

Minister for Education



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08 October 2019

Dear Deputy Ward,

Education and Home Affairs Scrutiny Panel, Government Plan Review Questions

Thank you for your email of 27th September 2019 requesting further information on the draft Government Plan. The answers to your questions are listed below:

Improving Educational Outcomes CSP1.2.02

Jersey Music Service (p.24 R.91/2019)

Has the different model of delivery been identified and if so, how will this meet the needs of young people better than the current model?

The Service is currently working on a new delivery model. The aim is to increase access and opportunity while ensuring that pathways to excellence remain, and that all children and young people are able to pursue their musical ambitions. The Service will actively work with schools and Children, Young People, Education and Skills (CYPES) to ensure that every child and young person receives an exciting and stimulating statutory music provision, that continuously offers enrichment, developmental and extension pathways. The guiding principle of the new approach is that all children and young people will, at any stage of their education, be able to embark on a musical learning pathway that is supported and clearly signposted. The Access Programme, WCET and Learn to Play projects will form a key part of this new approach.

Apart from being in receipt of benefits, are any other criteria applied to families when wanting to access this funding?

The Service is currently working with schools, the Jersey Premium team and Customer and Local Services to develop a criteria that ensures that all children, who are deterred from accessing musical learning for socio-economic reasons, benefit from an access programme that is suited to their needs and requirements. Our aim is that all aspiring young musicians in the Island, regardless of socio-economic background, have ready and equal access to support and learning. It is understood that it is not only children from families in receipt of benefit that may struggle to access music. Therefore, the Service is currently exploring what other barriers to instrumental learning children and young people face, in order to best target funding to meet their needs.

Is there a financial cliff edge after which families would have to pay for access to lessons etc?

The creation of a financial 'cliff edge' is always a concern when modelling a system which is intended to assist those with the greatest socio-economic need. JMS is working on ideas to mitigate this problem. These ideas include a sliding scale of support and/or the introduction of an enhanced bursary scheme which is based on need.

Please provide further details of how special education providers and the young people will be involved in the development of this provision.

All children regardless of their circumstance should benefit from musical experiences and musical opportunities. It is important that provision is developed with experienced Special Education providers and with the young people who will be the recipients of this provision. It is the intention to identify and explore provision in the UK and best practice in other places. To ask the young people themselves what they would value, and what they would like to see in a Special Education music provision, and then to work with specialists in this area to develop a programme that excites and meets the needs of the young people.

Will the specialists delivering the "Whole Class Ensemble Teaching" project be staff from the Jersey Music Service or external to the service?

It is envisaged that the WCET programme will be led and delivered by JMS staff. It is important that the programme is of high quality and that it delivers an enhanced curriculum experience to the children and young people, and that it provides clearly signed pathways for those who wish to further their musical experience. The exact staffing of the project is not yet clear, however if any additional music tutors need to be brought into the programme they will need to be properly trained and supported.

Please provide further details about how the proposed spend in each of the four years will be allocated to the various aspects of the project.

It is important that the WCET project is of a high quality with excellent leadership, delivery and appropriate resourcing. It is the intention to use year 1 (2020) as a planning, training, resourcing and roll-out year. The first part of the year will be used to finalise the programme, identify staff and deliver training, identify and source resources and pilot the model. Roll-out will begin in September of year 1. Years 2-4 will be focused on delivery with 90% (circa) of the spend used for programme delivery with the remainder used for on-going staff development and training and maintenance and replacement of resources as required.

Languages Strategy (p.25 R.91/2019)

How will you evidence the successful implementation and long-term success of this programme?

The delivery team would evidence the programme moving forward in the same way as we evaluated the Phase 1 and Phase 2 pilots: through pupil, teacher and parental feedback; through formal summative assessment (Jersey Primary Assessment Framework year 5 and 6 expectations); and through evidence of the real-life experiences in French offered to the children.

How has the proposal to introduce Mandarin as a MFL been identified?

Mandarin is offered in several island schools, either as formal languages provision or as an after-school club. With the creation of an active Languages Network the aim would be to share best practice in languages teaching across all areas of languages teaching on the island. Currently the Primary Network focusses on French, but provision for secondary colleagues reflects the GCSE provision of French, German, Italian and Spanish.

How many students are expected to take up Mandarin as a MFL and what is the evidence to support that?

Mandarin at level 2 is developing at Hautlieu but projected numbers are not available at this point.

Reading Recovery (p.25 R.91/2019)

Is it intended that the additional funding (with additional corporate sponsorship) will enable this programme to be offered in all Island Primary Schools?

The additional funding will be used to strengthen the provision of early intervention for pupils who are experiencing severe difficulty with literacy. The schools who will initially benefit from the Reading Recovery programme will be selected through an analysis of current reading attainment in KS1 across all schools. This will be reviewed on an annual basis to ensure the support is targeted appropriately. With the realisation of additional corporate sponsorship, the expectation is that there will be a team of 6 specialist literacy teachers working in 12 schools. The Reading Recovery teachers and English Advisor will also support all schools through the provision of monthly training sessions for reading volunteers.

What is the timeframe?

Two Reading Recovery teachers are already in post until December 2019 and are currently funded by ECOF until that time.

December 2019 – advertise 1 Reading Recovery post for a 3-year contract and provide a further 3-year contract for the 2 existing teachers.

December 2019 onwards – ECOF to seek further corporate sponsorship to match fund CYPES investment.

Easter 2020 – Newly appointed teacher to begin contract. Schools to be selected using reading attainment data as above.

July 2020 – Review of support and schools allocated for academic year 2020/21
December 2019-December 2022.

As corporate sponsorship is agreed over the next 2 terms, Reading Recovery positions will be advertised and if necessary a group of teachers will be trained in the academic year 2020/21 to create further capacity.

Children’s Legislation Programme (p.25 + 26 R.91/2019)

What form will the review take and what are the fundamental intentions behind the programme?

Jersey needs to plan now to ensure that, as we move forward, our education system will meet the island’s future needs and aspirations. We need a system that can keep pace with demographic changes, advances in technology, the ever evolving skills and knowledge required by our future workforce, and which supports people to thrive in the community. We want to ensure that each and every child is provided the opportunity to meet their potential, and those opportunities continue through a lifetime of learning.

The review, which will potentially have far-reaching implications for the island, will be multi-staged.

Stage one – the Big Education Conversation – will be launched in October and run until early January 2020. It will involve direct engagement with a range of stakeholders (see below) and will allow us to explore their views and aspirations for the future of education.

The findings of the Big Education Conversation will inform more detailed policy work commencing in mid-2020 onwards. This stage – Stage 2 – will involve detailed exploration of options based on insight from the Big Education Conversation and research relating to models of good practice. This will be informed by the work of educational specialists from inside and outside of Jersey.

Stage 3 will then involve formal public consultation on proposed changes to our education system and education law based on the work carried out at Stage 2.

How will this review inform policy development going forward?

The Big Education Conversation will provide evidence and insights into issues affecting the education system to be gathered, and help to inform more in-depth policy development based on the findings.

An outcomes workshop will be held in early 2020 to set out the findings of the Big Education Conversation to stakeholders and to confirm that all representative views have been captured in the engagement period. A response paper will be made available soon afterwards setting out the findings and explain how and when potential policy initiatives will be taken forward.

Moreover, proposals will be linked to reviews and updates of key education levers – the Education (Jersey) Law 1999 and the funding system for schools. They provide the potential enabling framework for many of the initiatives that will be proposed as an outcome of the Big Education Conversation.

What consultation will be undertaken as part of this review?

A wide-range of stakeholders will be engaged with as part of the Big Education Conversation so that the work is informed by those who either directly or indirectly influence or benefit from Jersey’s education system. The main groups who the Big Education Conversation will seek to speak with include:

Children and young people	Secondary school governors
Parents	Teachers’ unions
Head teachers of primary and secondary schools	CYPES teams
Teachers and teaching assistants	Voluntary and community sector organisations

The Project Team is currently arranging to meet with these stakeholder groups through contact with bodies such as individual schools; the Jersey Youth Service; Highlands College; Skills Jersey; teachers unions; voluntary and community organisations; and the Institute of Directors. Engagement events will take place over the 3 months up to January 2020, including workshops, focus groups and one-to-one interviews with stakeholders. The Big Education Conversation will, for example, have a stand at the Jersey Skills Show on 18th October.

How is the proposed funding of £0.7m to be spent?

The £0.7m will –

- support delivery of the Big Education Conversation, including resources required to run focus groups etc.
- support the research and development work, including providing for Jersey to engage the expertise of educational specialist from other jurisdictions.

Why and how has a reform over 20 years been identified?

It is anticipated that the Big Education Conversation will result in proposals being made for –

- some short-term key initiatives that can get underway now;
- medium-term actions over the next three or more years; and
- larger reviews of specific parts of the education system that will inform potential long-term changes.

The 20 year timeframe recognises that many of the potential changes to the education system that could be taken forward as a result of the findings of the Big Education Conversation, subsequent policy work and public consultation, could take a longer period of time to develop and embed within the education system.

Les Quennevais School IT Equipment – CSP1-2-03 (p.27 R.91/2019)

What is an immersive suite?

Les Quennevais School has operated an Immersive suite on the current site since 2015. This flexible learning space allows students and staff to set up the walls and floors to be interactive using xbox touch technology. This creates interactive learning experiences that enhance students' progress. The school has been at the cutting edge in using such a space and is used by the supplying company as an example to market to other schools and receives regular visitors and requests to demonstrate its use. Students enter the space and can touch the walls and floor to access a wide variety of learning experiences as it allows embedding video, links to google earth, students work, audio and more.

Examples of how the space has been used include; students audio of them reading poetry presented to Year 6 students via interactive buttons for our transition project, students essays/ videos/ Images and research around specific topics e.g. Aztecs, the creation of a full immersive trench experience to mark Armistice Day (see links below), interactive quizzes, a CSI style incident room for a humanities Murder Mystery to develop investigation skills, a large presentation wall for parents and students for events e.g. Tim Peake broadcasting from the Space Station.

The space is also used to set video back drops to dance, music and drama lessons. In 2020 the space will require refreshing as the projectors will be at end of life. Some aspects such as wiring will be reused. An area has been designed into the new school building at the correct size to accommodate the new Immersive Suite.

<https://www.facebook.com/watch/?v=280369086018578>

<https://vimeo.com/299696251>

What is the intended use of the additional peripheral hardware detailed?

Peripheral hardware includes wired devices e.g. PC with screens, mobile devices, charging trolleys, power hubs, interactive displays, audio visual systems, lighting rigs, digital signage, wireless access points, recording studio and an immersive suite.

The peripheral hardware will be used in all aspects of the curriculum delivery. From assemblies to accessing lessons activities, to putting on full school shows in drama. Teachers will be delivering content using interactive screens allowing students to better understand explanations, whilst using mobile devices to access content, respond to the lessons and create work that teachers and peers feedback to instantly.

The proposed technology strategy allows seamless interaction and collaboration with other students and teachers inside and outside of formal lessons, including homework activities.

Using the fast wifi connectivity and up to date software, such as Office 365 and Google, students will be exposed to industry standard ways of working, preparing them for the modern work place. Use of peripherals in specialist areas will allow students to use software to create work of the highest standard and therefore achieve the best outcomes e.g. the use of mobile devices and software by students with physical needs, or using industry standard Revit software in Design technology on wired PCs. The technical backbone and structure being delivered in the new school requires a full suite of peripherals for the school and students to access the potential it offers for 21st Century learning and to allow access for all to the curriculum and opportunities being created. The school has worked with a variety of specialists and undertaken wide research to ensure the strategy proposed is the most effective and cost-effective approach for a new school and places it in the best position to adapt to new technology innovations.

What follow up funding has been identified in future years for the upkeep of this equipment?

The strategy and design proposed is set up to minimise revenue costs for the school in future years.

CYPES Education IT devices are purchased with a minimum 4-year warranty and devices need to be replaced on a 4-year cycle. Peripheral infrastructure and hardware (e.g. wireless access points, interactive displays, audio visual systems, lighting rigs, digital signage etc.) have an extended life of 5-10 years but again need to be replaced on that 5-10-year cycle. This is currently funded out of Education IT budgets. The school is sourcing products such as Interactive teaching screens that provide a 5 year or in some cases life time warranty and a build quality to provide as long a life as possible.

Within the constraints of existing budget allocations, the school has been running a rolling programme purchasing replacement items and these will come to the new site as legacy items i.e. 90 wired PCs, and this rolling programme will continue subject to the annual IT allocation to the school budget allowing it. This has been built into the planning for the business case for the funding requested.

Support and maintenance services will be built into the initial purchase where possible. Longer term the school will make the case for replacement and replenishment funding as part of its ongoing IT Strategy planning and central CYPES IT funding allocation systems.

Primary Schools Meals Feasibility Pilot – CSP1-2-04 (p.28 R.91/2019)

How is it intended to measure the success of the pilot scheme?

There is already existing and well-established evidence that the provision and consumption of school meals in line with nutritional requirements of the Jersey School Food Standards will have short- and medium-term benefits on learning outcomes as well as long term health benefits. In addition, a primary school food programme, alongside a breadth of other Food and Nutrition Strategy programmes, will collectively work together to improve nutrition, increase consumption of fruit and vegetables and reduce obesity and onward future disease risk.

What are the project objectives?

- Feasibility pilot to understand delivery of school meals in two primary schools.
- To understand the methods for implementation strategies and barriers in the pilot.
- To review and reflect for future extension in all schools of a sustainable model.
- To provide a balanced nutritious mid-day meal for all children.

What does success look like?

- Healthy and nutritious school meals for all children.
- Influence increased consumption of fruit and veg as preferences.
- More children opting for hot nutritious school meals over (in some cases) unhealthy packed lunches.
- Better understanding of 'what works': parents' expectations, pupils' preferences, optimum use of resources and finances.
- Facilitate planning for extension for all schools.

How will success be measured?

- Pupil Survey; to understand preferences for food.
- Survey/focus group interviews with parents to understand uptake.
- Focus group interviews with implementation group/teachers to discern food choices and learning impacts.
- Statistics and financial audits to understand optimum use of resources.

What are the tangible things the project will deliver?

- Clear picture of the functioning of school meals programme to understand feasibility.
- Well balanced nutritious lunch for all children in pilot primary schools.
- Promoting and modelling positive/healthier eating habits.
- The choice to opt for school meals, thus taking pressure off parents for provision of packed lunches.

If successful where will the additional funding come from to continue the scheme across all Primary Schools?

The proposed Government Plan has financial commitments in support of reducing preventable disease. Proposed funding focuses on supporting behavioural change programmes and creating the conditions for making healthier choices the norm. The proposed new funding over the Government Plan period for this work is: 2020=£300k; 2021=£1.2m; 2022=£2.5m; 2023=£2.8m. This proposed funding is taken from the business case for reducing preventable disease which includes funds for up-scaling several interventions and programmes commenced through our Food and Nutritional strategy including extension to the provision of primary school meals. The exact future allocations of funding will be made on evidence of success across programmes.

The performance data collected during the pilot will be evaluated and used to determine the next phases of the project, one of which could be a full tendering process on a commercial basis depending on cost-benefit feasibility and financial thresholds in line with the Government directives. A business case for funding to fit out the schools may be required along with a request for additional funding to support the most vulnerable families.

The success of the pilot and buy-in from parents is vital in providing with the information required to extend the scheme across the service.

Digital Jersey Academy CSP3-2-04 (p.55 R.91/2019)

Will students accessing level 6 courses through the academy be eligible to receive funding from student finance?

The Digital Leadership Programme (DLP) is in the process of becoming Jersey's first regulated qualification on the Office of Qualifications and Examinations Regulation (*Ofqual*) register. Once this process is complete, students will be eligible for grant funding by Student Finance, this should be complete by Qtr 2 2020 at the latest. In the interim, CYPES, via Digital Jersey is supporting payment of the tuition fees and maintenance for eligible students.

If so, what is this funding relating to?

This funding is to assist students with fees across the part- and full-time courses DLP courses only and a maintenance grant for those on the full-time course only. This assistance is subject to the usual Student Finance eligibility criteria.

How many students have signed up for courses to date? (entry/advanced coding – entry/advanced marketing – digital business degree)

Eighty-seven students began courses ran by Digital Jersey from the Digital Jersey Academy in 2019, with more expected as new courses are rolled-out. 7 full time students, 23 part-time students, 23 six-week digital marketing programme, 14 coding course and 20 Data Analytics to date. The Academy also supports private firms or third-party education providers to run courses from the facility. For example, University College Jersey runs a Higher National Diploma in Computing from the Academy with 10 students.

How much income is expected to be generated in the Digital Leadership Programme from the private sector businesses?

The Digital Leadership Programme launched in September this year; consequently, it is too soon, as well as commercially sensitive, to put financial details into the public domain. However, the intention is a revenue split of 40% from student tuition fees, 30% from project work and 30% from industry courses. The programme places strong emphasis on industry involvement, which will be of great benefit to both the students and local firms.

Jerriais CSP3.5.03 (p.72 R.91/2019)

It is noted that the number of students at secondary level studying Jerriais is nominal. What evidence is there that additional students will take up the language?

These are the current numbers of students accessing Jèrriais lessons:

Primary	189
Secondary	24
Adult	26
Adult conversation	34

There has been a six-fold increase in secondary students since lessons started with 4 students in 2017.

Adult conversation has also increased six-fold from 4 or 5 in 2017 to the current figure of 34.

All figures denote an exponential annual progression. Additionally, the participation in the Eisteddfod has followed a similar six-fold increase since 2017.

What is the expectation of the likely numbers that will be speaking Jerriais in 10-15 years and what is the evidence to support this?

The forecast for 10-15 years' time is dependent upon two major factors:

1. An increase in teaching staff to match the increase in demand. The capacity of the current teachers is for only 50% of primary schools and to maintain the status quo of participating secondary schools.
2. Pressure on curriculum time for the language means that lessons take place around assembly, lunchtimes and after school.

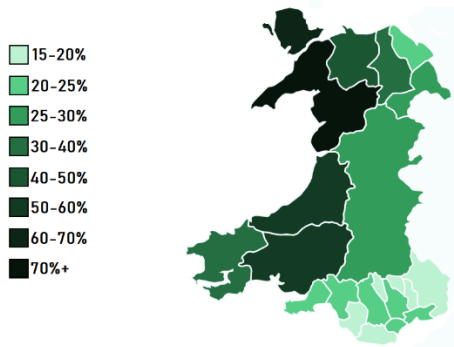
What percentage of the Island do you envisage being able to speak the language in 10 – 15 years given this investment in the language now?

If the number of Jèrriais speakers was extended to all students who have been through the education system, then from 2029 and then on a year-on-year basis virtually all students leaving school (+/-1,000 per annum) would speak the language. These Jèrriais speakers would then impact upon their own children as they mature and have families. The potential for the growth of speakers, given sufficient personnel and funds, is rapid and quite phenomenal.

The diagram below shows the growth of the Welsh language over three decades. This diagram demonstrates the traditionally Welsh-speaking areas in the North-West as well as all those where Welsh has increased. The region of South-East Wales is least developed, although Welsh is now compulsory for all school children throughout Wales and it is expected that the percentages will change for that region. The supposition is that these percentages are based on adult census returns and do not include school age children.



Welsh Speakers (2018)



Capital Projects

Children's Residential Homes CSP1.1 (p.134 R.91/2019)

The Business case details identified improvements/projects for 2019/2020 which are not funded. It goes on to state that detailed feasibility studies on some of the identified projects is required and £150k per annum has been identified as the costs based on recent minor capital projects such as Casa Mia, Maple House, Fieldview and Vue de l'Ecole. Please explain precisely what the £150k pa is for – is it to come feasibility studies or is it to carry out identified improvements/projects” which are not funded”?

I have redirected this question to the Minister for Children and Housing who is better placed to provide the answer.

Le Rocquier School and Community Sports Facilities (p.205 R.91/2019)

The Business case costs the provision of the new sports centre at £5.25m, in addition to the £650k for the 3G sports pitch.

The £5.25m is based on a QS evaluation benchmarked with the new sports facilities at Les Quennevais.

Is the proposed new facility comparable in size to Les Quennevais?

The detailed requirements for this project will be established as part of a feasibility study, identifying the need for the school and the wider community. The envisaged model is in line with the facility being built at the new Les Quennevais School; a sports facility which can be utilised by the school but also be of benefit to the local community outside of school hours. At this initial proposal stage, it is seen as sensible to benchmark the cost of the project in line with a similar facility being built in the west of the island.

There are additional revenue costs for 2022 and 2023 at £20,000 p.a. Do these costs include items such as insurance and caretaking?

These are estimated costs and will need to be explored further.

Is the cost of operating the 3G pitch floodlights included in this £20k?

The feasibility study will review the type of lighting to be installed and the overall running costs. It is anticipated a significant proportion of the costs will be recouped in charges for hire of the pitch for community use.

What research has been carried out into the likely usage of these facilities by the public and what is the forecast income potential?

This work has not been undertaken but will form part of the feasibility study

How is the ongoing maintenance of these facilities to be funded?

The proposed model of the delivery of the facility will need to be established and in this connection discussions will shortly commence between CYPES and GHE. This will establish how the budget for the facility will be generated along with income raising opportunities. In addition, schools receive funding for premises costs for the ongoing management and minor works of buildings and this will be calculated in accordance with the premises formula for the new facility. Other maintenance of the facilities in line with the Service Level Agreements will be undertaken by the landlord Jersey Property Holdings (JPH). These include all mandatory and statutory planned preventative maintenance.

School field development at Grainville and St John (p.207 R.91/2019)

Is the provision of a larger school field in addition to the new 3G pitch for Grainville School or will the 3G pitch be located on the new field?

The provision for a new field will increase the size of outdoor space for the school. If successful in obtaining the land the configuration of the new field along with the existing outdoor space will form the newly designed outdoor space for the school, which will be subject to planning requirements. It will be at this point that the suitability and achievability of locating a 3G pitch at Grainville will be established, including the size of any such pitch.

JCG and JCP additional music facilities (p.212 R.91/2019)

The Business Plan states that the Band room was original designed to accommodate approximately 45 students and there is a need to increase this rehearsal space by at least 50%. Further that the College currently offers 5 moderately sized practice rooms.

It is further noted that reference is made to extensive extra-curricular provision. Why is therefore necessary to build a large band rehearsal room and a further 6 practice rooms along with a recording studio at significant expense of £1.5m?

This new build is a response to a genuine need. Due to the popularity and importance of teaching music at the school, plus the introduction of the in-house instrumental tuition programme 'Polyphony', pressure has been put on the school's existing facilities, which were not designed for the numbers of students that are now involved every day. As a result, not all Senior School pupils can be taught on site and have to find tuition off site. In addition, the Prep school cannot teach properly with the facilities currently available.

The proposed new development is to be shared by the music departments of JCG and JCP. This will maximise space. Both support collaboration over the teaching and learning of music related studies and performance, whether curriculum based or as part of an extensive extra-curricular provision. In addition, the development would also provide teaching facilities for the Jersey Music Service and other outside agencies, including the conducting of instrumental and vocal examinations.

The currently unoccupied Claremont Lodge site lends itself well to the design brief and is a cost-effective route to providing the required music facilities. It is conveniently situated between JCG and JCP and would effectively be used as a shared facility. Power, water and sewage services to the property are already in situ and the size of the site would allow for the redevelopment at an approximate cost of £1.5m.

The College currently makes full use of the Bandroom, designed and equipped specifically for performance work and rehearsals. This space was originally designed to accommodate approximately 45 students. The popularity of music bands and orchestras have led to growing numbers of musicians and the need to increase this rehearsal space by at least 50% of the existing area. The main orchestra has over 70 students at full strength. Noise levels can be oppressive and having large enough rooms is, therefore, important.

JCG currently offers 5 moderately sized practice rooms, which are used for instrumental lessons and private practice when free. The popularity of instrumental lessons and the subsequent need for private practice has presented a need for more practice room spaces. The use of corridors and cupboards within the department has also been necessary to meet the increase in demand. JCP has no designated practice rooms and uses a Learning Support room, Art room and the Main Hall as a substitute.

How does this compare to the offering in the non-fee-paying schools?

The proposed music facility for JCG and JCP is comparable with other facilities in non-fee paying schools. For example, Grainville Phase 5 which is now in construction will incorporate a new music department consisting of the following:

- Music Classroom
- Recital Room
- 3 no. Practice Rooms

- Recording Room
- Teaching Room (Control Room)
- Office/Store

Reference is made to providing facilities for the Jersey Music Service and other outside agencies and organisations. Is it proposed to charge these agencies and organisations and what is the income potential available to the Education Department?

The development would also provide teaching facilities for the Jersey Music Service peripatetic service and other outside agencies, including the conducting of instrumental and vocal examinations.

Also, the Island has a very limited amount of space for large scale music ensembles e.g. Music in Action have recently requested to rehearse at JCG, because there is not a place in the island that they can rehearse a medium sized orchestra with a piano.

The school is also keen the facility is used during the holidays and evenings, for example for the delivery of CPD courses and lectures and talks for music teachers.

3G pitches for Schools (p.206 R.91/2019)

The Business Plan for Le Rocquier School Sports Facilities states that the cost of a 3G pitch is c£650,000, yet the Business Plan for the construction of pitches at 6 schools is budgeted at a total of £3m. Can you clarify this discrepancy?

The cost of providing a 3G pitch can vary. This will depend on its size, the type of artificial turf selected, the type of fencing surrounding the pitch and whether flood lighting will be available or not. The capital request will provide CYPES with an opportunity to establish a rolling plan of 3G pitch installations, for both primary schools and secondary schools. A programme for establishing pitches at schools is currently being developed with Officers in GHE.

Is it intended that these pitches be used by the public outside of school hours?

It is anticipated this will be the case, however the details around community use will need to be established on a school by school basis.

If so where is the budget for the insurance, caretaking and floodlighting the pitches during these times?

If there are additional costs per site this will need to be incorporated into the school's budget. Government insurance would be extended to cover the new 3G facilities and any additional staff/caretaker cost for community use would be recovered as part of the hire charges.

What research has been carried out into the likely use of the pitches by the public and what is the income potential for this?

This work has not been undertaken but will form part of the feasibility study.

Jersey Premium CSP 1.2.02 (R.91 page 24)

Has the budget assigned to this project taken account of the demographic bulge in pupils moving through to secondary education?

Secondary pupils are funded at a lower rate than primary pupils, so this should not require additional funding.

School Funding and Demographics CSP1.2.02 (R.91 page 26)

Please clarify how the additional funding is to be used.

The total investment in 2020 is £813k. This is for the Nursery Education Fund (NEF).

- In 2021 £735k is allocated to the NEF and £207k for school demographics.
- In 2022 £773k is allocated to the NEF and £443k for school demographics.
- In 2023 £975k is allocated to the NEF and £700k for school demographics.

Digital Jersey Academy CSP 3.2.04 (R.91 page 55)

How does the offer provided by the Academy marry up with the courses offered at Highlands College?

In March 2019, Digital Jersey and Highlands College signed an MoU. This outlined the joint intentions for Highlands College and Digital Jersey to work together for the expansion of digital skills training in Jersey and the creation of the Digital Academy for the mutual benefit of UCJ, Digital Jersey and islanders. This included the sharing of resources relating to the training of 'digital skills'; creating opportunities for students across digital disciplines to collaborate and network; delivery of joint courses; and mutual use of one another's learning environments.

Specifically, the two-year Higher National Diploma in Computing taught by UCJ is delivered three days a week at UCJ, and one day a week at the Academy each Friday. This gives students the opportunity to benefit from the enhanced learning environment and to collaborate to an even greater extent with employers.

Highlands offers Level 3 (A-level equivalent) in Computing and Digital Games, as well as a small group of Level 2 (GCSE equivalent) students. The Academy does not cater for these levels/students. There are 97 students enrolled upon these programmes. The HND and Foundation Degree in Computing has 23 students on-roll.

Is there any duplication of courses offered?

Courses delivered by Digital Jersey at the Digital Jersey Academy are designed to complement existing programmes taught at University College Jersey and elsewhere, working towards the completeness of the Digital Skills Escalator (as outlined in the Digital Skills Strategy).

For this reason, Highlands College and Digital Jersey worked closely when developing their respective curriculums for higher education in digital to avoid duplications. For example, in January 2019, UCJ ran an industry workshop organised by Digital Jersey at the Digital Hub to shape the curricular pathways of its Higher National Diploma in Computing. A representative from Highlands College also sits on the islands Digital Skills Partnership, ran by Digital Jersey and Skills Jersey.

In summary, the Digital Leadership Programme is focused on applied use of technology, entrepreneurial skills and strategy whereas the Higher National Diploma in Computing emphasis is on information technology, networking and database management/analysis. For example, students learn practical in-depth coding skills and cyber security and incident management at UCJ, whereas the Digital Leadership Programme focuses upon marketing, media production and business leadership.

Are the courses offered at the Academy designed to be a progression or advancement from courses available at Highlands College?

Yes. In particular students studying on the BTEC level-3 Business Studies; Creative Digital Media (Digital Games); and IT courses can benefit greatly from progressing onto the Digital Leadership Programme taught at the Digital Skills Academy. Currently, the main progression pathway for Highlands is UCJ's degree level programmes. The remaining students go directly into employment, or university in the UK 95% of all full-time students progress into further training and or employment from Highlands.

Additionally, the Academy also runs a number of shorter industry led-courses in the latest in-demand skills, such as data analytics, UI/UX, AI and Digital Transformation all of which students from Highlands College could benefit from.

If you require any further information, please do not hesitate to contact me.

Yours sincerely,



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