithic period
KS2	Battle of Jersey, Mont Orgueil German occupation of Jersey and WWII Victorians - for example the ship building industry in Jersey Tudors and Stuarts- Local Jersey example; Elizabeth Castle
KS3	a study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles <ul style="list-style-type: none"> • Prehistoric Jersey; eg. La Hougue Bie etc • Mont Orgueil • La Hougue Bie and/or Elizabeth Castle • Witchcraft in Jersey • Hamptonne • Quetivel Mill • WW1 and the impact on Jersey • WW2 and the occupation of Jersey

Jersey Heritage resources

In addition to this, thanks to the work completed in 2023 in collaboration with the Jersey Heritage Education Team and Société Jersiaise, schools now have access to the new topics and extensive resources to support their teachers in delivering a curriculum that better reflects the diversity of the Island. [JHEducation profile | Padlet](#)

Geography:

Statutory requirements:

In meeting the statutory aims of the Jersey Curriculum for Geography, schools are expected to, wherever possible, make use of local examples to illustrate the human and physical geography of the Island. (ref Jersey Curriculum for Geography /Aims).

Geographical skills and fieldwork is a statutory requirement at all key stages.

Statutory content:

Key stage	Pupils should:
KS1	develop knowledge about the world, the United Kingdom, the Channel Islands and Jersey and their locality name, locate and identify characteristics of Jersey, its parishes and main settlements, the other Channel Islands and the surrounding waters understand geographical similarities and differences through studying the human and physical geography of Jersey, and of a small area in a contrasting country identify seasonal and daily weather patterns in the United Kingdom and Jersey use world maps, atlases and globes to identify Jersey and the Channel Islands together with their position in relation to the United Kingdom and its countries, France, and the countries, continents and oceans studied at this Key Stage
KS2	understand geographical similarities and differences through the study of human and physical geography of Jersey, a region of the United Kingdom, a region in a European country, and a region within one other continent
KS3	understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources including Jersey's relationship to the UK France and the wider world

Early Years

Statutory Requirements (applicable to all primary schools with a reception class):

1.6.3 Children must have regular outings (a minimum of 6 per year) as part of planned learning experiences and opportunities.

4.2.3 Settings must adopt an appropriate Early Years developmental framework that includes 'Understanding the World'

4.2.8 Opportunities for visitors and celebrations must be included in the setting's curriculum to promote children's understanding of the natural world, our environment, and communities.

Non-statutory guidance (to support schools in meeting statutory requirements):

Understanding the world:

- This development requires regular and direct contact with the natural, built and virtual environments around the child
- Active involvement in local community life helps children to develop a sense of civic responsibility, a duty to care, a respect for diversity and the need to work for peaceful co-existence
- First-hand involvement in caring for wildlife and the natural world provides children with an appreciation of ecological balance, environmental care and the need to live sustainable lives.

Geographic Information System (GIS)

With support from Jersey's Mapping Service Team, all schools have free access to ArcGIS online.

Is the amount of local information dependant on teacher / school decisions?

The statutory content in the curriculum provides the expectations for all school. Evaluating the quality of the curriculum is a core part of a Jersey School Review which aims to ensure that all pupils receive the curriculum they are entitled to.

Schools are best place to make decisions on curriculum intent and implementation. Curriculum leaders may develop teaching plans to further develop certain aspects of the Jersey Curriculum, based on the needs and interests of the pupils in the school.

Do the schools work with Jersey Heritage to plan outings?

Embedded within the statutory expectations for Early Years and the Jersey Curriculum is the requirement for local trips and visits. The extent to which pupils experience these opportunities would be considered when the curriculum is evaluated as part of a Jersey School Review. Schools are encouraged to draw upon the expertise of the team at Jersey Heritage in planning trips and visits – for example this was highlighted during a recent CPD session focused on Mont Orgueil Castle. Jersey Heritage provide schools with free high quality resources [JHEducation profile | Padlet](#).

The Education Department does not hold information on how many schools work with Jersey Heritage to plan outings.

Can you provide the public with an update on the recruitment for permanent replacements for the Chief Officer of CYPES and the Director of Education?

The Interim Chief Officer for CYPES is in place and currently working closely with the Education Senior Team. Two head teachers have started working with the Department on secondment, to see how the Department can better work with schools to support teachers. This will lead to changes in the Department, which will inform a future leadership structure for CYPES.

All information will be fed back to the Chief People Officer.

How is the Department planning to ensure continuity into 2025 following the change of two key persons in six months?

Please see above answer.

How has CYPES been impacted by move to the Union Street office?

Following extensive planning, Education and Children’s Social Care moved to Union Street on 18th November 2024. CAMHS remain at Liberté House and Skills Jersey has relocated from Bermuda House to the Education Building at Highlands Campus.

A number of central education staff are peripatetic, meaning they are in schools and nurseries for a high proportion of their working week. Because of this CYPES operates a Hub & Spoke model.

The “Hub” or Union Street is for all the Chief Officer Directorate and approximately half of Education’s officers. These officers are generally not peripatetic in nature and can easily operate from Union Street. Children’s Social Care is also based at Union Street office and a dedicated space on the ground floor has been allocated to the customer facing part of the service.

The "Spoke" or Education Building is for the peripatetic officers within Education and the entirety of Skills Jersey. It also provides some drop-down space for officers across CYPES whose jobs are more peripatetic.

The move to Union Street and the hub and spoke model is viewed as being successful and officers continue to support staff should issues arise.

Can it be confirmed if the former Education building at Highlands College has been retained for use by CYPES? / What will this be used for if so?

Please see above answer.

The Government has committed to providing additional £1.04 million of funding to bring forward the repairs required at Highlands College. Please can you provide us with details about the timescale for those works this year?

Further information will be provided to the Panel following a meeting to be held between key officers of CYPES, JPH and Highlands. This will determine priorities and timescales.

Yours sincerely,



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