



ANNUAL REPORT 2025

ASPIRING
TO EXCELLENCE

EDUCATION
STRATEGY



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As President of the Committee for Education, Sport & Culture, I am pleased to present this annual report, which summarises the outcomes and activities in our education system over the past year and outlines our focus for future developments throughout 2026 and beyond.

The 2025 annual report bridges the efforts of two political Committees, and we are now entering a phase of establishing stability within the secondary education phase. This stability follows years of uncertainty, which I experienced firsthand as a teacher, as Guernsey moved from a selective system to a non-selective system and underwent significant reorganisation; including the creation of a separate Sixth Form Centre and the merger of La Mare de Carteret High School with the former Grammar School to create Les Varendes High School.

This report is not an inspection report. Instead, it brings together a wide range of evidence to provide an annual overview of our education system during 2025 and to assess progress against the Education Strategy. Independent external inspections across all 20 of our settings by Ofsted provide an important, validated view of the quality of education we provide, and these are considered alongside many other sources of information, including surveys, academic progress and results from Key Stage 1 to Key Stage 5, and feedback from activities and events.

The Ofsted inspections are no-notice external inspections and they paint a positive picture of our schools and settings, with outcomes showing an improving trend across Key Stages

1, 2, and 3. With stability now achieved in the secondary phase, the Committee looks forward to continued improvements in outcomes at KS4, with all schools now aligned in their curriculum offer and delivering rigorous GCSE qualifications, having moved away from the IGCSE framework.

The achievements highlighted in this report provide solid foundations upon which the Committee is determined that our education system must continue to build and improve so that all learners enjoy and achieve throughout their time in our schools and settings, and beyond. The new Committee will be looking to enhance the use of feedback from a wider range of stakeholders in future reports.

On behalf of the Committee, I extend my heartfelt thanks to all our staff for their unwavering support and dedication to our learners and our community. Together, we continue to strive for excellence in education and to make a positive impact on the lives of our learners.



Deputy Montague

President of the Committee for Education, Sport & Culture

This is the fourth annual report on our Education Strategy, and as ever I would like to start this introduction by thanking my colleagues across all areas of education, who work so hard, alongside families and the wider community, to continuously improve the outcomes and life chances of all our children, young people and adult learners. Without their dedication, commitment and resilience, none of this would be possible.

Our Education Strategy has been developed with the input of many teachers, leaders and service colleagues and the Annual Education Report 2025 provides a comprehensive overview of progress and achievement against the strategic priorities of the Education Strategy for Guernsey and Alderney's education sector.

Throughout 2025, safeguarding remained at the forefront, with robust operational procedures, supported by digital innovation and transformation, which are providing the foundations for Guernsey and Alderney to become a leader in inclusive, tech-enabled education.

Attendance rates in primary schools were maintained at pre-pandemic levels and continue to increase, while targeted interventions are beginning to address ongoing challenges of attendance in secondary education. The successful implementation of the Additional Learning Needs (ALN) Code of Practice and the embedding of High Quality Inclusive Practice (HQIP) have strengthened support for learners with diverse needs. Strategic financial planning is enabling increased targeted investment to support vulnerable learners and inclusive educational practices across settings.

The introduction of breakfast clubs in primary school and the expansion of infrastructure improvements, such as the construction of The Guernsey Institute campus, will further enhance support for families and learners. Leadership and governance reforms have also established a modern framework for strategic oversight and increased community involvement.

Curriculum development continued to be a central priority, ensuring consistency and equity across all settings. Alongside this, investment in our staff through professional development and collaboration was further advanced through initiatives such as the Early Career Teacher (ECT) Programme, Learning Support Assistant (LSA) training, and the Joyous Childhood Conference. The Education Strategy Network and the Exemplary Leadership Programme have also cultivated a culture of trust, visibility and support, as evidenced by outstanding results in the School Leadership Survey.

Despite this progress, we know there is still work to do and we are focussed on continuous improvement. So, looking ahead to 2026, we will continue to embed High Quality Inclusive Practice and digital skills in education. Finally, we will be strengthening partnerships, promoting transparency, and continuing to develop closer working with colleagues in Health and Social Care so that every learner in Guernsey and Alderney is supported to achieve their full potential in a safe, inclusive and forward-thinking community.



Nick Hynes
Director of Education

EDUCATION SYSTEM SUMMARY

A Snapshot of our Education system in 2025

Figures from the 2024/25 academic year



20 fully States-maintained education settings (including The Guernsey Institute)



Within TGI College, **317** apprentices took **6** Apprenticeship Pathways



8 areas of adult community leisure courses taking **326** learners



6,122 children in compulsory education in schools of which

- **741 (12.1%)** English as an additional language (EAL)
- **1,382 (22.6%)** in receipt of uniform allowance (now or during the last 6 years of their school career)
- **1,250 (20.4%)** with an additional learning need



Annual expenditure **£87.5m** (year ending 31 December 2024)



10 areas of professional development courses at TGI, taken by **395** part time learners



19 University Level courses taken locally



423 funded pre-school children



41 different Level 2 subjects studied by Year 11 students, including GCSEs



Attendance:
94.8% at Primary
87.6% at Secondary
86.9% within Special Schools

Post-16 students studied **37** full time Vocational Pathways, **24** A Level subjects and **18** IB courses as part of the IB Diploma Programme



1000 staff working in our Education System



268 Continuous Professional Development events held in 2025

OUR EDUCATION STRATEGY

In 2022, our Education Strategy was meticulously co-constructed and developed with invaluable input from the Headteachers and Principals of all education settings in Guernsey and Alderney, as well as members of the Education Strategy Network. This strategy, endorsed by the Committee for Education, Sport & Culture, serves as a guiding framework for the development and continuous improvement of our complex educational ecosystem, reflecting our core values and collective aspirations.

The Education Strategy provides a stable yet aspirational and collaborative framework within which our education workforce can support the delivery of high-quality education for all learners. It ensures that the education system in Guernsey and Alderney remains both ambitious and focused on excellence, underpinned by continuous improvement, and capable of navigating our learners through a complex and ever-changing world.

All educational activities, whether in schools, further and higher education, or community and professional learning, align with the four priorities of our Education Strategy. These high-level priorities are designed to have a tangible impact on learners of all ages and in all settings. This Annual Report is structured around the Education Strategy, providing a clear framework for reporting on progress, supporting continuous improvement, and achieving excellent learner outcomes.



THE EDUCATION STRATEGY NETWORK

The Education Strategy is supported by the Education Strategy Network, comprising colleagues from each States-maintained setting. Network members drive the Strategy forward in their setting, ensuring it is understood by staff and learners, and that it remains central to our strategic planning.

This group of current and aspiring future leaders meets once every half term with senior officers to develop their leadership skills and their understanding of system leadership whilst contributing directly to the Strategy in practice. Since September 2025, network members each lead a project in their own setting which is aligned with the Strategy and develop skills in leadership which they can apply in their own setting whilst learning about the broader education system in which they work.

Graduates from the network have progressed into senior leadership positions in a range of schools and within the education office and the States of Guernsey more broadly.

— “

By investing in groups like the Education Strategy Network Group, we're actively supporting current and future education leaders. It turns strategy into real actions that make a difference in classrooms and beyond.

Boley Smillie, Head of the Public Service

— ”



PROGRESS AND CONTINUED DEVELOPMENT

Our Education Strategy is implemented through an overarching strategic development plan, which drives improvement and strengthens good practice. The activities within the plan are aligned with the Strategy to ensure that there is a consistent focus on enhancing learners' experiences and outcomes. We regularly monitor our progress and take action when necessary.

Each fully States-maintained education setting has its own strategic development plan, reflecting both the specific priorities of that organisation and the shared priorities across all settings. For the 2024/2025 academic year, these shared priorities included embedding High Quality Inclusive Practice (HQIP) across all settings and key stages, integrating the Additional Learning Needs Code of Practice into school practices, and effectively using updated digital technology and the Google Education + workspace to support pedagogy and all learners. These strategic priorities are linked to our Education Strategy, ensuring that leaders and staff are part of a cohesive education system working towards common goals.

In this report, we have reviewed and evaluated each commitment within each priority by exploring:



the progress and impact of our development activities in (the academic year) 2024/25, using the last three years as the baseline



attainment data from all fully States-maintained schools and The Guernsey Institute



feedback about performance against our Quality Assurance Frameworks provided through Ofsted inspection reports



feedback from our leaders through their own strategic development plan priorities.



HOW WE MEASURE PROGRESS

To ensure continuity, this report evaluates progress against the commitments under each priority in the same way as the previous report. Reflecting on our ongoing performance against our priorities and commitments and reviewing their effectiveness challenges us to reflect on whether there is a better or more efficient way of doing things.

The evaluations are based on a wide range of sources, including data and feedback from learners, teachers, members of staff, and our external quality assurance partner, Ofsted. The evaluations provide an overarching view of current progress against the Strategy.



No evidence of impact or insufficient evidence



Evidence of strong impact and continued progress or development in this area



Limited evidence of impact or substantial development required in this area



Highly developed and fully embedded with demonstrable impact



Evidence of positive impact but requires further development

PRIORITY 1

EQUITY, SAFETY & INCLUSIVITY

Commitment 1

Embedding whole-setting cultures and practices which promote inclusivity, challenge inequity, support health and well-being for all and remove barriers to personal ambition.



2022 5 | 2023 6 | 2024 7 | 2025 8

Commitment 2

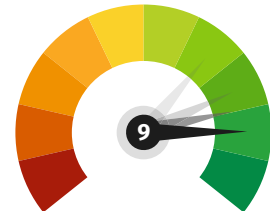
Ensuring that our curriculum at all phases reflects the needs of all learners and is appropriately broad, diverse, creative and ambitious.



2022 5 | 2023 6/7 | 2024 7 | 2025 7

Commitment 3

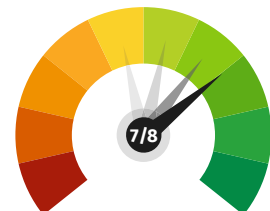
Ensuring that the protective measures in place to safeguard and keep learners safe are of the highest standard in all settings .



2022 7 | 2023 8 | 2024 8/9 | 2025 9

Commitment 4

Striving for excellence, by acting quickly to challenge any areas of under-performance and providing effective and responsive support to settings so that all learners receive a high quality of education.



2022 5 | 2023 6 | 2024 7 | 2025 7/8

SAFEGUARDING

Safeguarding remained a central priority across all education settings throughout 2025. This commitment was upheld through rigorous operational procedures, including robust sign-in protocols for staff and visitors. Each setting maintained an up-to-date Single Central Register, ensuring that all personnel met the highest standards of vetting and compliance.

A continuous cycle of internal self-evaluation and external monitoring supported the integrity of child protection systems and processes. These efforts were validated through the external inspection cycle, which consistently identified safeguarding as a strength across all settings.

Looking ahead to 2026, further digital enhancements are planned to strengthen child protection and safeguarding practices. All state-maintained settings will transition to a unified online child protection and monitoring system. This development will facilitate the potential for future integration with Health and Social Care (HSC) and the Multi-Agency Safeguarding Hub (MASH), promoting improved communication, partnership working, and a reduction in administrative burden.

In response to feedback about workload concerns from primary school leaders, additional resourcing to support leaders with child protection casework is being explored.

ATTENDANCE

Attendance was a key strategic focus in 2025. In the primary phase, the attendance rate was maintained at pre-pandemic levels. In alignment with national trends in England, attention has now shifted to secondary education, where attendance challenges persist.

To address this, a dedicated working group has been established, comprising senior leaders from the Secondary School Partnership and senior officers within Education. The group is tasked with developing innovative approaches to improve attendance. Progress will be closely monitored by the newly formed Committee throughout 2026.

ADDITIONAL LEARNING NEEDS (ALN)

Between September 2024 and July 2025, the new Additional Learning Needs Code of Practice was piloted and formally adopted as a live document from September 2025. This initiative was a key recommendation from the Guernsey and Alderney SEND Review February 2021, carried out by nasen, and reflects the latest evidence on effective provision for learners with additional needs.

Throughout 2025, a comprehensive programme of training and support was delivered to Additional Learning Needs Coordinators (ALNCos) across all settings. This ensured consistent understanding and implementation of the Code. In parallel, significant work was undertaken to equip classroom teachers with practical tools and strategies to support learners through the High Quality Inclusive Practice (HQIP) training programme.

Further to the 2021 SEND nasen review, strategic and operational alignment between Education Services and Health & Social Care Services was identified as an area for development. In response, the SEND Alliance—with political oversight—has led efforts to strengthen collaboration and service integration.

THE PREVENTION OF DISCRIMINATION ORDINANCE

The Prevention of Discrimination Ordinance in Guernsey places a statutory duty on schools and other education settings to prevent discrimination and to make reasonable adjustments for disabled learners. This duty encompasses proactive planning for known needs, regular review of existing adjustments, and the provision of inclusive communication strategies. Education providers are also required to engage meaningfully with students, parents, and partners to ensure that support is both appropriate and effective.

In preparation for meeting these responsibilities, we have embedded inclusive practices across our settings. This has included the delivery of targeted staff training, the review and refinement of relevant policies, and the development of access action plans. Our approach is guided by the Additional Learning Needs (ALN) Code of Practice, which ensures that adjustments are not solely reactive but are designed to proactively support high-quality, inclusive education.

THE PRIMARY CURRICULUM CULTURAL ENRICHMENT PROGRAMME

In 2025, the Primary Curriculum Cultural Enrichment Programme continued to flourish, offering a rich tapestry of cultural, creative, and experiential learning opportunities for pupils across the islands. The programme maintained its commitment to equity and inclusion, ensuring all children—regardless of background—had access to high-quality enrichment experiences during the school day.

Key highlights included the integration of the Outdoor and Adventure Water Confidence programme which emphasised aquatic literacy and water safety, addressing disparities in swimming proficiency linked to socio-economic and ethnic factors, and the Renoir appreciation programme. A diverse range of cultural providers and activities took place, including partnerships with La Société Guernesaise, Art for Guernsey, Rhubarb Theatre, poets such as Ian Bland, and institutions such as the Guille-Allès Library and the Guernsey Music Service. Year group specific plans included immersive experiences such as cultural meals, storytelling workshops, and nature-based learning, with a strong emphasis on local heritage and creative expression. The programme's evolution reflects a strategic alignment with the Bailiwick Curriculum's aims to broaden horizons, foster cultural capital, and support holistic development and The Education Strategy's commitment to inclusive cultures and promoting ambition.

CURRICULUM DEVELOPMENT

Curriculum development continued to be a central priority in 2025. Within the English curriculum, work has taken place to further develop how schools teach learners to express themselves in writing. Primary schools have been supported through training provided to teachers in implementing the Curriculum Entitlement Documents for English, music, MFL, PHSE and RE and through the setting up of networks to support primary subject leaders. The Secondary School Partnership has continued to work collaboratively to develop shared teaching resources. This alignment has enhanced equity of provision for secondary learners and reduced staff workload.



In the post-16 phase, both the Sixth Form Centre and The Guernsey Institute (TGI) have maintained a responsive approach to curriculum planning, ensuring that their offers remain relevant and meet the evolving needs of learners and businesses on-island.

MATHS

Building on recent successes in literacy, work continued in strengthening attainment in maths. Standards improved in almost all year groups, are now above average in three year groups and increasing at GCSE. There is more work to do in some other year groups so that these too are also above average. Recognising the foundational importance of maths in developing life-long skills and in preparing learners for rigorous external examinations will continue to be a priority area for 2026.

The Education Improvement Team is delivering targeted support to settings, in partnership with specialist training providers who have a proven track record of raising standards in maths. This initiative aims to ensure that all learners benefit from high-quality maths teaching that results in further improved outcomes.



FOCUS FOR 2026

As part of the continued commitment to equity, safety, and inclusivity across all education settings, the following strategic priorities have been identified for 2026:



Evaluation and Feedback of the Additional Learning Needs Code of Practice

Following the formal adoption of the Additional Learning Needs (ALN) Code of Practice in September 2025, a comprehensive feedback and evaluation process was undertaken. This included engagement with parents, carers, partner agencies, and wider community stakeholders to gather insights into the Code's implementation and impact. The feedback will inform future iterations of the Code, ensuring it remains responsive to the evolving needs of learners and those who support them.



Support for Safeguarding

In recognition of the substantial workload involved in safeguarding and the associated casework, additional resourcing will be explored to support Designated Safeguarding Leads in primary schools with the administrative burden of this work. In addition, there will be a Safeguarding Supervision pilot undertaken to explore its wider implementation across the sector, ensuring that Designated Safeguarding Leads are supported with their practice in this important area of work.



Improving Maths

Maths will remain a strategic priority throughout 2026. Targeted support for teaching and learning will be delivered across all phases of education. Led by the Education Improvement Team and expert subject organisations, this initiative will provide access to specialist training designed to raise attainment in maths and improve learner confidence and outcomes.



Embedding the Work of the SEND Alliance

The SEND Alliance, established to improve strategic alignment between Education Services and Health & Social Care, will evolve its work in 2026 to become embedded in everyday practice. This transition will ensure that the Alliance's activities are fully integrated into operational delivery, promoting a cohesive and responsive approach to supporting learners with additional needs. The focus will be on strengthening joint planning, shared accountability, and consistent service delivery across sectors.

PRIORITY 2

MEETING THE NEEDS OF OUR COMMUNITY

Commitment 1

Ensuring that our education system equips learners with the knowledge and skills so they are able to succeed wherever they are, either within or beyond the Bailiwick, now and in the future.



2022 5 | 2023 6 | 2024 6 | 2025 6/7

Commitment 2

Engaging and working with partners through appropriate channels so that educational development is informed by a range of views and is clearly communicated to a broad range of key stakeholders.



2022 6 | 2023 6/7 | 2024 8 | 2025 8

Commitment 3

Operating in a spirit of openness and transparency so that all stakeholders understand the processes in place across the Bailiwick to maintain the highest quality of education.



2022 7 | 2023 7 | 2024 7/8 | 2025 8

Commitment 4

Making the most responsible, efficient and effective use of public resources to provide learning environments that promote excellence and facilitate individual creativity and community prosperity.



2022 6 | 2023 6 | 2024 7 | 2025 8

Commitment 5

Working in partnership to embed and promote learner-centred practice across the sector so that our learners, their families, staff and settings receive a consistently high-quality level of support.



2022 5 | 2023 6 | 2024 6 | 2025 7

SUPPORTING FAMILIES AND LEARNERS

In 2025, most States primary schools in Guernsey and Alderney successfully established before school wraparound care with the vast majority providing breakfast clubs, providing increased flexibility for working parents and ensuring that children began their day with a nutritious meal. These clubs have proven to be a valuable support mechanism for children from disadvantaged backgrounds, contributing positively to learners' readiness and ability to engage in learning throughout the school day.

INFRASTRUCTURE

Significant progress was made under the Transforming Education Programme in 2025. Construction commenced on The Guernsey Institute's new campus at Les Ozouets, a purpose-built facility designed to serve as a centre for technical, professional, and vocational education for post-16 learners. The campus will also support lifelong learning across the islands.

Further enhancements were delivered at the Les Varendes site to support the successful merger of La Mare de Carteret High School with Les Varendes High School, including the development of a new Communication, Interaction and Autism Service (CIAS) base, an Inclusion base, upgraded teaching spaces, indoor recreational facilities, and a new Youth Club operated by the Youth Commission. The Sixth Form Centre was successfully relocated to its temporary home, ensuring continuity of provision for staff and learners.

STRATEGIC FINANCIAL PLANNING

The Education budget undergoes annual review by senior leaders and to ensure that funding is directed to areas of greatest need. The Committee for Education, Sport & Culture scrutinises the budget proposals carefully before recommending the budget to the Committee for Policy & Resources for approval by the States of Deliberation. In 2025, this strategic approach enabled the development of the Secondary School Partnership's Thrive Centre, which provides targeted support for vulnerable learners and promotes inclusive educational practices. The Learning and Development budget was focused on delivering key strategic priorities such as training for High Quality Inclusive Practice and the digital transformation through digital training.

ENHANCING SUPPORT FOR LEARNERS WITH ADDITIONAL NEEDS

As part of the rollout of the new Additional Learning Needs (ALN) Code of Practice, a streamlined Formal Assessment process was introduced. This ensures timely identification and placement of learners in environments that best meet their needs, with appropriate support in place. The revised process offers greater clarity for ALNCoS and is more accessible for parents. Improvements to the Determination Panel and Appeals procedures have also enhanced transparency and confidence in the system.

TRANSPARENCY AND PUBLIC ENGAGEMENT

In line with the Committee's commitment to openness and accountability, all updated education policies are now published on the States of Guernsey website. School inspection reports by the externally appointed inspectorate, Ofsted, continue to be made publicly available, providing clear insights into school performance. All quality assurance reports and safeguarding reports by the States Early Years Team are available to parents and carers through the child's early years provider. This Annual Report also contributes to system-wide transparency and demonstrates progress against the Education Strategy.

STRATEGIC PARTNERSHIPS

Strong relationships with external partners and stakeholders remain a cornerstone of educational success in the islands. In 2025, support was received from a wide range of agencies and charities contributing to the delivery of the Personal, Social, Health and Economic (PSHE) curriculum. These partnerships enriched the curriculum offer and ensured that learners received high-quality, relevant education in areas such as wellbeing, relationships, and citizenship.

Collaboration with local professional bodies—including the Guernsey International Business Association (GIBA), the Institute of Directors (IOD), and the Chamber of Commerce—was further strengthened. These partnerships provided valuable opportunities for learners to engage with the world of work and supported the development of employability skills. A renewed partnership with the Grant-Aided

Colleges also commenced, with colleagues from the Secondary School Partnership working closely with their College counterparts to align strategic priorities and enhance learner experiences across the islands. For example, joint training on teaching history and Religious Studies has taken place, there has been a joint history debating competition and the Education Office continued to provide training for Early Career Teachers.

Strong relationships with cross government teams and third sector partners and the SEYT continued to enable improvement and outcomes for children in the Early Years. Through the working parties, initiatives continued to be embedded within nutrition, physical development, speech, language and communication, continual professional development and effective transition.

NATIONAL AND INTERNATIONAL COLLABORATION

Guernsey's education sector continued to expand its national and international partnerships in 2025. Organisations such as Google, Tablet Academy, and ViewSonic supported digital transformation initiatives, enabling high-quality professional development and training for staff. These collaborations ensured that the workforce remained equipped to deliver a modern, digitally-enabled education and contributed to the Guernsey's reputation as a forward-thinking jurisdiction. Officers contributed to the UK Government's Department for Education's expert reference group developing a Writing Framework and formed part of the Ofsted reference group for Curriculum, Teaching and Assessment.

In line with the Framework of Friendship between Guernsey and Biberach an der Riss (Biberach), the Music Service continued to build on its existing relationship with the Biberach Youth Orchestra who performed in Guernsey as part of the Liberation 80 celebrations in 2025. The Music Service continued to extend its work with the Sinfonia Smith Square to provide meaningful links to higher education and the development of musicians from Guernsey through mentoring and coaching. The Guernsey Music Service also further developed its links with the Caribbean Island of Montserrat performing in a virtual concert with the Guernsey Youth Orchestra at Smith Square, London in July 2025.

In 2025, secondary schools in Guernsey have continued to establish meaningful connections with France through the school exchange programme with the Masnières in the north of France. These exchanges, facilitated by the Royal Guernsey Light Infantry (RGLI), provided opportunities to learn about the vital role played by the RGLI during the battle of Rue Verte in the First World War, through excursions to battlefields and the RGLI memorial. Visits to local schools also helped to foster bonds of friendship and sense of shared history and international understanding.

Joint leadership development programmes for school-based staff have been developed and delivered with other Crown Dependencies and Officers in the Education Improvement Team have been asked to provide curriculum advice to support Northern Ireland to develop its education curriculum. Education Officers have also been asked to share best practice with Wales related to inclusive teaching and support for learners with additional learning needs.

Continued partnerships across the Crown Dependencies supported the development of learning and best practice in the Early Years, including supporting CPD and sharing policy. Wider work within the British Irish Council's Early Years Workstream enabled the sharing of new initiatives and learning. More recent work with Wales has helped shape our Early Speech, Language and Communication offers and early interventions.

THE GUERNSEY INSTITUTE – ECONOMIC IMPACT ASSESSMENT

In 2025, The Guernsey Institute (TGI) undertook a comprehensive economic impact assessment to quantify its contribution to Guernsey's economy and community. The assessment measured TGI's influence on employment, income, learner outcomes, and business support. With nearly 4,000 learners annually—including 400 full-time students, 350 apprentices, and over 3,000 adults engaged in career development and leisure courses—TGI emerged as a cornerstone of workforce development in Guernsey.

The Institute's strategic roadmap, supported by Government Work Plan funding, focused on upskilling, economic resilience, and inclusion. The construction of the new Les Ozouets Campus, scheduled to open in 2027, was highlighted as a transformative investment, enhancing educational infrastructure, unlocking land for housing, and stimulating local economic activity. Overall, the assessment underscored TGI's pivotal role in shaping Guernsey's future through education, innovation, and economic empowerment.

THE GUERNSEY INSTITUTE – ADULT SKILLS STRATEGY

In 2025, The Guernsey Institute advanced its Adult Skills Strategy, promoting inclusive lifelong learning to support islanders at all life stages—from entering employment to remaining active in later life. Through collaboration with local and international employers, TGI ensures its curriculum remains current, evidence-based, and future-focused.

This year, stakeholder engagement led to the development of the Guernsey 4+4 Framework, identifying four sectors of economic impact and four of necessity. This framework will guide TGI's adult skills priorities and new initiatives, strengthening the pipeline from skills to employment and aligning provision with Guernsey's strategic needs.

CURRICULUM EXCELLENCE

Guernsey is increasingly recognised as a centre of excellence and innovation in curriculum development. An extensive review and development of all curriculum areas was concluded in 2024. Subsequently, throughout 2025, leaders were trained in successful curriculum implementation delivery.

In 2025, the Secondary School Partnership achieved significant milestones in curriculum alignment. A unified curriculum framework across all partner schools was created, ensuring consistency for learners. Teachers collaborated through joint planning sessions, sharing best practices and resources. Professional development workshops focused on curriculum design, assessment, and adaptive teaching, enhancing teaching expertise and cohesion among staff. These efforts created a more coherent educational experience for learners and improved collaboration among staff.

The Head of Education Improvement has also begun an advisory support role for the Government of Northern Ireland and serves as a member of England's Ofsted's Curriculum, Teaching and Assessment External Reference Group. Members of the Education Improvement Team have contributed to the development by England's Department for Education of a new national writing framework, launched in July 2025, further demonstrating Guernsey's influence on curriculum innovation beyond its borders.

COLLABORATION ACROSS CROWN DEPENDENCIES AND OTHER JURISDICTIONS

Collaboration with other Crown Dependencies continued to flourish in 2025, with shared learning and joint delivery of national leadership programmes with Jersey in areas such as behaviour and teaching and learning. These partnerships have supported professional development and strengthened leadership capacity across jurisdictions. This work is continuing this year with joint programmes on leadership and on maths.

Work is also underway to explore innovative approaches to delivering cooked lunches in primary schools, further supporting the health and wellbeing of learners. The States Early Years Team has maintained a strong contributory role within the British-Irish Council and continues to influence national developments in Early Years provision. These collaborative efforts reflect Guernsey's commitment to continuous improvement, shared expertise, and the development of inclusive and responsive education systems.

FOCUS FOR 2026

As part of the ongoing commitment to innovation, collaboration, and transparency, the following strategic priorities have been identified for 2026:



Strengthening Partnerships with Grant-Aided Colleges

Building on the collaborative work initiated in 2025, further development of the partnership with Grant-Aided Colleges will be a key focus in 2026. This work will support increased opportunities for shared learning, joint professional development, and enhanced learner experiences across the islands. The partnership aims to foster greater opportunities for shared learning and development.



Promoting Transparency Across the Education Sector

A continued emphasis will be placed on transparency in 2026. This includes ensuring that policies, performance data, and strategic developments are communicated clearly and accessible to all stakeholders. By fostering openness, the Committee aims to build trust, encourage engagement, and support a shared understanding of progress and challenges within the education system.



Promoting Partnerships Across the Early Years Education Sector

The second Joyous Childhood Event for families will take place, drawing together a wider range of partners to share advice and information to support Guernsey's youngest children providing opportunities to give children the strongest early childhood foundations.



Curriculum Developments

In 2026 there will be a continued focus on the development of the Religious Education curriculum. The role of Artificial Intelligence in supporting and developing the wider curriculum will also be explored. As part of the ongoing commitment to research and evidence in Education, learning from the Professor Francis 2025 Curriculum and Assessment Review Final Report: Building a world-class curriculum for all, will be undertaken.

PRIORITY 3

HIGH QUALITY LEARNING AND EXCELLENT OUTCOMES

Commitment 1

Championing early intervention approaches in all phases and building on excellent foundations to provide the best outcomes for our learners.



2022 4 | 2023 5 | 2024 5/6 | 2025 7

Commitment 2

Establishing practices which support leaders to develop, invest in and retain a robust, evidence-informed and highly-skilled education workforce including excellent continuous professional development and high quality recruitment.



2022 5 | 2023 6 | 2024 6/7 | 2025 7

Commitment 3

Ensuring that our schools, Post-16 and lifelong learning offers evolve to reflect best practice in curriculum development.



2022 5 | 2023 7 | 2024 7/8 | 2025 7/8

Commitment 4

Developing partnerships within and beyond the Bailiwick to provide effective validation, challenge and support to improve the quality of education.



2022 5 | 2023 6 | 2024 8 | 2025 8

In 2025, a range of strategic initiatives were implemented to strengthen professional practice, enhance collaboration, and improve learner outcomes across the islands' education sector.

EARLY CAREER TEACHER (ECT) PROGRAMME

From September 2025, the Early Career Teacher (ECT) Programme was significantly enhanced through the integration of mentoring and coaching support via the Steplab platform. This strategic development is designed to support approximately 40 ECTs across both States Maintained Schools and Grant-Aided Colleges during the 2025–2026 academic year. The programme is centrally coordinated by the Education Office, with licences funded through the Continuing Professional Development (CPD) budget.

Quality assurance processes have been strengthened, with the Education Improvement Team overseeing mentor training, induction planning, and performance monitoring against the Teacher Standards. Schools are expected to provide reduced timetables for ECTs, structured observation cycles, and access to professional development aligned with the Early Career Framework.

Feedback from ECTs has been very positive, with many reporting strong support from mentors and senior leadership teams and expressing confidence in their development trajectory. The programme reflects a broader commitment to workforce development and retention, as outlined in the Education Workforce Strategy, which includes pathways for support staff, digital transformation, and inclusive practice.

RELIGIOUS EDUCATION CURRICULUM REVIEW

An ongoing and comprehensive review of the Religious Education (RE) curriculum started in 2025, involving close collaboration between primary and secondary RE leads across the Bailiwick. This initiative formed part of a wider curriculum refresh led by the Education Improvement Team, ensuring that subject entitlements remain dynamic, inclusive, and aligned with the Bailiwick Curriculum.

LEARNING SUPPORT ASSISTANT (LSA) TRAINING

In 2025, a new foundational training programme for Learning Support Assistants (LSAs) was launched as part of the Education Workforce Strategy. Developed collaboratively by The Guernsey Institute (TGI), Additional Learning Needs Coordinators, and Head Teachers and Principals (HTPs), the programme addressed a longstanding gap in structured support for LSAs new to role—typically in their first or second year.

The course spans five sessions delivered throughout the academic year and covers key areas such as trauma-informed practice, inclusive pedagogy, adaptive teaching, safeguarding, and neurodiversity awareness—including ADHD and autism. The programme is designed to be both practical and reflective, with sessions focusing on building professional relationships, understanding barriers to learning, and applying cognitive science principles to classroom support.

It also introduces LSAs to the Guernsey-specific educational context, including the ALN Code of Practice, multi-agency support structures, and third-sector partnerships. While participation requires LSAs to be released from school for training days, the long-term benefits, enhanced learner outcomes, improved staff retention, and stronger inclusion practices, are considered a worthwhile investment by school leaders.

JOYOUS CHILDHOOD CONFERENCE

The fifth Joyous Childhood Conference, held in September 2025, marked a significant milestone in Guernsey's commitment to early childhood education and community engagement. Organised by the States Early Years Team in collaboration with The Guernsey Institute (TGI) and the Health Improvement Commission, the event brought together educators and service providers to celebrate the importance of the early years.

Hosted at St Sampson's High School, the day featured a vibrant programme of keynote speeches, interactive workshops, and themed activity zones designed to support children aged 0–5. The event formed part of a wider initiative to strengthen professional development and public awareness around early childhood pedagogy.

Building on the success of previous Joyous Childhood Conferences, the 2025 programme included sessions on the science of play and why children need joy, supporting bilingualism in the Early Years, supporting emerging neurodivergence, maths in the outdoors, healthy eating and nutrition and a closing keynote 'let's talk about race in the early years' from Dr Stella Louis and Hannah Betteridge. The conference also featured over 15 quality learning environments which were the raffle prizes for the schools and settings to win and take back to their children. There were also a number of stalls from local services and charities, with opportunities for practitioners to network and share best practice.

HIGH QUALITY INCLUSIVE PRACTICE (HQIP)

Work to embed High Quality Inclusive Practice (HQIP) across all educational settings in the Bailiwick continued throughout 2025 via a structured and systematic CPD programme. Coordinated by the Education Office and supported by the Committee for Education, Sport & Culture, the initiative is designed to equip classroom teachers with inclusive, evidence-based teaching strategies that benefit all learners, particularly those with additional learning needs (ALN). Modules include cognitive load theory, adaptive teaching, effective explanations and modelling and presenting visual information. These are



delivered through a “train-the-trainer” approach, enabling teaching and learning leads to cascade training within their schools. Additional sessions for ALNCos and school leaders focus on implementation and impact evaluation.

The programme also incorporates technology-enhanced learning, with training on screencasting, visualisers, and online practice tools to support accessibility and engagement. To ensure sustainability and reach, CPD sessions are recorded and made available to new staff, and peer collaboration is actively promoted through teacher learning communities, buddy systems, and teaching and learning groups.

Schools are supported by officers who conduct visits to help evaluate progress and share best practice. The HQIP guidance documents—developed through a comprehensive evidence review—have been well received by the profession, with a companion volume for Early Years launched in January 2025. This guidance has attracted attention beyond the islands, with Wales in particular wanting to learn from our example.

INSPECTION AND ACCOUNTABILITY

The partnership with Ofsted was maintained throughout 2025 with a new contract agreed for a further four-year cycle of inspections providing stability for the inspection framework. This consistency enables the education system to assess progress and improvements over time with confidence and clarity. By ensuring that inspection criteria and processes remained unchanged, state-maintained schools and settings have been able to focus on long-term development goals without the disruption of adapting to new standards. This stable framework also allows for more accurate tracking of educational outcomes and the effectiveness of implemented strategies.

DIGITAL TRANSFORMATION

In 2025, Guernsey’s schools made significant progress in digital transformation, positioning the Bailiwick as a leader in inclusive, tech-enabled education. Under the Transforming Education Programme (TEP), every classroom was equipped with interactive teaching screens and 1:1 devices for students, supported by robust infrastructure upgrades.

Professional development continued, with tailored CPD from Tablet Academy and an AI pilot using Gemini to enhance teaching practice. Schools embraced digital ecosystems that supported accessibility for learners with additional needs, aligning with HQIP standards. Strategic planning ensured that digital rollouts were matched by training, safeguarding, and curriculum integration, while feedback loops informed continuous improvement.

Alongside this, the Digital Framework 2021–2025 reached maturity, delivering fibre broadband island-wide and preparing for next-generation mobile connectivity. These achievements reflect a whole-island effort to embed digital excellence in education, ensuring that learners and educators alike are empowered for the future.



FOCUS FOR 2026



Education Conference

A key strategic initiative for 2026 will be the planning and delivery of the ResearchEd Conference, scheduled to take place in May. This event will bring together educators, researchers, and policymakers from across the Bailiwick and beyond to share evidence-informed practice and strengthen the culture of professional learning. The conference will serve as a platform for innovation, collaboration, and the dissemination of best practice, supporting the continued development of a reflective and research-engaged education workforce.



Artificial Intelligence in Education

Building on the pilot programme launched in 2025, further development of Gemini AI in education will be a priority in 2026. This initiative is designed to enhance teacher understanding of artificial intelligence and its potential to support workflow, planning, and teaching practices. In addition to supporting educators, the programme will equip learners with essential skills in the responsible and effective use of AI, preparing them for future academic and professional environments. The initiative aligns with the Bailiwick's commitment to digital transformation and future-ready education. The entitlement document for the computing curriculum will be updated in 2026 to reflect developments in AI since it was written in 2022.



PRIORITY 4

OUTSTANDING LEADERSHIP AND GOVERNANCE

Commitment 1

Developing cultures which embrace creativity and innovation, reviewing frameworks and investing in leadership development at all levels to empower leaders to lead.



2022 4 | 2023 5 | 2024 7 | 2025 7

Commitment 2

Reviewing and developing appropriate education governance systems for settings and across the States of Guernsey.



2022 6 | 2023 6 | 2024 7 | 2025 7

Commitment 3

Reporting regularly, accurately and meaningfully on the quality of education across the Bailiwick.



2022 7 | 2023 7 | 2024 8 | 2025 8

Commitment 4

Developing a shared culture of trust, honesty, open communication and reflection across the whole education sector that embraces and promotes continuous improvement and accountability at all levels.



2022 4 | 2023 5 | 2024 7 | 2025 8

GOVERNANCE

In 2025, Guernsey made transformative progress in school governance, marked by the approval of legislation enabling the formal establishment of governance boards across all States-funded education settings. These boards replaced the longstanding School Committees, introducing a modern framework that emphasises strategic oversight, community involvement, and accountability.

The Education (Governance Boards) Ordinance, 2025, outlined clear roles for elected parent and staff governors, alongside appointed chairs and community representatives, ensuring diverse voices contribute to school leadership. Recruitment for board chairs was successfully completed, with further rounds planned for associate board members, reflecting strong public engagement and interest. Training and induction sessions were held to support new governors, and interim boards piloted governance practices ahead of full legislative approval.

These reforms were underpinned by a commitment to transparency, improved decision-making, and enhanced educational outcomes. The Education Office reported increased staff confidence in leadership and governance structures, representing a major milestone in Guernsey's journey towards devolved, inclusive, and effective school governance.

LEADERSHIP DEVELOPMENT

Guernsey saw significant progress in educational leadership development throughout 2025, driven by the strategic implementation of National Professional Qualifications (NPQs) and the Exemplary Leadership Programme (ELP). These programmes were embedded within the States of Guernsey's workforce strategy to cultivate future system leaders and strengthen leadership at all levels.

NPQs in Behaviour and Culture and Leading Teacher Development, while the ELP provided senior leaders with a blended CPD experience including webinars, conferences, and UK school visits. Tuition fees for the ELP were funded by the Education Office, with participants committing to two years of service post-completion, ensuring retention and continuity. This year, further NPQs in leadership and maths are underway and the fourth cohort of leaders have started the ELP programme.

THE EDUCATION STRATEGY NETWORK

The Education Strategy Network has played a pivotal role in advancing the strategic aims of education across the Bailiwick by fostering system leadership, enhancing collaboration, and embedding the Education Strategy within schools and settings. Comprised of representatives from all States-maintained schools and The Guernsey Institute, from September 2025 the Network has empowered aspiring leaders to lead strategy-aligned projects in their own contexts, contributing to a culture of shared ownership and continuous improvement.

A number of Network graduates have since taken on new leadership responsibilities or progressed into more senior roles, highlighting the success of the Network in developing future talent.

LEADERSHIP COLLABORATION

The Education Strategy continued to be delivered through sustained and strategic collaboration with Headteachers and Principals across the Bailiwick. The Education Strategy Network, comprising leaders from all States-maintained schools and The Guernsey Institute, played a pivotal role in translating strategic vision into operational impact.

Regular briefings and planning sessions ensured that frontline leaders were actively involved in reviewing the content of the Education Strategy. Officers from the Committee for Education, Sport & Culture invested significant time in engaging with school leaders, recognising their influence on staff culture and learner outcomes. Feedback loops, including working group consultations, were used to validate proposals and ensure contextual relevance, with leaders expressing strong support for the strategy's overall direction.

This collaborative approach fostered transparency and responsiveness to emerging challenges such as digital infrastructure, attendance, and staff wellbeing. Education leaders are empowered to shape policy, drive improvement, and build a shared culture of trust and accountability across the education system.

A coordinated approach to leadership development was evident across the Secondary School Partnership and the wider education sector, with efforts to align internal CPD offers and avoid duplication. These initiatives contributed to a culture of trust, visibility, and support, as reflected in the 2025 School Leadership Survey, where Guernsey schools outperformed comparable British Isles settings in every leadership metric.

The States Early Years Team hosted termly leaders and managers sessions, and 9 Early Years practitioners successfully achieved their SEND Coordinator Level 3 qualification.



LEADERSHIP STRENGTHS

The 2025 School Leadership Survey highlighted a remarkable level of staff confidence and satisfaction across States-maintained schools in Guernsey, positioning the Bailiwick well above national benchmarks. An impressive 91% of staff reported confidence in leadership decisions, significantly surpassing the UK average of 61%. Furthermore, 87% of respondents felt supported by their leadership teams, while 92% expressed confidence in their direct line managers.

Visibility of leadership was also a strong point, with 88% acknowledging that leaders were present and engaged in the school environment, and 85% felt safe and comfortable raising concerns when necessary. These outcomes were widely celebrated both internally and externally, with the Director of Education publicly recognising the results as a testament to the culture of openness, support, and trust that underpins the education system in Guernsey.

The survey results were shared through internal communications and media releases, and are available on the States of Guernsey website, reinforcing transparency and pride in the sector's leadership achievements.

FOCUS FOR 2026



Further Development of Governance

In 2026, the Education Devolution & Delegation Investigation Advisory Committee (EDDIAC) will aim to deliver a comprehensive report to the States of Deliberation, outlining its findings and recommendations on the future of education governance in Guernsey and Alderney. Its primary goal is to assess how much autonomy and responsibility should be devolved to individual school governance boards, including decisions around leadership appointments and operational control. EDDIAC will provide an evidence-based framework to guide the transition from centralised oversight to a more locally empowered model, ensuring that governance reforms are both effective and sustainable.



Training and Development

Ongoing training and development for Governance Boards will continue to be prioritised through a structured induction programme for Chairs and new Board Members. This will ensure that Boards provide the right level of challenge and support to the leaders of schools and settings to ensure rigorous challenge and a culture of continuous improvement.



Wellbeing

In 2026, several initiatives will be undertaken to support staff wellbeing in schools. Key areas of focus will include understanding workload concerns and exploring additional resourcing to support leaders with child protection casework in the primary phase. A Safeguarding Supervision pilot will be implemented to assess its potential for wider application across the sector, ensuring that Designated Safeguarding Leads receive the necessary support for their practice in this critical area. Furthermore, continuous feedback loops with the Education Improvement Team will continue to take place to carefully monitor the pace and scale of change, ensuring that new initiatives are introduced in a manageable manner for schools and settings.



OVERVIEW OF INSPECTION OUTCOMES

All schools and settings in Guernsey are subject to a rigorous, external no-notice inspection framework to provide all stakeholders and especially parents/carers, school staff, interim governance boards, the Committee and the Education Office, with an independent and rigorous assessment of school performance and to drive further improvement across the system.

The inspection handbook and all inspection reports can be found on the [States of Guernsey website](#).

Primary and all through	Date	Early Years	Quality of Education	Behaviour & Attitudes	Personal Development & Welfare	Leadership & Management	Safeguarding
Vale	Mar 2022	Good	Good	Good	Good	Good	Effective
Notre Dame du Rosaire	Mar 2023	Good	Good	Good	Excellent	Good	Effective
La Houquette	May 2023	Good	Good	Good	Good	Good	Effective
La Mare de Carteret	Jun 2023	Good	Good	Good	Good	Good	Effective
St Anne's	Sept 2023	Good	Requires Improvement	Good	Good	Good	Effective
Forest	Feb 2024	Good	Good	Good	Good	Good	Effective
St Mary and St Michael	Feb 2024	Good	Good	Good	Good	Good	Effective
Hautes Capelles	Mar 2024	Good	Good	Good	Good	Good	Effective
Vauvert	Jun 2024	Good	Good	Good	Good	Good	Effective
Castel	Nov 2024	Good	Good	Good	Good	Good	Effective
Amherst	Apr 2025	Good	Good	Good	Excellent	Good	Effective
Le Rondin	Mar 2025	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
St Martins	Dec 2025	Good	Good	Good	Excellent	Good	Effective

Secondary	Date	Quality of Education	Behaviour & Attitudes	Personal Development & Welfare	Leadership & Management	Safeguarding	Sixth Form
Les Beaucamps High	Apr 2024	Good	Good	Good	Good	Effective	
St Sampson's High	Jun 2024	Good	Good	Good	Good	Effective	
Les Voies	Sept 2024	Good	Good	Good	Good	Effective	
Le Murier	Jun 2025	Good	Excellent	Good	Good	Effective	Excellent
Les Varendes High	Nov 2025	Requires Improvement	Good	Good	Good	Effective	

TGI College	Date	Quality of Education	Behaviour & Attitudes	Personal Development & Welfare	Leadership & Management	Education programmes for young people
	Nov 2023	Good	Good	Good	Good	Good



OUTCOMES 2024/25

Early Years




The table below shows the key performance indicators (KPIs) for the early years (children below the age of 5 years old who attend pre-schools, day nurseries, childminders and children in the Reception year at school). Research has shown that children who experience high quality early years provision are well placed to achieve better outcomes throughout their school life. Results show a percentage point change compared with the previous year

Key Performance Indicators*	2021/22	2022/23	2023/24	2024/25
Increase the number of children accessing preschool education	99%	Remained at 99%	Reduced to 92%	Increased to 94%
Reduce the Bailiwick's % gap of vulnerable children achieving typical levels of attainment for their age on entry to school in the Prime Areas	Increased by 0.3	Decreased by 1.4	Increased 3.8	Decreased by 2.4
Increase the % of children who attend a preschool entering school at a stage which is typical for their age in the Prime Areas	Decreased by 2	Increased by 0.2	Decreased by 2.4	Decreased by 2.4
Increase the % of children achieving a Good Level of Development at the end of the Early Years Foundation Stage (EYFS) in Prime*, literacy and maths	Decreased by 3.4	Increased by 8	Decreased by 5.6	Increased by 9
Increase the % of children achieving a Good Level of Development in Prime areas at the end of the EYFS	Decreased by 2.7	Increased by 5	Decreased by 0.8	Increased by 3
Reduce the Gap of vulnerable children achieving typical levels of attainment for their age at the end of the EYFS	Increased by 1.5	Decreased by 2	Decreased by 0.3	Increased by 0.9

*The Prime areas are: communication and language, physical development, and personal, social and emotional development

Key Stage 2 & 3

Key Stage 2 describes primary education for children between the ages of 7 and 11 (year groups 3 to 6) and Key Stage 3 describes secondary education for children between the ages of 12 to 14 (year groups 7 to 9). The table below shows Year 3, 6 and 9 reading and maths results for the States maintained primary schools.

Key	
	Not significantly different from average
	Significantly above average
	Significantly below average

Standardised assessments enable standards to be benchmarked against the performance of a large national group of peers. For each area of assessment, the following information is available:

- [The standardised score](#) for the group compared with the national standardised score of 100.
- Whether any variance between the standardised score of the Bailiwick group and the national group is statistically significant. Results will be described as not significantly different, significantly above or significantly below national figures.
- In a new development, analysis of progress by looking at the change of percentage in each of the three bands (average, above average and below average) is now published annually.

Year 3

Key Performance Indicators	2022/2023	2023/2024	2024/2025
Reading	99.5	99.4	100.0
Maths	99.5	99.1	101.6

Year 6

Key Performance Indicators	2022/2023	2023/2024	2024/2025
Reading	106.2	106.5	106.6
Maths	98.3	98.3	98.7

Year 9

Key Performance Indicators	2022/2023	2023/2024	2024/2025
Reading	103.4	102.5	105.3
Maths	98.6	98.7	99.0

Progress over three years – change in proportion of students scoring below average

This data is based on matched cohorts: it only includes data for students on the school roll for both assessments.

The colours in this progress chart are to aid understanding but do not imply statistical significance as no comparative data from other jurisdictions is available.

Key Performance Progress Indicators	Change between Year 3 and Year 6 (2022 - 2025)	Change between Year 6 and Year 9 (2022 - 2025)
Reading	125 students below average in Year 3 (27%) reduced to 55 students below average in Year 6 (12%)	79 students below average in Year 6 (17%) increased to 98 students below average in Year 9 (21%)
Maths	139 students below average in Year 3 (30%) reduced to 115 students below average in Year 6 (24%)	156 students below average in Year 6 (35%) reduced to 148 students below average in Year 9 (33%)

Progress over three years - change in proportion of students scoring above average

Key Performance Progress Indicators	Change between Year 3 and Year 6 (2022 - 2025)	Change between Year 6 and Year 9 (2022 - 2025)
Reading	100 students above average in Year 3 (21%) increased to 187 students above average in Year 6 (40%)	126 students above average in Year 6 (28%) increased to 155 students above average in Year 9 (34%)
Maths	69 students above average in Year 3 (15%) increased to 85 students above average in Year 6 (18%)	44 students above average in Year 6 (10%) increased to 95 students above average in Year 9 (21%)

Key Stage 4

Key Stage 4 describes secondary education for children between the ages of 14 to 16 (year groups 10 and 11).

From 2020, all GCSEs in England are now graded using numbers 9 – 1, 9 being the highest grade. 2022/23 was the final selective cohort and therefore 2023-2025 provides the outcomes for all ability cohorts.

Percentage of students who attained a grade 4 and above in English

4+ in English Language	2022/23	2023/24	2024/25
La Mare de Carteret High	59.6%	65.0%	49.5%
Les Beaucamps High	62.9%	72.0%	65.9%
Les Varendes High	n/a	70.8%	52.7%
St Anne's	50%	50%	Cohort too small to report
St Sampson's High	62.3%	71.3%	58.0%
The Grammar School	96.2%	n/a	n/a
States-maintained School Average	67.0%	69.1%	57.8%
England National Average	64.2%	61.6%	59.7%

*This year marked a change in exam board for English to move away from IGCSE to align with a more rigorous Ofqual approved GCSE qualification in English, which removed the coursework element of the qualification.

Percentage of students who attained a grade 4 and above in Maths

4+ in Maths	2022/23	2023/24	2024/25
La Mare de Carteret High	40.4%	50.0%	52.7%
Les Beaucamps High	51.4%	63.6%	59.8%
Les Varendes High	n/a	49.4%	54.1%
St Anne's	50.0%	66.7%	Cohort too small to report
St Sampson's High	53.1%	50.7%	55.7%
The Grammar School	100%	n/a	n/a
States-maintained School Average	57.7%	52.8%	55.9%
England National Average	61%	59.6%	58.2%

Percentage of students who attained a grade 4 and above in English Language / Literature and Maths

4+ in English Language / Literature and maths	2022/23	2023/24	2024/25
La Mare de Carteret High School	36.4%	47.0%	56.8%
Les Beaucamps High School	46.7%	59.3%	57.6%
Les Varendes High School	n/a	48.3%	48.6%
St Anne's School	50.0%	50.0%	Cohort too small to report
St Sampson's High School	43.8%	49.3%	46.6%
The Grammar School	98.7%	n/a	n/a
States-maintained School Average (excluding Les Voies)	53.2%	51.0%	50.1%

Percentage of all grades attained at Level 4 and above

4+ in all grades	2022/23	2023/24	2024/25
La Mare de Carteret High School	49.2%	61.6%	58.5%
Les Beaucamps High School	55.9%	65.6%	70.1%
Les Varendes High School	N/A	58.5%	60.4%
St Anne's School	56.2%	61.2%	Cohort too small to report
St Sampson's High School	52.6%	57.6%	61.4%
The Grammar School	95.0%	n.a	n/a
States-maintained School Average	61.6%	60.7%	63.3%
England National Average (including independent schools)	67.8%	67.4%	67.1%

Percentage of learners who attained a grade 7 and above in English Language

7+ in English and Maths	2023/24	2024/25
La Mare de Carteret High School	12.0%	5.5%
Les Beaucamps High School	20.3%	9.1%
Les Varendes High School	15.7%	13.5%
St Anne's School	16.7%	Cohort too small to report
St Sampson's High School	14.7%	7.6%
States-maintained School Average (excluding Les Voies)	15.6%	8.6%
England National Average (including independent schools)	15.6%	15.5%

The percentage of learners who attained a grade 7 and above in Maths

7+ in Maths	2023/24	2024/25
La Mare de Carteret High School	10.0%	4.4%
Les Beaucamps High School	16.9%	12.1%
Les Varendes High School	4.5%	8.1%
St Anne's School	16.7%	Cohort too small to report
St Sampson's High School	10.0%	5.3%
States-maintained School Average	10.5%	7.7%
England National Average (including independent schools)	16.7%	16.5 %

The percentage of learners who attained a grade 7 and above across all subjects

7+ in all subjects	2023/24	2024/25
La Mare de Carteret High School	12.0%	9.3%
Les Beaucamps High School	18.9%	15.7%
Les Varendes High School	11.8%	13.2%
St Anne's School	12.2%	Cohort too small to report
St Sampson's High School	12.1%	7.8%
States-maintained School Average	13.8%	11.5%
England National Average (including independent schools)	21.7%	21.8%



Key Stage 4: Attainment 8

Outcomes in public exams are benchmarked in Guernsey and Alderney against those in England, using the Attainment 8 performance measure. The English system of performance measures was chosen because it best fits with the commitments within our Education Strategy.

Attainment 8 evaluates a student's average grade across eight subjects and is designed to ensure that schools offer a broad, well-balanced curriculum. The advantage of broadening the focus to attainment in eight subjects rather

than in five means that schools are incentivised to ensure all students achieve the highest 8 possible grades, at every level, rather than creating a disproportionate focus on those who attain grades at the 3/4 borderline.

Data from Guernsey's independent (grant-aided) colleges is not included below, whereas data in England includes independent schools. This is an important distinction to keep in mind when comparing local and national data.

Attainment 8	2022/23	2023/24	2024/25
La Mare de Carteret High School	38.9	39.8	37.2
Les Beaucamps High School	39.5	42.7	42.3
Les Varendes High School	n/a	35.6	38.0
St Anne's School	50.4	39.5	38.8
St Sampson's High School	38.2	39.1	34.7
The Grammar School	69.0	n/a	n/a
States-maintained School Average	43.9	38.7	38.2
England National Average	48.8	45.9	45.9

Key Stage 5 and Post 16: Sixth Form Centre

Key Stage 5 describes education undertaken in a Post-16 setting. This encompasses all learners over the age of 16 and includes a number of qualifications including both vocational and academic. Typically, post-16 education in Guernsey is carried out in the The Sixth Form Centre and TGI College.

A Levels and both International Baccalaureate Programmes are level 3 qualifications. Data from Guernsey's independent (grant-aided) colleges is not included below, whereas data in England includes independent schools. This is an important distinction to keep in mind when comparing local and national data.

A-Level/IB: Percentage of A*-E and equivalent	2022/23	2023/24	2024/25
Sixth Form Centre	96.3%	97.4%	96.6%
England	97.2%	97.1%	97.4%

A-Level/IB: Percentage of A*-A and equivalent	2022/23	2023/24	2024/25
Sixth Form Centre	13.7%	14.3%	17.9%
England	26.5%	27.6%	28.2%

The International Baccalaureate Diploma Programme (IBDP) is a qualification offered by the The Sixth Form Centre in which learners study 6 academic subjects. Each subject is graded out of 7, with a maximum of 45 marks available overall. The IBDP has a relatively small total cohort of students, therefore percentages can fluctuate each year as a small number of students have a disproportionately large effect on the percentages.

	2022/23	2023/24	2024/25
IB Diploma Pass	83.3%	90%	100%
% attaining 38+ (academic level equivalent to A*-A at A-Level)	0%	15%	35.3%
% attaining 30+ (academic level equivalent to A*-C at A-Level)	41.7%	65%	82.4%

Key Stage 5 and Post 16: TGI College Achievement Rates

These tables set out the achievements at TGI College for full time and part time learners. Where applicable achievement is compared to the Qualification Achievement Rates provided by the Department for Education in England. This enables local benchmarking against national statistics.

Some courses have a relatively small total cohort of students; therefore percentages can fluctuate each year as a small number of students have a disproportionately large effect on the percentages. However, achievement rates are strong and are showing a three-year trend of improvement.



Achievement rates for young full-time learners aged 16-18

Area of Achievement	Local and National Comparison	2022/23	2023/24	2024/25
Functional Skills English	TGI College	51.0%	78.4%	53.8%
	QAR	23.0%	59.8%	65.7%
Functional Skills Maths	TGI College	24.0%	27.5%	55.9%
	QAR	51.8%	37.5%	58.9%
Level 1	TGI College	100.0%	91.0%	91.7%
	QAR	78.8%	80.6%	88.8%
Level 2	TGI College	70.0%	80.0%	78.3%
	QAR	79.0%	80.1%	84.3%
Level 3	TGI College	85.0%	93.0%	92.3%
	QAR	83.3%	83.0%	83.6%

Achievement rates for adult part-time learners aged 19 and above

Area of Achievement	Local and National Comparison	2022/23	2023/24	2024/25
English Grade 4+	TGI College	86.0%	66.7%	50.0%
	QAR	45.6%	34.8%	30.3%
Functional Skills English Achievement	TGI College	79.0%	69.0%	45.2%
	QAR	72.7%	58.3%	70.6%
Functional Skills Maths Achievement	TGI College	52.0%	47.8%	50.0%
	QAR	68.0%	58.3%	65.5%
Level 1	TGI College	88.0%	83.0%	100.0%
	QAR	88.8%	94.4%	92.4%
Level 2	TGI College	84.0%	81.0%	77.8%
	QAR	83.4%	84.1%	86.8%
Level 3	TGI College	85.0%	90.0%	83.1%
	QAR	75.5%	77.4%	79.2%

Achievement rates for apprenticeships

Area of Achievement	Local and National Comparison	2022/23	2023/24	2024/25
Level 1	TGI College	39.0%	94.0%	n/a
Level 2	TGI College	77.0%	97.0%	93.0%
Level 3	TGI College	95.0%	84.0%	90.0%
All apprenticeships	TGI College	78.0%	92.0%	92.0%
All apprenticeships	QAR	68.5%	53.4%	61.1%

Adult part time learners aged 19 and above

Area of Achievement	Local and National Comparison	2022/23	2023/24	2024/25
Level 4 HNC	TGI College	90.0%	88.0%	93.8%
	QAR	68.5%	72.9%	93.9%
Level 5 HND	TGI College	83.0%	92.0%	86.1%
	QAR	68.5%	72.9%	70.7%



Qualifications gained through The Guernsey Institute University Centre

In partnership with Middlesex University, the following number of qualifications were achieved:	2022/23	2023/24	2024/25
MA in Professional Practice	2	6	
Post Graduate Certificate in Professional Practice	2	0	
Post Graduate Diploma in Professional Practice	0	0	
Post Graduate Certificate in Professional Education	1	4	
Post Graduate Certificate in Leadership in Professional Practice	2	1	1
BA Hons in Health and Social Care Practice	4		
BSc Hons in Adult Nursing	11	14	13
Diploma in Healthcare Practice	1		
Non-Medical Prescribing Qualification	2		5
Awarded Qualified Teacher Status	3		
PGCert Teaching		6	3
Nursing Associate Foundation Degree		4	5



Year 11 and Post 16: Destinations and Participation

Destination and participation figures focus on the destination of education leavers aged 16-18 as of the 1st November (destinations census point) and record whether leavers are in education, employment or apprenticeship training.

Year 11 and Post 16: Destinations and Participation

Key Performance Indicators - Destinations and participation	2021/22	2022/23	2023/24
16 year old island participation rates in Post-16 (full time education and apprenticeships)	83%	82%	82%
18-year-old population participation rates in Higher Education	28%	27%	30%
16-year-old education leavers apprenticeships	86.1%	n/a	85.7%
On-island	5.5%	4.6%	6.7%

Year 11 and Post-16: Employment by Sector for Education Leavers going into employment	2021/22	2022/23	2023/24
Wholesale, retail & repairs	17%	13%	12%
Finance	16%	19%	11%
Construction	22%	16%	15%
Professional, business, scientific & technical services	12%	10%	11%
Public administration	4%	6%	4%
All other sectors	28%	36%	43%

Attendance

The table below shows attendance figures for each school for the previous academic years.

Primary Schools	2020/21	2021/22	2022/23	2023/24	2024/25
Amherst	96.6%	91.8%	93.7%	94.5%	93.7%
Castel	96.8%	91.5%	94.3%	94.9%	94.8%
Forest	96.7%	91.4%	92.7%	95.3%	95.3%
Hautes Capelles	96.9%	91.6%	93.8%	94.3%	94.7%
La Houquette	96.7%	91.7%	94.2%	95.1%	94.9%
La Mare de Carteret	95.8%	91.4%	94.1%	95.1%	95.4%
Notre Dame du Rosaire	96.6%	92.2%	93.5%	93.6%	93.8%
St Anne's	97.8%	88.6%	91.8%	94.3%	95.2%
St Martin's	96.9%	92.3%	94.3%	95%	95.3%
St Mary and St Michael	97.2%	91.8%	94.9%	95.5%	95.5%
Vale	97.1%	92.0%	94.1%	94.9%	95.0%
Vauvert	96.3%	89.5%	93.8%	94.5%	94.8%
Primary average	96.7%	91.5%	93.9%	94.7%	94.8%

Secondary Schools	2020/21	2021/22	2022/23	2023/24	2024/25
La Mare de Carteret High	93.1%	84.9%	84.7%	84.1%	82.9%
Les Beaucamps High	92.4%	84.0%	87.5%	88.4%	87.8%
Les Varendes High	94.5%	88.6%	83.8%	83.7%	86.8%
St Anne's	95.5%	90.6%	88.6%	90.8%	91.9%
St Sampson's High	91.8%	87.2%	88.8%	88.9%	89.7%
Secondary average	93.0%	86.6%	86.1%	86.8%	87.6%

Special Schools	2020/21	2021/22	2022/23	2023/24	2024/25
Le Murier	91.9%	84.1%	85.0%	85.6%	87.1%
Le Rondin	95.2%	90.0%	92.6%	92.6%	93.6%
Les Voies	78.0%	69.4%	65.4%	73.8%	70.4%
Special average	91.5%	84.5%	85.1%	86.2%	86.9%

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