

EXECUTIVE COUNCIL

RESTRICTED

Title of Report: Annual Report of the Education Department 2007/8

Paper No: 02/09

Date: 29th January 2009

Report of: Director of Education

1.0 Purpose

In compliance with the Education (Amendment) Ordinance 2003, Section 9(2) to submit to members for their consideration the Annual Report of the Director of Education.

2.0 Recommendations

- (a) That Members receive a summary of the annual report of the Director of Education (Appendix 1).
- (b) That Members receive the annual report of the Director of Education (Appendix 2).
- (c) That Members agree to a change of format for the report of 2008/9.

3.0 Summary of Financial Implications

None

4.0 Background

4.1 The Education (Amendment) Ordinance 2003 requires that the Director of Education shall not later than 14th October in each year prepare and lay before the Board of Education a report on the education service during the previous year.

4.2 Following consideration by the Board a copy of the annual report together with the Boards comments is to be considered by Executive Council.

5.0 Progress Report

- 5.1 The Education Board considered the annual report on Tuesday 9th December 2008.
- 5.2 The Board felt that given the statistical data available on standards of attainment that greater attention should be given to the issues of improvement and progression from KS2 to KS3. The Board felt that there could be further improvements in the transition of children moving from IJS to FICS and suggested that the organisation of class groups in Year 7 should be considered.
- 5.3 The report is to be presented to EXCO in January 2009 but it was felt by Members of the Board that it would be helpful to present a summary document of the most salient points.
- 5.4 It was also a recommendation that for the future the annual report should be much more of a summary of key indicators and outcomes rather than the lengthy historical document which is the current format.

6.0 Financial Implications

None

7.0 Legal Implications

None

8.0 Human Resources Implications

None

FALKLAND ISLANDS GOVERNMENT

EDUCATION DEPARTMENT

ANNUAL REPORT SUMMARY

2007 – 2008

1. Aims and Vision of the Education Department

1.1 Vision and Mission

“We will ensure that all residents have the opportunity to develop their abilities and skills through education and training, taking account of the needs of society and the resources available.”

We will provide high quality, accessible education, training and leisure opportunities to support lifelong learning aspirations and ambitions of the whole community”.

1.2 Objectives

The specific objectives for the Education Department in the Islands Plan are as follows:

1. Achieve and maintain the highest possible standards of attainment in the provision of statutory schooling;
2. Maintain a broad and balanced education curriculum which contributes to the stated economic policy of the Islands;
3. Support appropriately those pupils who have Special Educational Needs;
4. Maximise the use of technology to support education in remote locations;
5. Support Stanley Leisure Centre to become a self-managing service at arms length from FIG;
6. Support Further and Higher Education for students to maintain a highly qualified local workforce;
7. Learning in the Community; and
8. Formulate a modern Education Ordinance

These objectives are enhanced further by those specified in the 2008 – 2012 Development Business Plan for the Department. Additionally the Department will:

9. Seek to improve the cost effective efficiency of teaching and non teaching staff within the Education Department;
10. Develop and implement a policy for the sustainable professional development of departmental staff through exchange programmes, short and long term secondments and ICT links;
11. Ensure that a sufficiency of accommodation is available for future educational needs;
12. Ensure ICT supports the 21st Century curriculum provision;
13. Establish an IT based Education Management system to record pupil attainment and progress;
14. Research and propose an approach to accommodation for Camp children which best meets their needs and contributes to the FIG Medium Term Financial Plan;
15. Continue to maintain the current Stanley Hostel as a provider of quality care and support in the development of academic and life skills as long as it is required;
16. Develop the Community Library further to create a learning resource centre for the community; and
17. Support the promotion of a healthy and fit society.

2. Annual summary of key milestones during the year

The Education Service is at a pivotal point of change to achieve another step change to ensure that the education service progresses to provide an education for the 21st century.

In October/November 2007 an external inspection was conducted by the Service Children's Education. The inspection evidence found that the Infant & Junior School (IJS) and Camp Education were providing a satisfactory to good quality of education, but the Falkland Island Community School (FICS) was deemed to need improvement.

One inspection judgement common to both schools was that there was insufficient management capacity within them to address properly the needs of the schools and the achievement of the highest possible standards. As a consequence enhanced management structures have been approved in both schools and appointments made to posts of responsibility. It is anticipated that the new positions of Deputy Headteacher will be of significant benefit in both establishments.

Additionally enhanced management capacity will provide a greater capacity to monitor regularly the quality of teaching and learning, to analyse data to track more effectively student attainment and progress, to enhance the pastoral support afforded to young people and support the raising of attainment and achievement to improve the overall performance of the schools.

The Infant Junior School and Camp Education have been merged under a unified management system and the management structure enhanced. This unified management will support closer liaison and the sharing of good practice not only within Stanley but within the Camp as well.

September 2007 saw the appointment of a substantive Headteacher for FICS. His initial assessment of the provision as evidenced in the self evaluation analysis indicated that teaching and learning overall was satisfactory but that there was a lack of management capacity, that policies and procedures were inconsistent and that the use of data to support learning was underdeveloped.

The outcome of the inspection endorsed that perspective. Since then the new management structure has been addressed; school policies have been reviewed; new curriculum provision has been made in Personal, Social and Health Education; the rewards and sanctions policy has been revised; a new computerised management information system including a pupil assessment database has been ordered; and vocational options as an alternative to GCSE examinations have been introduced.

The Community Library has undergone some changes in layout and is the recipient of a collection of books including some rare and valuable volumes which have been secured from a private donation. The introduction of a DVD loan collection has proved popular and has supported increased revenue from the provision.

Home status for Falkland Islands students studying at UK Universities has also been achieved. With the educational aspirations of the community rising this does offer the opportunity to support greater numbers of students in overseas education.

The Training Unit, which provides locally based training, has maintained its accredited centre status and received its best ever report from the City and Guilds External Verifier when he visited in December 2007.

The apprenticeship programme is now secure and responding locally to the needs of young adults. Additionally provision has been made to undertake overseas apprenticeships in order that work based learning in areas where there is no local expertise can be studied.

The Employment Programme has now become firmly established and has successfully placed all but five of the most vulnerable young people and adults in full time supported employment. A further development is the establishment of a structured entry to employment scheme for 16/17 year olds, recognising that there is an on-going need to develop locally, skills at all levels in both public and private sectors.

The Leisure Centre has increased the range of activities which are available to the community. A membership scheme has been introduced which provides access to the facilities at various levels, with concessionary rates being provided for children, families, senior citizens and those who live in Camp. A multi-gym has been purchased for the Leisure Centre Fitness Suite to add to the cardiovascular exercise machines which were already available.

In partnership with the Health Service, an Exercise Referral Officer has commenced employment and is providing restorative and preventative exercise regimes as well as a personal trainer service for Leisure Centre members.

The Education Service is a key partner in the Children and Young People's Strategy Group which takes a strategic overview of the implementation of the United Nations Convention on the Rights of the Child. In respect of the Keeping Children Safe aspect of the convention in partnership with the Attorney General's Chambers the 'The Children and Young Persons (Tobacco) Ordinance 2007' was enacted.

Other legislative changes related to the conclusion of statutory schooling.

3.0 Pupil and Student Numbers 2007 - 8

The number of pupils attending schools and other institutions – September 2007 was as follows.

<u>Institutions</u>	Sept 1st 2006	Sept 1st 2007
Pre-school	26	44
Infant/Junior School	193	243
Community School	160	157
Camp Education	21	21
Hostel	22 + 3	19 + 3
Special Schools in the UK	1	0
FE Students in the UK	28	36
HE Students (UK & elsewhere)	23	26

4.0 The work of the Education Board

The Education Board remains the forum within which new policies and procedures are discussed. Of note during the year was the convening of a sub-

committee, the Vocational Board, to consider the training dimension of the Education Department. Karen Lee represents this area on the Education Board. Two new members were elected and welcomed to the Board representing the Infant & Junior School/Camp Managers and the FICS Managers. These were Justin McPhee and Roy Lowe respectively. Mr McPhee and Mr Lowe were designated Chairs of the School Managers by the Director of Education.

During the year the Board has considered many aspects of the work of the Education Department. These include:

- (a) Standards of Attainment:
- (b) New Legislation
- (c) Schools Inspection 2007
- (d) Schools Management Structures
- (e) Further Education and Higher Education Overseas Students Policy
- (f) Religious Education
- (g) Overseas Students
- (h) DARE (Drugs and Alcohol Related Education)
- (i) Lunchtime provision for students:
- (j) Accommodation
- (k) Special Educational Needs
- (l) Budgets and the Medium Term Financial Plan (MTFP)
- (m) Modern Foreign Languages Policy
- (n) Leisure Centre Induction policy
- (o) Exercise Referral Policy
- (p) Entry to Employment (e2e) Programme
- (q) Public Meeting

4.0 Budget

As part of the budget setting process the Education Department, along with all other departments, was asked to make proposals to support the MTFP of the Falkland Islands Government. A range of options were proposed and further work on three specific suggestions was requested. The funding for Further and Higher Education and the Boarding facilities for children from Camp in Stanley will be the subject of 'Green Papers' to be issued in 2008/9. Additionally, considerable work is being undertaken to allow the Leisure Centre to operate at arms length from government in order that it has greater freedoms to expand provision and work more closely with the private sector.

4.0 Curriculum

(a) £170K ICT Capital Bid

A capital bid from the Education Department to enhance the technological support for teachers was approved during the year. This will enable each classroom to be equipped with an interactive whiteboard which enhances the range of teaching strategies available to support the raising of achievement. The new facilities will also support the expansion and use of the Schools Information Management System (SIMS).

5.0 Performance Indicators

5.1 Examination and Assessment Results 2007-2008

Standard Attainment Tests (SATs) are specifically designed to assess children's performance in English, Mathematics and Science in relation to the English National Curriculum. KS2 and KS3 SATs are externally marked. The age related attainment for 11 year olds at the end of KS2 is Level 4 and above; for 14 year olds at the end of KS3 it is level 5 and above. In GCSE examinations the comparative figures which are used to judge attainment are the % A*-C passes; the % A*-C passes including English and Mathematics; and the % A*-G passes.

4.2 Key Stage 2 SATs 2007-2008

The Key Stage 2 SATs results were again high and very pleasing. Of the 23 Students who sat the Key Stage 2 tests this summer the levels of attainment achieved were as follows:

Subject	Level 4+	Level 5+
English	95%	47%
Mathematics	84%	26%
Science	90%	53%

The following shows the comparison of the achievements of IJS/Camp pupils with the English National Average. All children take the same tests. Emboldened figures show where the average for IJS/Camp exceeds the English National Average.

	<u>IJS (2008)</u>		<u>English National Average</u> (2008)	
English	L4+	95%	L4+	81%
	L5+	47%	L5+	44%
Mathematics	L4+	84%	L4+	78%
	L5+	26%	L5+	31%
Science	L4+	90%	L4+	88%
	L5+	53%	L5+	44%

In 2007/8, 6 children were disapplied from the Key Stage 2 tests as a consequence of special educational needs.

4.3 Key Stage 3 SATs 2007-2008

The Key Stage 3 SATs results were good and an improvement on the previous year. Of the students who sat the Key Stage 3 tests this summer the levels of attainment achieved were as follows:

Level	%Level 4	%Level 5	%Level 6	%Level 7	%Level 8	%Level 5+
English	4	31	54	11	n/a	96
Mathematics	7	29	32	25	7	93
Science	11	30	44	15	n/a	89

There was an improvement in the percentage of pupils attaining Level 5+ in all three subjects but more noticeable was the percentage of students who achieved above the age related attainment standard at Level 6.

In comparison to the English National Average in the Key Stage 3 SATs in 2007/8 the attainment of students was as follows:

Level	% Level 5+		% Level 6+	
	FICS	England	FICS	England
English	96	73	65	33
Mathematics	93	77	57	57
Science	89	71	59	41

4.5 GCSE (Level 2) Results 2007/8

12 students out of a cohort of 34 gained 5+ A*-C grades. That is 35% of the total number of children. The percentage of 5+ A*-C grades which included English and Mathematics was also 35%.

GCSE grades	Overall %	% Boys	% Girls
Cohort Numbers	34 in Number	16 in Number	18 in Number
5+ A* - C	35%	44%	33%
5+ A* - C (incl En. & Ma.)	35%	38%	28%
5+ A* - G	97%	88%	95%
1+ A* - G	100%	100%	100%

N.B. 1 student took no examinations and was not counted within the cohort

Following the pattern evidenced at Key Stage 2 the boys are achieving overall higher levels of attainment than girls.

An analysis of Value Added factors was also undertaken. This measures the progress in levels that students make from the end of Key Stage 2 to the end of Key Stage 4.

An initial analysis of the Value Added factor of students' progress and achievement from Key Stage 2 indicates that in:

- English one student made greater progress than might have been expected; 10 students achieved the anticipated progress and 14 students underachieved in relation to their Key Stage 2 results; and in
- Mathematics three students made greater progress than might have been expected; 14 students achieved the anticipated progress and 7 students underachieved in relation to their Key Stage 2 results.

A breakdown of grades achieved in the different subject areas is shown in the following table.

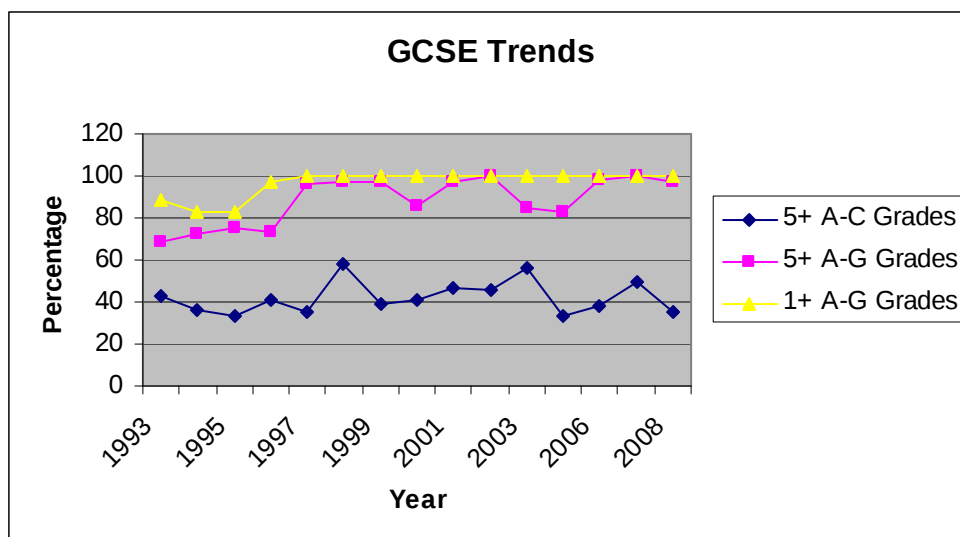
2008 GCSE RESULTS BY SUBJECT AND GRADE										
SUBJECT	A*	A	B	C	D	E	F	G	U	TOTAL ENTRY
Art and Design			1	9	4	1				15
Combined Science				1	1	1	6	3	1	13
Co-ordinated Science (counts two GCSEs)		1	4	5		2				12
Entry Level Science					1	5	1			7
Design & Technology		1	1	1	4	4	6	2	5	24
English		1	2	11	9	4	1			28
English Literature		1	1	3		3				8
Geography		5	2	7	2	2	5	1	1	25
History			2	4	4	1	1		1	13
Mathematics		3	4	5	5	11	5			33
Music			4	1	3					8
Spanish	5	4	1	7	1					18
Physical Education		2		2	3	1	3	2	1	14
Food & Nutrition				3	2	2				7
Child Development						3	3			6
ICT			3		3	5	7	7	6	31
Citizenship			3	8	7	5	1	6		30
Russian	1									
TOTALS	6	17	28	67	49	50	39	21	15	

This high level analysis indicates that further more detailed scrutiny needs to be undertaken in respect of those subjects where the preponderance of standards achieved were at Grade C or below. An exception to this is Entry Level Science where the top grade which can be achieved is Grade D.

The comparison with the English national average for GCSE grades is as follows:

Grades (provisional)	FICS	England
5+ A*-C grades	35%	65%
5+ A*-C (including En & Ma)	35%	47%
5+ A* - G	97%	91%
1+ A* - G	100%	99%

The trend pattern of GCSE results over the past 5 years is as follows:



Therefore it can be seen that since records were kept of high level raw scores the average pass rate for 5+ A* - C grade GCSE is 42%. The trend is however characterised by significant year on year cohort variations. The underlying pattern is however relatively stable remaining relatively constant with in the main 40% of each year group attaining 5+ A* - C passes. This would support the judgements of the last two inspection reports that there is underachievement and room for improvement¹.

There is however a different profile with regard to 5+ A* - G and 1+ A* - G grades in that in both instances there has been improvement and an upward trend in achievement can be seen.

The average attainment of 5+ A* - G grades is 88% with the lowest pass rate in the last three years being 97%. The average attainment for 1+ A* - G grades is 97% with 100% of pupils attaining this standard in the last three years.

¹ 2005 cannot be included in the figures as due to the change in the academic year accurate figures for the academic year are not available.

4.6 Summary 2007-2008 Level 3 Attainment by Falkland Islands Students

Subject	A	B	C	D	E	U
English Literature		1				
English Language						
English Lang/Lit						
Mathematics		2				
Geography			1		1	
History				1		
Fine Art	2	1				
Product Design	1	1				
Media Studies		1				
Travel & Tourism				1		
Spanish						
Law						
Applied ICT						
Computing					1	
Psychology			1			
Critical Thinking				1		
Sociology	1					
Business Studies						
Physics			1			
Chemistry		1			1	
Biology	1		1		2	
Environmental Science				1		
Gov and Politics						
General Studies		1	2	1	2	
Total	5	8	6	5	7	0
Vocational Studies equivalent to 3 'A' levels						
BTEC National Diploma Applied Science	Double Distinction					
BTEC National Diploma in Media Studies	Merit Pass					
BTEC National Diploma and Level 5 Professional Diploma in Popular Music	Pass					
BTEC National Diploma and Level 5 Professional Diploma in Popular Music	Pass					
BTEC National Diploma in IT at Work	Pass					
BTEC National Diploma in Fine Art	Pass					

100% of the 6th form students achieved 2 or more passes in their further education studies. Some individual students achieved high individual grades. All but one student who aspired to continue their studies at University achieved the required grades to continue onto their chosen degree course. The remaining student achieved 5 'A' level passes at Grade C or above but the selected University had set a very high standard for an exacting course of study.

Comparison with English 'A' level results:

100% of students in 2007/8 achieved 2 or more 'A' level passes compared with 95% national average in England (2006/7 figure).

4.7 University Graduates and Results 2007/8

Name	Course	University	Result
Ailie Biggs	BA (Honours) Media Radio Production	Chester	1 st
Jade Clayton	BSc Adult Nursing	Manchester Metropolitan	Pass
Sam Cockwell	BSc (Honours) Environmental Science	Manchester University	2:1
Amy Cruickshank	BSc Geography	Sussex	2:1
Michael Betts	BA (Honours) Business Studies	Nottingham Trent	2:1

University students this year have achieved very highly with all achieving at least a 2:1 Honours degree in their chose subject and Ailie Biggs achieving the highest possible with a 1st Class Honours degree.

5.0 Summary of Education Department Expenditure 2007-2008 Financial Year

5.1 Estimate of Expenditure

	£ Actual 2006-2007	£ Budget 2007-2008
Administration and General Expenses	£225,450	£271,100
Training Unit	£722,350	£783,460
Camp Education	£341,060	£347,160
Stanley House Hostel	£349,570	£362,560
Public Library	£41,360	£41,400
Leisure Centre	£331,730	£360,580
Further and Higher Education (UK)	900,570	£890,970
Infant / Junior School	916,980	£911,970
Community School	£1,382,850	£1,337,740
Total	£5,211,920	£5,306,940

5.2 Estimate of Revenue

	£ Revised 2006-2007	£ Original 2007-2008
Training Unit	£8,807	£4,690
Camp Education	£2,000	£17,000
Stanley House Hostel	£39,050	£54,410
Public Library	£750	£750
Leisure Centre	£71,000	£81,000
Total	£121,607	£157,850

FALKLAND ISLANDS GOVERNMENT

EDUCATION DEPARTMENT

ANNUAL REPORT

2007 – 2008

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The Annual Report of the Education Department for 2007/8 complies with the requirements of the Education Ordinance (1989). The Education Ordinance states:

Section 9

(2) The Director shall not later than the 14 October in each year prepare and lay before the Board a report as to the exercise of his function during the preceding calendar year, the state of education in the Falkland Islands and such proposals or policies as the Director wishes to make or adopt relevant to such functions or as to the improvement of the state of education in the Falkland Islands (herein after called “the annual report”).

(4) The Director shall, as soon as is reasonably practicable after the annual report has been considered by the Board, forward a copy of the annual report together with the Board’s comments and observations thereon to the Governor who shall cause the same to be considered by the Executive Council.”

3. Aims and Vision of the Education Department

1.1 Vision and Mission

During 2007/8 the Education Department revisited the stated vision and mission of the Department as part of the development of a new Islands Plan. Consequently there was a refinement of that which had previously been stated. This was achieved through consultation with the senior management team of the Department and scrutiny by the Chief Executive and Members. The newly crafted statement is as follows:

“We will ensure that all residents have the opportunity to develop their abilities and skills through education and training, taking account of the needs of society and the resources available.”

We will provide high quality, accessible education, training and leisure opportunities to support lifelong learning aspirations and ambitions of the whole community. The fundamental purpose of the education service is to raise the knowledge and skills base of young people and adults of all abilities in order to support the development of higher standards and achievement and thus increase the potential capacity for a self sustaining economy.

1.2 Objectives

The role of Education permeates the 2008-2012 Islands Plan and impacts on several of the major themes for improvement. The fundamental principle is to raise the knowledge and skills base of young people and adults of all abilities in order to develop the capacity for a self sustaining economy, in which the contributing communities can aspire to healthy lifestyles and financial security. The specific objectives for the Education Department in the Islands Plan are as follows:

18. Achieve and maintain the highest possible standards of attainment in the provision of statutory schooling;
19. Maintain a broad and balanced education curriculum which contributes to the stated economic policy of the Islands;
20. Support appropriately those pupils who have Special Educational Needs;
21. Maximise the use of technology to support education in remote locations;
22. Support Stanley Leisure Centre to become a self-managing service at arms length from FIG;
23. Support Further and Higher Education for students to maintain a highly qualified local workforce;
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25. Formulate a modern Education Ordinance

These objectives are enhanced further by those specified in the 2008 – 2012 Development Business Plan for the Department. Additionally the Department will:

26. Seek to improve the cost effective efficiency of teaching and non teaching staff within the Education Department;
27. Develop and implement a policy for the sustainable professional development of departmental staff through exchange programmes, short and long term secondments and ICT links;

28. Ensure that a sufficiency of accommodation is available for future educational needs;
29. Ensure ICT supports the 21st Century curriculum provision;
30. Establish an IT based Education Management system to record pupil attainment and progress;
31. Research and propose an approach to accommodation for Camp children which best meets their needs and contributes to the FIG Medium Term Financial Plan;
32. Continue to maintain the current Stanley Hostel as a provider of quality care and support in the development of academic and life skills as long as it is required;
33. Develop the Community Library further to create a learning resource centre for the community; and
34. Support the promotion of a healthy and fit society.

4. Annual summary of key milestones during the year

The Education Service is at a pivotal point of change. In the developing history of the Islands the Education Service is relatively new and the statutory right of all children and young people to an education has only been legislated for since 1989. Much has been achieved since that time but another step change is required to ensure that the education service progresses to provide an education for the 21st century.

There has been a lively and vigorous public debate on the future structure of the Education Service during 2007/8 to deliver the quality of education in the Falklands that the community would wish and the level of allocated resources would indicate should be delivered. In September 2007, Executive Council Members approved the creation of an Assistant Director post for two years to support the change process.

In October/November 2007 an external inspection was conducted by the Service Children's Education. This organisation undertakes school inspections for the British Service Schools and inspect to the English National Standard. The inspection evidence found that the Infant & Junior School (IJS) and Camp Education were providing a satisfactory to good quality of education, but the Falkland Island Community School (FICS) was deemed to need improvement.

One inspection judgement common to both schools was that there was insufficient management capacity within them to address properly the needs of the schools and the achievement of the highest possible standards. As a consequence enhanced management structures have been approved in both schools and appointments made to posts of responsibility. It is anticipated that the new positions of Deputy Headteacher will be of significant benefit in both establishments.

Additionally enhanced management capacity will provide a greater capacity to monitor regularly the quality of teaching and learning, to analyse data to track more effectively student attainment and progress, to enhance the pastoral support afforded to young people and support the raising of attainment and achievement to improve the overall performance of the schools. The quality of education within the primary sector is judged overall as satisfactory. This increased capacity is designed to improve that judgement to at least good as a strong early start is critical to future success and achievement for pupils. It is upon this firm foundation that FICS can build to support higher levels of attainment in the secondary sector.

The Infant Junior School and Camp Education have also been merged under a unified management system and the management structure enhanced. This unified management

will support closer liaison and the sharing of good practice not only within Stanley but within the Camp as well.

September 2007 saw the appointment of a substantive Headteacher for FICS. His initial assessment of the provision as evidenced in the self evaluation analysis indicated that teaching and learning overall was satisfactory but that there was a lack of management capacity, that policies and procedures were inconsistent and that the use of data to support learning was underdeveloped.

The outcome of the inspection endorsed that perspective. Since then the new management structure has been addressed; school policies have been reviewed; new curriculum provision has been made in Personal, Social and Health Education; the rewards and sanctions policy has been revised; a new computerised management information system including a pupil assessment database has been ordered; and vocational options as an alternative to GCSE examinations have been introduced.

Interactive whiteboard technology has begun to be introduced in both schools and this is supporting the diversification of teaching strategies and offering a new global perspective to a range of lessons.

The Community Library has undergone some changes in layout and is the recipient of a collection of books including some rare and valuable volumes which have been secured from a private donation. The introduction of a DVD loan collection has proved popular and has supported increased revenue from the provision.

Home status for Falkland Islands students studying at UK Universities has also been achieved. With the educational aspirations of the community rising this does offer the opportunity to support greater numbers of students in overseas education.

The Training Unit, which provides locally based training, has maintained its accredited centre status and received its best ever report from the City and Guilds External Verifier when he visited in December 2007. Over thirty people have undertaken or started National Vocational Qualifications (NVQs) in the past twelve months, which this year has been extended into the Camp to include two people on West Falklands. The workload of candidates and assessors should be reduced by the introduction of e-portfolios. This should shorten the time taken to complete an NVQ. Eight people are currently undertaking the CMI's Certificate in Management and one person the CMI's Diploma in Management. In 2007/2008 the CMI approved three local trainers to deliver the Certificate in Management course, which has significantly reduced the cost of running this training programme.

The apprenticeship programme is now secure and responding to the needs of young adults. The Key Skills programme has been extended and is now offered to all members of the community. Additionally, International Vocational Qualifications (IVQ) at Levels 1 and 2 are now available locally. This has considerably reduced the time that young people need to spend abroad to complete their apprenticeship qualifications. The first cohort of apprentices who undertook their Key Skills qualifications and IVQ Levels 1 and 2 in the Islands was able to complete their overseas studies leading to NVQ Level 3 in just four months as opposed to the full academic year which was previously required. Apprenticeships and NVQs have been extended locally to include new areas such as Catering & Hospitality and Travel & Tourism. Additionally provision has been made to undertake overseas apprenticeship in order that work based learning in areas where there is no local expertise can be studied.

The Employment Programme has now become firmly established and has successfully placed all but five of the most vulnerable young people and adults in full time supported employment. A further development is the establishment of a structured entry to employment scheme for 16/17 year olds, recognising that there is an on-going need to develop locally, skills at all levels in both public and private sectors.

The Leisure Centre has increased the range of activities which are available to the community. A membership scheme has been introduced which provides access to the facilities at various levels, with concessionary rates being provided for children, families, senior citizens and those who live in Camp. A new database for recording memberships and electronic point of sale equipment has been purchased and installed. A multi-gym has been purchased for the Leisure Centre Fitness Suite to add to the cardio-vascular exercise machines which were already available.

In partnership with the Health Service, an Exercise Referral Officer has commenced employment and is providing restorative and preventative exercise regimes as well as a personal trainer service for Leisure Centre members. A range of exercise to music classes is available as well as aqua-aerobics. The Centre also hosts a range of sports clubs and sports leagues which cater for junior and adult members.

The Education Service is a key partner in the Children and Young People's Strategy Group which takes a strategic overview of the implementation of the United Nations Convention on the Rights of the Child. In respect of the Keeping Children Safe aspect of the convention in partnership with the Attorney General's Chambers the 'The Children and Young Persons (Tobacco) Ordinance 2007' was enacted.

Other legislative changes related to the conclusion of statutory schooling. It is now possible for students to complete their statutory schooling at the culmination of their examinations in Year 11 and the completion of a transitional programme of study which prepares them for the next stage of their lives be that further education or employment.

Global links with other schools throughout the world are established. A curriculum project with the States of Jersey has progressed well; a conservation project with Edinburgh Zoo has been established; a link with a Devon based primary school continues and IJS/Camp are now a partner school in a Comenius project linking with other European schools. This last project benefits from funding for professional development exchanges between teachers to observe and learn from good practice in their partner schools.

FICS has benefited from two visits by a serving Headteacher who has provided interim management support to the Headteacher to address the 'Key Issues for Action' resulting from the inspection report. He also provided insights into the transition programme between the primary and secondary sectors, again sharing best practice from the UK.

Arrangements were made for the selection of rare and first edition books from the private collection of a Canadian benefactor. These books are now in transit and are expected to arrive in the Islands before the end of 2008. A particularly valuable tome is to be brought to the Islands separately.

Many of the aims of the Education Service that is to provide high quality accessible education, training and leisure opportunities for all are beginning to be addressed through these developments. However, the core purpose of a high quality service is to support and promote the standards of attainment for all the young people of the Islands.

The 2007/8 SATs results at KS1 and KS2 were of a very high standard and met the target of being at or above the national average of attainment in the England, and they were an improvement on the levels reached in 2006/7. Most pleasing was the percentage of pupils who achieved above their age related attainment goals. Six children in the 2007/8 cohort were disapplied from undertaking SATs as a consequence of their designated special educational needs.

The 2007/8 KS3 results improved on those attained in 2006/7. In English, 96% of pupils reached Level 5 or above with the levels of attainment at or higher than Level 6 being 65%. In Mathematics the percentage of students gaining Level 5 was 93% with the levels of attainment at or higher than Level 6 being 64%. The same is true in Science with the 89% of students gaining Level 5 and levels of attainment at or higher than Level 6 being 59%.

In GCSE examinations in 2007/8, 35% of the young people achieved 5+ A* - C grades. This was lower than the levels of attainment in 2006/7. 35% of students also achieved 5+A*-C grades including English and Mathematics. Eleven students achieved or exceeded their predicted grades as evidenced by their KS2 SATs results; 17 students achieved or exceeded their predicated grades in Mathematics. However, 14 students in English and 7 students in Mathematics underachieved against their levels of achievement in Key Stage 2. There are many varied and complex reasons for this and an analysis of the underlying factors is being conducted to target improvements for the future.

Extra-curricular activities continue to be provided at both schools. The diverse range of activities is being extended further.

Entries in the Susan Whitley Memorial Exhibition maintained the high standards which the community has come to expect and the entries in the Alastair Cameron Memorial prize received particular praise from staff in the Archives Department.

Again Falkland Islands students achieved well in their A level results. Five students sat four examinations at 'A' level; and another sat examinations in five subjects, also at 'A' level. A seventh student undertook one 'A' level and a BTech National Diploma in Applied Science. All seven students attained satisfactory and pleasing results. Four of the seven students gained four or more examination passes at Grade C. The student combining 'A' level and vocational studies achieved a C grade at 'A' level and a Double Distinction in the BTech course. The seven students between them achieved a pass rate of 100% with 75% at grade C or better. This is a significant achievement and reflects the effort these students have put into their studies.

In order to support all young people to achieve, the Education Department has piloted an alternative curriculum for a small group of students who were experiencing difficulties and frustrations with the more traditional GCSE approach to accreditation. A vocationally orientated programme was devised which combined practical work experience placements with the teaching of Key Skills. This will be developed further over the next year in order to offer a range of accreditation pathways which will suit the individual needs of all students.

There remains a level of under-achievement in Key Stages 3 and 4, which needs to be addressed. It has been agreed that there will be a full review of the secondary curriculum to consider the subjects being offered and the pathways to accreditation. This is in tune with the English revision of the National Curriculum for secondary schooling.

There is a change in focus to high quality learning outcomes which are secured through high-quality teaching using a range of strategies which address a variety of learning styles. To further this approach a different approach for children with Special Educational Needs has been piloted, moving towards the development of an inclusive cross-phase unit which will maximise the resources available and meet the needs of individual pupils.

The Education Department expects high standards from students and staff alike. Due to staffing turbulence not all of the recommendations of the last inspection report have been achieved. Sustainable policies and approaches for English Second Language learners is still to be developed, the under-achievement of pupils in KS4 remains a concern as does the slow progress in the development of ICT to support learning across the curriculum. The aims and objectives of the Education Department will continue to be those which best equip young people to contribute to the future economy of the Islands and to meet their full potential whether this is in further education and training or employment.

3. Annual Report of the Education Department 2006 – 2007 Academic Year

3.1 Pupil and Student Numbers

The number of pupils attending schools and other institutions – September 2007 was as follows.

<u>Institutions</u>	Sept 1st 2006	Sept 1st 2007
Pre-school	26	44
Infant/Junior School	193	243
Community School	160	157
Camp Education	21	21
Hostel	22 + 3	19 + 3
Special Schools in the UK	1	0
FE Students in the UK	28	36
HE Students (UK & elsewhere)	23	26

3.2 The work of the Education Board

The Education Board remains the forum within which new policies and procedures are discussed. Of note during the year was the convening of a sub-committee, the Vocational Board, to consider the training dimension of the Education Department. An election, conducted by the Chamber of Commerce selected a member to take a place on the Board and to represent the Vocational Board at Education Board meetings.

Two new members were elected and welcomed to the Board representing the Infant & Junior School/Camp Managers and the FICS Managers. These were Justin McPhee and Roy Lowe respectively. Mr McPhee and Mr Lowe were designated Chairs of the School Managers by the Director of Education.

The Education Board expressed their thanks to the two departing members whose terms of office had concluded. Natalie Smith the representative of the IJS managers and Barry Elsby, representing FICS managers. Especial thanks were given to Barry Elsby after serving the schools and the Board for fifteen years.

During the year the Board has considered many aspects of the work of the Education Department. These include:

- (r) Standards of Attainment:
- Board members have been diligent in their scrutiny of standards of attainment and offered constructive advice on how more detailed analysis by gender, ethnicity and value added comparisons would help all Board Members and Councillors achieve greater understanding of the complexity of the issue as opposed to consideration of the raw scores only. Members of the Board remain concerned about the 'plateau effect' which seems to be apparent within Key Stage 3.
- (s) New Legislation
- Board members have considered and commented upon both of the new legislative changes which affect the department. That is the Tobacco and Young People Ordinance (2008) and the completion of statutory schooling; Education Ordinance (Amendment) Act 2008.
- (t) Schools Inspection 2007
- The Board considered the inspection reports for FICS, IJS and Camp Education. They also considered and commented upon the School Improvement Plans which resulted. Two members of the Board together with the Director of Education and the Assistant Director of Education have formed a monitoring group which receives regular update reports from the Headteachers of the schools on the progress being made against the action plans approved by Executive Council.
- (u) Schools Management Structures
- As an outcome of the inspection reports proposed new management structures for both IJS/Camp and FICS were proposed. The Board scrutinised the proposals, commented upon them and supported their adoption by Executive Council.
- (v) Further Education and Higher Education Overseas Students Policy
- During the year a substantial review of the existing policies was undertaken. A working group was convened to undertake the detailed work and the Education Board commented upon and advised on the final proposal which was presented to Executive Council. The new policies were approved and take effect in September 2009.
- (w) Religious Education
- A request was received by the Board to reconsider the place of Religious Education in the curriculum of the schools. The debate was of considerable interest to the community with no clear preference for the inclusion or not of religious education in the teaching curriculum. It was determined that there was a place for comparative religious studies within the Personal, Social and Health Education (PSHE) programmes which exist in the schools but that to focus on one specific religion as the basis for religious education would not be in the best interests of children or the community.
- (x) Overseas Students
- The welfare and progress of overseas students is a recurrent theme of Education Board meetings. As is to be expected the majority of students work hard and make good progress in their studies. For

some however the re-location to a foreign country and the different lifestyle experienced there poses difficulties which they find hard to come to terms with. The advice of the Board is always helpful in determining what is in the best interests of the child and their long-term well-being.

- (y) DARE (Drugs and Alcohol Related Education)
 - The active support of Board members in supporting the re-introduction of DARE in liaison with the Royal Falkland Islands Police Force was very effective in 2007/8. The programme has been re-instated in the primary sector and a locally devised programme of a similar nature is now being taught through the PSHE programme in FICS.
- (z) Lunchtime provision for students:
 - The consideration of before and after school and lunchtime provision for students has been an on-going debate especially for primary aged children Years 3-6 inclusive. A committed group of parents have now organised a new provision which caters for those periods of the day which are not synchronised with the majority of adult working hours. The IJS/Camp supported the group by providing venues for fund raising activities.
- (aa) Accommodation
 - The Board advised on changes to the accommodation available in both FICS and IJS/Camp. A new classroom was created in IJS/Camp by partitioning what was the Design Technology/Cookery classroom. This provides adequate space for the new reception class which has 44 pupils. Modifications were also made in FICS to provide an office for the new Deputy Headteacher and also a resources workroom for the production of teaching materials for staff.
- (bb) Special Educational Needs
 - Throughout the year the provision for pupils who have special educational needs has been a recurrent topic of debate. The lack of an up-to-date policy has been noted and the Board has asked the Director to prepare a report for Executive Council detailing the scale of the issue, the long term provision required and financial ramifications which will need to be considered.
- (cc) Budgets and the Medium Term Financial Plan (MTFP)
 - The Board considered carefully the proposed budget for the Education Department and also the range of proposals which were presented as possibly contributing to the MTFP. Again their collective views were helpful in determining what the final proposals which should be considered further were.
- (dd) Modern Foreign Languages Policy
 - The Board supported the proposal for a new Education Department Modern Foreign Languages policy which clarified what had been a 'grey area'. That is how the Falkland Islands should be referred to in the teaching of Spanish. The policy made it clear what the expectations of the Department were. Discussions were also held

about the possibility of introducing a limited Modern Foreign Language programme in the primary school curriculum.

- (ee) Leisure Centre Induction policy
 - A new induction policy for the Leisure Centre was formulated as a consequence of the expansion of provision to include a weights facility in the gymnasium as well as cardio-vascular equipment. The need for a policy also became apparent with the appointment of the Exercise Referral Officer who additionally provides personal training services. The new policy requires disclosure of some basic medical information to ensure that participants are fit enough to engage in exercise and at what level they should begin their programme.
- (ff) Exercise Referral Policy
 - The Education Board also gave their endorsement to the new policy for the provision of Exercise Referral programmes. The policy detailed the basis on which referrals would be made in partnership with the King Edward Memorial Hospital. The policy was subsequently endorsed by the Board of Health.
- (gg) Entry to Employment (e2e) Programme
 - Endorsement for the introduction of the e2e programme was given by the Board. The programme is designed to support school leavers who are finding it difficult to secure full time employment. It supports young people to improve the level of their accredited studies and at the same time to experience a range of jobs to determine more precisely where their strengths, talents and interests lie.
- (hh) Public Meeting
 - The Chair of the Board and also the portfolio holder for Education requested that the Education Department organise a presentation of the service which would be the focus for the monthly public meeting in the Town Hall. This took place on Tuesday May 26th 2008. The Headteachers of the schools articulated the vision for Education in the 21st Century. This was well received by the audience.

3.3 Budget

As part of the budget setting process the Education Department, along with all other departments, was asked to make proposals to support the MTFP of the Falkland Islands Government. A range of options were proposed and further work on three specific suggestions was requested. The funding for Further and Higher Education and the Boarding facilities for children from Camp in Stanley will be the subject of 'Green Papers' to be issued in 2008/9. Additionally, considerable work is being undertaken to allow the Leisure Centre to operate at arms length from government in order that it has greater freedoms to expand provision and work more closely with the private sector.

3.4 Special Needs and Learning Support 2007-2008

There continues to be a range of children with special educational needs (SEN) in both schools. Given the size of the Department, SEN is deemed to cover the whole ability spectrum that is from those with learning difficulties to the gifted and talented.

The SEN evidence in the schools covers a wide spectrum from mild learning difficulties to severe and complex physical and learning difficulties. In common with other countries the incidence of SEN appears to be in clusters with higher concentrations of need in some year groups as compared to others. The FIG has and continues to be supportive in providing the best possible provision to meet those needs.

The inclusive practices of the schools have been cited as a model of good practice from which English schools could learn. The work of the Learning Support Assistants remains of a high quality and several have undertaken accredited training to endorse and recognise the high quality contribution they make to the schools.

The provision for Gifted and Talented children is developing well. Primary aged pupils have performed at the highest levels when taking the international World Class tests; secondary aged pupils have been entered for GCSE examinations early and gained the highest grades. This trend will continue.

The provision of SEN having been under review is now set to take the next step towards the creation of a cross-phase inclusive SEN provision under the direction of one Special Needs Co-ordinator to maximise the resources available to meet the needs of all of the pupils.

- 4. Reports from the Heads of Units
- 4.1 Assistant Director of Education's Report

Stanley House Hostel

Stanley House continues to provide accommodation for students from the Camp who will be attending school in Stanley.

Students

At the end of the school year 2007/2008 nineteen children were boarders at the hostel. There were also three day students who live outside the Stanley limits and who have lunches at the Hostel.

Leisure activities organised for the boarders included attendance at local clubs and after-school clubs and activities; visits to the cinema, swimming pool and the bowling alley at the Mount Pleasant Complex (MPC) and also the CSE shows. Other activities include participation in the Variety Show during Farmers' Week, and Music Nights in the Town Hall.

Residents were introduced to line-dancing during the winter and performed a well-received routine on the stage in the Town Hall. They also took part in knock-out darts, snooker and table-tennis in the months before the end of the winter. Prizes were awarded to the winners.

Additional activities included picnics, a fun day at the racecourse and various excursions all of which have been accompanied by house-parents, who have also enjoyed the experiences. The house-parents have worked very hard to ensure that residents are occupied and entertained during the evenings and weekends.

Stanley House Hostel also monitors the school homework set for the residents and provides support where possible. Of the two students who left at the end of the year one succeeded in securing a place at Peter Symonds Sixth Form College and the other has further training and a work placement through the Training Centre e2e initiative.

Visitors

Visitors from the transport division at MPC had lunch with the students and staff and kindly handed a £300 cheque to the House Council. BFSAI charities action group have also donated £300. The Donation Fund at Stanley House Hostel is used for a variety of things, including visits and prizes for competitions run in house. We are very grateful to the above for their kind donations.

Staffing

The House parents and the matron look after the welfare of resident students but also attend parents' evenings on behalf of the parents providing them with reports of their children's progress and attainment.

The health needs of the residents are monitored and dealt with by the matron who makes appointments and also accompanies them to the hospital. The matron is also responsible for supervising the day to day work of cooks, cleaners and the handyman

The handyman provides basic maintenance of Stanley House and the grounds. He has carried out excellent work in the garden and has provided the kitchen with many fresh vegetables and potatoes as basic ingredients for the excellent meals provided by the Head Cook and her assistant

The security of the residents of Stanley House remains a high priority and the night watchman is a key element of this process.

After eight months without a clerk the recruitment of a part-time clerk has provided much needed support especially to the Senior Houseparent.

During 2007 / 2008 Trudi McKay and Erica Berntsen left the staff. Trudi had catered for the students as Head Cook in the kitchen. As a consequence we welcomed Carole Lee as Head Cook in January 2008.

Training and Development

The staff of Stanley House have been involved in developing standards for Stanley House Hostel and are also revising the core competencies which are required for working with children.

In November 2007, John Urwin, accredited trainer of the international organisation Team Teach, provided training in Positive Handling Strategies to all the house parents and the matron.

In May 2008, John Urwin returned to train Mrs Julie Courtney, Senior Houseparent, and Mrs Davina Peck, Houseparent, as trainers. Staff from the Infant Junior School/Camp, the Medical Department and the Social Work Team were also trained as trainers. All the trained trainers are now meeting on a regular basis to consolidate

their knowledge and explore further how it can be used in situations they face as part of their duties. A deliberate decision was made to train locally based staff in order that the training can become an integral and embedded aspect of the induction programme for all Education Department staff.

Managers

The Camp education and Stanley House Hostel Committee of Managers was disbanded with the amalgamation of the Infant Junior School and Camp Education. Stanley House managers will become an official sub-committee of the Education Board and Camp Education Managers will merge with IJS managers when the required amendments are made to the existing legislation.

Health and Safety: Buildings

Extensive maintenance work continues in and around Stanley House Hostel. A new roof has been provided for the main building whilst internally there has been a significant amount of painting and decorating. This has all been designed to enhance the appearance of what is a significant historical building.

4.2 Report of Infant/Junior School & Camp Education Headteacher

(a) Camp Education

Staffing

This has been a year of change for Camp Education. In January the Camp Education Supervisor, Richard Fogerty, was promoted to the newly created post of Assistant Director of Education after 40 years in the service. The Head of IJS, Nick Barrett, became Head of a newly formed Camp Education/IJS unit. Karen Steen was appointed Deputy Head of Camp Education/IJS in January and she will gradually take an increasingly important role in running Camp Education throughout 2008/9. The merger with IJS has run smoothly with no change in service to Camp children. Already the two units are working more closely together and even more initiatives are planned for next year. The two budgets will be combined for the financial year 2009/10.

The work of Camp Education is, first and foremost, to reduce the effects of isolation on the education of those students who live in the Camp. The hard work and commitment of parents and the continued support of the community remains essential to the work. Camp Education is a partnership; a partnership between staff and parents, and a partnership with the wider community. To maintain a modern service in the Camp which is comparable to mainstream schools, but with a reduced staff complement, remains a challenge. It is to the credit of all concerned that those challenges continue to be met.

Two new challenges for the upcoming school year will be to deal with the loss of the landing strip at New Island to FIGAS and the changes proposed to the FIGAS schedules.

The end of the year saw the retirement of Heather Norman after 11 years as travelling teacher. Myra Pitt, formerly settlement teacher at Goose Green, has continued to work part time as a travelling teacher.

The Stanley Office is still a focus in terms of telephone lessons, management of resources and the curriculum but staffing is now minimal and would be hard pressed to cope without the support of Camp-based staff.

Students

The number of students in the Camp fluctuates continuously but on average there were 20 students resident in 10 locations. Of these students, thirteen received their tuition through a combination of visits from a travelling teacher and daily telephone lessons. The remaining students were resident in settlements.

Students participated fully in events such as the Susan Whitley Memorial Art and Craft Exhibition and the Alastair Cameron Memorial History Competition. The work of students continues to be extremely varied in content and is of a high standard. All students continue to contribute to the termly 'Classroom Wall' which is essentially an anthology of the children's work assembled and coordinated by Myra Pitt and printed by Stanley Electrical. This publication serves an important role in allowing children to share their work with fellow students.

Starting in September 2008, for the first time, the use of National Extension College materials will be trialled with a student in Year 10 who will be following her GCSE course on a correspondence basis in Fox Bay with support from tutors based both at FICS and in the UK. She will also receive support from Clare Cockwell, a mentor living in the settlement.

(b) IJS

IJS has continued to flourish and develop. Numbers continue to rise which causes a pressure on the accommodation available to the school. For the new academic year (2008/9) the Design Technology room has been sub-divided into a teaching room for FS1 (Reception) and the cookery section.

It has been a very busy developmental year for the school: embracing and developing the new curriculum strategies; moving into the technological age; the creation of Endurance class; and the merger of Camp Education with IJS.

The creation of the Endurance class proved highly successful. Pupils followed a unique curriculum which involved consolidation of previous learning, interesting visits and activities including a residential trip to Saunders Island thus allowing sufficient time for children to absorb and understand basic concepts. Many congratulations to Miss Adams on making the initiative such a success.

The merger with Camp Education has progressed smoothly and already the two units are working more closely together and even more initiatives are planned for next year. The two budgets will be combined for the financial year 2009/10.

Karen Steen was appointed Deputy Head Teacher of IJS/Camp Education although because of class commitments she was not able to take up her new role completely until September 2008.

Three Teaching and Learning Responsibility (TLR) posts were filled. These posts were TLR2 for KS2 – Jackie Cooper; TLR1 for KS1 – Audrey Paans; and TLR1 for Foundation Stage – Anna Stenning. They all take up their posts in September 2008.

The managing Body of IJS has been augmented by Parent and Staff Representatives from Camp Education.

Staffing

It has proved a difficult year for staffing as a consequence of:

- Maternity leave;

- Two instances of long term Learner Support Assistant sickness leave;
- A member of staff returning to New Zealand because of serious illness; and
- One member of staff unable to take up her post because of family circumstances.

However the whole team worked together and with the support of two supply staff that had to be recruited the quality of education was maintained. Special thanks must go to Marian Biggs who was enormously supportive and made herself available to help at any time.

Marian Biggs will be taking a two year leave of absence from January 2009.

Thanks must also be given to Donna Doyle, the Speech & Language Therapist attached to the school who left at the end of the school year. She showed great skill and commitment and will be sorely missed. Her replacement will be Rose Goode from Australia.

Leavers:

- Mike Marshall moved to Goose Green School (September)
- Karen Jones took a 1 year leave of absence.
- Jenny Judd returned to Australia in November at the end of her husband's contract.
- Sandra Piccone returned to New Zealand on health grounds in February.
- Sue Lowe completed a short supply contract (February)
- Caroline MacKenzie (supply) returned to the UK (February)
- Gail Johnston completed 7 week supply cover at the end of Term 2 (April)
- Ali Early left after long service at the end of Term 2 (April). Ali generously offered to take the Year 4 class before Christmas and cover the Year 3 maternity leave after Christmas to help out the school in our acute staffing shortage.
- Lin Rice provided supply cover in Year 4 from March – August.
- Louise Garner provided supply cover in the second Year 4 class from May – August.

New staff:

- Year 6: Dominic Rowan
- Year 1 LSA - Sam Payne
- Reception: Jenny Downing (January – August)

For 2008-9:

- Robin Cooper;
- Jackie Cooper (P/T)
- Marian (Maz) Round;
- Juliet Poole;
- Lisa Humphries; and
- Anna Stenning is returning after her 2 year leave of absence in the UK.

Secretarial support from June McMullen has been augmented through the year by Erica Berntsen and latterly Roxanne King who is working afternoons with IJS, Camp Education and Stanley House and mornings at the Training Centre.

Curriculum

£170K ICT Capital Bid

The capital bid from the Education Department to enhance the technological support for teachers was approved during the year. This will enable each classroom to be equipped with an interactive whiteboard which enhances the range of teaching strategies available to support the raising of achievement.

The new facilities will also support the expansion and use of the Schools Information Management System (SIMS). The Attendance Module was introduced in September 2007 and phase 2 is the introduction of the SIMS Assessment Manager module. This allows the school to make more detailed analysis of performance data and so help to inform the more personalised programmes for the pupils.

The curriculum initiative designed to stretch the more able children in Year 6, World Class Tests in Maths and Problem Solving was extended to include Years 3 to 5. Children should be in the top 10% of achievers internationally in both Maths and Problem Solving. 10 children were entered and they achieved 5 merits grades and 2 distinctions.

Year 6 took their Young Lifesaver Awards (First Aid) and received their certificates at a special tea at Government House in September 2008.

There is an increasing focus on healthy living and we have encouraged healthier snacks to be brought to school.

Personal, Social & Health Education (PSHE), DARE & Sex Education

Miss Adams has taken on the responsibility for PHSE. In the new school year she is also taking over the responsibility for the School Council. Following the training of Royal Falkland Islands Police officers on DARE, the programme started straight after the April holidays. Parents from Years 5, 6 and Endurance were invited to view the new Sex Education materials prior to the Sex Education course starting for those classes. Sex Education will be undertaken by Years 3 & 4 in the new academic year.

In-Service Training

Following the inspection staff availed themselves of courses run at MPA School by Matt Blyton, an eminent UK Primary Adviser. He focused on education for the Gifted and Talented and Assessment for Learning (AfL). Both these initiatives have been moved forward during the year.

There have also been Team Teach and TEACCH courses run by external trainers. The school now benefits from two accredited Team Teach trainers at the school, Linda McRae and Steff Thain.

DARE training for RFIP and associated staff was given by a team from Nottinghamshire.

Melissa Riepsamen, an Occupational Therapist from Australia specializing in autism, not only undertook assessments on children but also some training for staff as did UK specialist, Vicky Slonims, on her second visit to the Islands..

Professional development also focussed on the following:

- Introducing the new national frameworks for numeracy and literacy.
- Assessment for Learning (AfL)
- AAC – working with hearing impaired children
- Safe Lifting
- Camp Education Liaison Day - Friday 18 April

- Moderation of standards – Joint exercise between Camp Ed & IJS

Transition Arrangements

The transition arrangements with FICS have been enhanced to improve the somewhat daunting move for pupils from the primary to the secondary sector. Reducing the anxieties for pupils which comes with this change is proven to lessen the regression in learning which often accompanies this transition point.

Andrew Bykewaso, the Maths teacher at FICS regularly taught mathematics to Year 6 and Shirley Adams-Leach has continued to provide specialist Music support as she has done for several years. Year 6 IJS pupils not only had a formal transition day at FICS but received regular Mathematics, Art and PE lessons there from FICS staff as well as occasional lessons in English and Home Economics. Staff from FICS have visited IJS to meet the children and to do some teaching as well as other more informal visits. They enjoyed timetabled specialist support from FICS teachers in PE, Music, Art and Mathematics.

Links with others

MPA

Links with MPA continued to expand, especially with Endurance class who joined up with MPA School on several occasions during the year. This is set to continue this year and involve Camp Settlement Schools at Goose Green and North Arm.

There were links on INSET notably on education for the Gifted and Talented and Assessment for Learning (AfL).

MPA staff visited the school with the Inspector from MPA to view the good work at IJS.

St George's School, Jersey

As part of an island wide initiative links between Jersey and FI are being forged. Year 2 is communicating with St George's Preparatory School in Jersey.

The Comenius Project

IJS is now formally linked with St Mary's School in North Devon. They have joined them in a European funded project over 2 years to bring a group of International schools closer together. Two staff will be attending the inaugural conference of participating schools in Alicante, Spain in November.

Social Services

IJS continues to work on improving the links between Social Services and the school. Social services team members come to the school every Monday morning to meet staff on an informal basis.

Parents

Huge congratulations must continue be given to the Parents' Association, especially the committee of Cat Jaffray, Lyn Hancox and Roma Plato.

They held a Welcome Back to School evening in September, and a Country & Western Night in October at the FIDF Hall. They also contributed to the work of the Children and Young People's Strategy Group by organising a 60's/70's Disco as the 'Grande Finale' of Youth Awareness Week in February.

Funds which the group have raised have been used to purchase 3 digital cameras, 3 tents and camping equipment, 25 footballs for Football Club as well as rainy day games and activities for each class.

School Events

It has also been a very busy year for trips and events. These activities are an important adjunct to the basic curriculum as they give pupils the opportunity to try out new skills and to widen their horizons. The following are a selection of the activities with which children have been involved:

- Geologist spoke to School – October 5 2007
- Year 4 to Stanley Dairy – October 9 2007
- PA Country & Western Night – October 13 2007
- Inspection, - October 18 & 19 2007
- w/c 29 October 2007 – Swimming for KS2 commences
- Sarah Paterson, Shackelton Scholar worked at IJS and with Camp Education as Artist in Residence - December
- Year 5 Camp at Goose Green – December 4 – 7 2007
- Pre School Christmas Concert – December 12 & 13 2007
- Carol Service – December 13 2007
- Endurance Residential on Saunders Island – January 29 – February 1 2008
- Rob Gauntlett & James Hooper of www.180degrees.com spoke to children
- Sports Day – February 20 2008
- DARE came to IJS for Week
- Dr Jonathan Shanklin of BAS talked to School (Yrs 3 -6) – March 3 2008
- BBC Wildlife film unit talk to School – March 7 2008
- Reception visit Stanley Dairy – March 27 2008
- Earth Hour – March 31 2008
- Endurance Class visit MPA School – April 3 2008
- Swimming Gala – April 14 2008
- Trip to Capability Display & Exhibition, FIDF – 22 May 2008
- Challenge Day 28 May 2008
- Run for Life – 1 June 2008
- Sue Whitley Art Exhibition 5 & 6 July 2008
- Farmers Week (Camp Ed in Stanley) – w/c 7 July 2008
- Friday 11 - Camp Ed Dance – 11 July 2008
- Camp Ed Raffle
- Prizegiving – 31 July 2008
- Concert – Robin Hood – 5 & 6 August 2008

Inspection

This took place on Tuesday 17 & Wednesday 18 November. The inspector, Mike Chislett, from Services Children's Education rated the school performance overall as effective. It is the ambition of the school with the new management system to improve that rating to good or outstanding. Teachers from Mount Pleasant School visited with the inspector as a consequence of the inspection to observe what was considered to be best practice in IJS.

Visitors

- Isla Grierson – Occupational Therapy survey;
- Vicky Slonims – UK Autism specialist;
- HSBC Insurers visit IJS - January 28 2008;
- Sarah Stannard – Vice Principal of Chichester College;
- Tim Thorogood, FIG Chief Executive – March 5 2008;
- Melissa Riepsamen, Australian AAC specialist – March 24-28 2008; and
- Meet new Social Workers, Bridget Langford & Charlotte Davey - 5 June.

SATS

The SATS results at both KS1 (Year 2) & KS2 (Year 6) continue to be above the UK national average.

Parent Communication

IJS/Camp views communication with parents as a vital part of creating and maintaining a partnership to support children's education. To that end a monthly newsletter is sent to keep parents informed of activities and developments; a revised website is now available; there are weekly assemblies to which parents are invited; homework diaries include teacher comments plus an increasing use of school email to communicate quickly and efficiently.

ICT

Thanks to the hard work of school support staff the ALICE computerised library system is now fully operational. Given the increasing use of ICT both within the curriculum and as a management tool, the Education Department will now benefit from the services of a dedicated ICT technician.

4.3 Report of the Community School Head Teacher

The aims of the school remain to provide the highest standards of education for pupils in Stanley between the ages of 11 and 16 and to provide a resource for the community as a whole; the school being the only provider of secondary education in the Falkland Islands.

Last year the FICS welcomed a new Headteacher, Mr Alastair Baldwin, and five new teachers, all of whom settled in quickly. The restructuring proposals for the Education Department and in particular for a management structure for FICS had not been completed at the beginning of Term 1. Therefore the new Headteacher was required to manage a situation in which there was limited support for the monitoring and development of the School Improvement Plan (SIP). This was frustrating for the Headteacher and staff alike. This situation continued until towards the end of Term 3 when three 'Teaching and Learning' responsibility posts were successfully filled; these will enable the School Development Plan to be carried out in full in 2008/9.

There was an inspection in November 2007 and the report made it clear that a number of areas needed to be improved; these included the negative influence of a significant minority of unmotivated students; the PSHE (Personal, Social and Health Education) programme, the Core Skills programme, particularly at KS4, and the overall standard of teaching from 'satisfactory' to at least 'good'.

The school timetable, based as it was on 30 minute blocks, created some problems for some subjects, for example, PE, so this was reviewed for the 2008/09 academic year and a one hour teaching block on a two-week timetable is to be adopted.

Two students continued to represent their peers on the 'Children and Young People's Strategy Group', formed to progress the Islands' response to the UN Convention on the Rights of the Child.

Two other students represented the young people of the Falkland Islands on the Road Safety Group which, following a fatal accident involving an ex-student, was tasked to make recommendations about ways of reducing accidents on the roads which in particular involved young people.

Staffing

The beginning of the school year saw the arrival of five new members of staff:

Mike Barton	Spanish
Michelle Davis	Special Educational Needs
Jennifer Sol	Art
Norman Valentine	Design and Technology
Wayne Thompson	Physical Education

These colleagues settled in quickly and made a very positive contribution to the education of the students.

Problems were encountered filling the post of Science and Mathematics teacher and a number of teachers recruited through agencies left after just a short time in post. For Term 3 Pat Stevenson returned once again to support the school. The decision was taken, therefore, to look to recruit separate teachers for Mathematics and Science for the new academic year - and this was successful. Anne Howells covered a short term vacancy in the Learning Support team.

There were significant problems in providing teaching cover for absent staff during the course of the year. There were nine occasions when individual members of staff had medical or personal problems which required them to go to the UK or to Chile for at least two weeks and sometimes longer. Given that supply teachers are not always readily available this led to remaining staff being required to provide the cover needed on a prolonged basis. However, thanks must go to Mrs Tim Simpson for being available on so many occasions to help out.

Curriculum

The curriculum has remained largely the same – the options offered to students embarking on GCSE courses had obviously already been set and the timetable produced before the end of the 2006/07 academic year. However, an early review of the curriculum has convinced the Headteacher that a number of things, such as the Core Skills/Enrichment programme, especially for Years 10&11, should change for next academic year

The Core Skills programme still includes support for special educational needs, literacy and the Gifted and Talented, though the latter has been more for well motivated students from Key Stage 3 rather than specifically G&T. For 2008/09 it will be a genuine G&T group.

There has been a pleasing range of approaches to teaching across the curriculum and outside the normal classroom and these have included visits, e.g. to Saunders Island to study the albatross colony there (English and Geography), to MPA to be shown round the weather station and visits to various companies in Stanley.

For some students in Year 10 and Year 11 work has continued on alternative educational pathways and with the co-operation of a number of local businesses and arms of Government this has proved very successful. This approach provides students with work-based learning as well as the more traditional classroom based approach.

Following on from concerns expressed last year by teachers, parents and students alike, about the return to school for Year 11 students after their GCSE examinations,

the law relating to the school leaving date was changed. This meant that students were able to leave after satisfactorily completing a transition programme, which this year was organised by Mrs Stevenson and took place at the end of June. Before this a special Prize Giving evening for Year 11 students had been arranged. This took place in the Town Hall and in the evening to allow all parents the opportunity to attend. Staff made full use of the time after Year 11 had left to plan lessons for 2008/09.

In Service Training

All staff participated in the two day 'Team Teach' course run by John Urwin and Ian McAllister. The focus of the training was effective ways to cope with students exhibiting challenging behaviours and how to defuse situations which could easily escalate to conflict. Also addressed were issues of attitudes and principles and this prepared the staff well for the later discussions about shared values which followed in school.

School Managers

The managers met on six occasions during the year. A variety of issues have been discussed including the curriculum on offer for students (the introduction of a vocational alternative is fully supported as well as the re-introduction of Business Studies), the new management structure, the need for greater access to IT support, the negative impact of the few persistently disruptive students, the inspection report and the School Improvement Plan.

Visitors and Events

The school has seen a great many visitors and taken part in many community events during the year. The following are examples of the range of activities in which the school was engaged.

- Visit to Year 7 and Year 9 classes by Andrew Johnson (batik and tapestry);
- The development of global links with Edinburgh Zoo (environmental), the Ipswich Football Club (programme for motivating students) and Jersey (exchange of ideas and views with one of the girl's schools);
- Rebecca Pantaney, a former Gold medallist in the Commonwealth Games came to coach the Badminton Club players but also spent time coaching PE classes at FICS;
- English/Geography visit to Saunders Island for their albatross project. In addition to Emma Edwards and Elaine Messer, the Director of Education, Barbara Booth, joined in the activities;
- The school choir sang for the Veterans, who had returned as part of the celebrations for the 25th Anniversary of the Invasion;
- Music students performed at both the Cancer Awareness Day and British Legion Remembrance Event;
- Students took part in an evening of Dance and Music in the Town Hall and contributed to the IJS pantomime;
- Two Members of Parliament visited the school and were very impressed by the facilities and the overall behaviour of the students;
- A group of students visited the 'Endurance';
- A Chinese New Year assembly was conducted by 7R;
- A team from EOD addressed a school assembly about mines and other unexploded ordnance;
- The annual Tumbledown Run, Sports Day, Swimming Gala and the school fete were continued as a traditional feature of the FICS calendar. Particular thanks are given to Mr Thompson for organising the sporting events and Mrs Igao for the fete;

- Three of the team of young men, called 180°, making a journey from Pole to Pole under their own power gave presentations to students, and reinforced the concept of energy conservation as a contribution to diminishing the effects of global warming;
- Staff visited IJS as part of an enhanced transition programme for Year 6 pupils transferring to FICS and IJS students came to FICS for lessons in Art, Mathematics, Music and PE;
- Visits to Government House celebrated the May Ball first-timers and the presentation of certificates to students who successfully completed the 'Looking After Other People's Children' course;
- His Excellency the Governor, Mr Alan Huckle, presented the prizes at the annual 'Prize Giving' event with the keynote address being given by Cllr Andrea Clausen;
- Many students and some staff again participated in and were successful in both the Sue Whitley Exhibition and the Craft Fair;
- Sarah Stannard from Chichester College visited the school and spoke to potential students and their parents about the further education courses on offer at the College;
- The first ever webcam interviews took place, for students seeking places at Peter Symonds College;
- Visitors have also included the writer Jean McNeil, in the Islands on a Shackleton Bursary, who joined classes 10 and 11 to talk about literature, and Paul Brickle and a Russian scientist who gave a talk on the albatross and how they can be tracked;
- Green Day: A project organised by Emma Edwards to heighten students' understanding of the importance of the environment;
- Fund raising has continued throughout the year; an activity at which students and staff excel. Thousands of pounds have been collected and recipients of donations have included SAMA '82, Malcolm Sergeant Cancer Care and 180°;
- A visit by Ann Trout, Mel Vella and Dave Gilbert from the Nottingham DARE team provided relevant and practical support which has been used fully in devising the new PSHE curriculum. In particular new ways in which to address the issues of drugs and alcohol as they relate to young people;
- Sergeant Tom Whistler has visited the school regularly and has also worked with pupils in Years 7, 8 and 9 about laws in Falkland Islands and how they relate to young people; and
- Matthew Newton gave a presentation to Years 7, 8 and 9 about the Marine Cadets.

4.4 **Report of the Librarian**

Library Usage

Statistics retrieved from the library database show a total of 15,750 items issued between 1st September 2007 and 31st August 2008. The number of items issued, with totals for different library users, and comparative figures for the previous academic year are as follows:

<u>Issues</u>	<u>2005/2006</u>	<u>2006/2007</u>	<u>2007/2008</u>
Adult	7,373	8,778	10,246
Camp	579	695	1,368
Children	3,780	3,467	3,829
School	162	112	307
Total	11,894	13,052	15,750

In addition to items issued from the database, approximately 15,750 items (magazines, newspapers, booklets, reports, etc) were logged out by other means during the year 2007/2008.

The drop in the numbers of items issued to children and teaching staff is probably attributable to increased use of the internet for research purposes within the school.

The DVDs available for rental from the Library have proved to be very popular. Many customers are particularly appreciative of the week-long rental period, which fits well with a weekly visit to the Library.

Staffing –Coleen Biggs has continued to run the library very efficiently with the help, on Saturdays, of Debra Scott and Charlotte Middleton, first as part of the Work Experience programme organised by the Training Centre and then as part-time librarian on Saturdays. The Library also employs a cleaner.

Building and Maintenance – More storage space was created in the room behind the reception desk and better use made of the space in the main library by moving some shelves and display units. Work will be required on the windows and shutters. Further thought will need to be given to the layout of the library once the planned increase of three computers with internet access is completed.

The Reserve Collection – Work continues on cataloguing the Reserve Collection and more recent works have been added, as funds permit. We are very grateful to Mr Bob Headland for all his help in arranging the collection of books from Mr Newman which are in transit to the Islands. These will add a selection of first edition volumes which will result in a very valuable asset for the community.

Conclusion – The Library has had a successful year with transaction numbers improved overall, and has succeeded in meeting the changing expectations of the general public, as far as funding will permit.

4.5 Report of the Recreation Manager

Centre Usage

The academic year 2007/8 was a very successful year for Stanley Leisure Centre (SLC) in that the number of people using the centre continued to grow and membership subscriptions are increasingly popular.

The total number of members at the end of the academic year was 310.

Staffing

The period has seen many changes in staffing. Georgina McKay left the centre after many years service. Despite the necessity for a considerable number of casual staff, the Recreation Manager has worked hard to stabilise staff turn over. This has once again been a relatively stable period however; recently the entire reception team will have changed within a two month timeframe.

Carol Peck was appointed as the Exercise Referral Practitioner in February 2008. This is a turning point for SLC with Carol now offering much needed personal training and an exercise prescription capacity within the centre. This has been welcomed as a highly beneficial service by the customers and the general community as well as providing an additional income stream.

Day to day training has continued with 4 x 1 day training sessions now in place on an annual basis.

All staff have been trained on the use of the new database installed in September 2008

Health/Safety Buildings

The much awaited return of the football pitch has been somewhat disappointing with the pitch remaining virtually unusable for much of the summer period. It is anticipated that there will be a longer playing season in 2008/9.

The poolside grating has been replaced this year and work has now been completed on replacing broken poolside tiles.

A number of major works have been required in recent months. The emergency lighting is being replaced and this project is now nearing completion. It is expected that the whole of the lighting system will have been replaced by the end of the calendar year.

The efficiency savings generated by the new Sand Bay wind farm have exacerbated the difficulties of maintaining appropriate water temperatures in the pool. To rectify the situation the mixer valves which contribute to the heat exchange system need to be replaced. Estimates for the work have been secured and funding sourced from within the resources of the Education Department.

Developments

SLC installed a long awaited integrated database and Point of Sale (POS) system for the centre. Known as 'Club Runner' this integrates a dated network of excel spreadsheets and a locally produced database into a single system which computerises all of the financial and booking systems used by the Centre.

'Club Runner' also allows SLC to track and analyse the specific activities of the centre. For example the times of day when the centre is most used and which age groups are involved in which activity.

SLC has also installed a Multi Gym into its newly named Fitness Suite. This again will enable SLC to attract additional users and contribute to the retention of existing members.

The Future

The next Academic Year will prove to be a very exciting time for SLC. The Chief Executive has instructed the Recreation Manager and his team to look closely at the management structure of SLC and to consider how SLC could be placed "at arms length" from FIG. At the time of writing the Recreation Manager is working closely with members of the Policy Unit on how this can be progressed.

One of the first steps in this process is the formation of a Leisure Centre Users Group. It is anticipated that this will be formed in time for the new calendar year.

Much is planned for SLC in the next year; it is anticipated that the members and the wider Falkland's community will see many new improvements resulting in a decrease in the reliance of the SLC on FIG subsidy and a wider range of improved and better services.

4.6 Report of the Training and Development Manager- 2007/2008

Introduction

Staffing

The Training Unit welcomed two new staff at the beginning of the year: Jeannie McKay as Quality Assurance Co-ordinator and Roxanne King as part-time Clerk. Both have settled in well to their respective roles.

Current Training Initiatives

The Training Unit has continued to maintain its accredited centre status and in 2007/2008 achieved its best ever report from the City and Guilds External Verifier when he visited in December 2007. Over thirty people are currently undertaking NVQs, which, for the first time, includes two people on West Falklands. 2007/2008 also saw the introduction of a new NVQ award in Hospitality & Catering which currently includes 4 Cooks from the KEMH and one private sector apprentice.

The Key Skills programme, which was first introduced at the Training Centre in 2006/2007 specifically for apprentices, was opened up to all residents and to pupils at the FICS. Since the qualification was introduced six people have successfully completed a Level 1 qualification and seven a Level 2 qualification. Level 1 and 2 Key Skills qualifications equate to three GCSE grades D – G and A* - C respectively.

In the 2007/2008 financial year the apprenticeship programme has continued to improve:

- 5 apprentices and two adults gained the International Vocational Qualification Level 1 locally in their respective trades;
- 4 apprentices gained Level 2; and
- 3 apprentices went on to college in the United Kingdom where 2 completed NVQ Level 3 in a record period of four months and one completed Level 2. The latter has now almost completed the Level 3 qualification.

Four new apprentices joined the Apprenticeship Scheme in the following areas: Aircraft Engineering, Mechanics, Hospitality & Catering and Refrigeration (the latter has since transferred to Electrical Engineering).

One apprentice won the prestigious 'Painter and Decorator of the Year' award at Chichester College in her particular trade area.

Developments

The marketing of courses has greatly improved with the launch of the 'Apprentice Newsletter' and 'Training Express' as more people in the community are aware of the training opportunities which are available.

Executive Council approved a new e2e (Entry to Employment Programme) to bridge the gap between school and employment for young people who have had difficulty finding full time employment. By including a mixture of work placements and continuing training the programme seeks to assist young people in identifying their strengths, talents and interests in order to support them in securing full time and rewarding employment.

The framework for young apprenticeships for 14 to 16 year olds was put in place through close liaison between the Training Unit and FICS staff, enabling the programme to be introduced at the start of the 2008/2009 academic year. Five young

people are now following this alternative pathway to accredited learning.

Two new pathways have also been added to the suite of training that the Unit can offer. These are Travel & Tourism and Childcare. These will be available with effect from September 2008. Approval was also obtained from the Education Board to introduce overseas apprenticeships in areas which could not be catered for locally.

Three local trainers, including two full time members of the Training Unit received approval from the Chartered Institute of Management to run the Certificate in Management course, which had previously only been provided by external trainers. This has helped to reduce the overall costs of the course and increase the availability to the local community.

All members of the Employment Programme were found suitable work placements, which in the case of 10 people led to full-time employment.

Training Unit staff have also focussed on improving their own personal development in order to improve the quality of training and support they can offer to others in the future; two have started their NVQ Level 4 Learning and Development award and one has commenced a Diploma in Management Level 5.

The Future

The Training Unit looks forward to expanding on these new initiatives in the forthcoming year and to introducing new awards to extend the range of vocational qualifications currently on offer to local residents. It hopes to reduce the workload of assessors by introducing electronic portfolios and introduce awards which involve on-line assessment such as the City and Guilds GOL Awards.

5.0 Education Department Committees 2006 – 2007 Academic Year

5.1 Education Board

Chairman	Hon Richard Stevens Hon Janet Robertson Mrs Mr Justin McPhee Dr Roy Lowe Karen Lee Mrs Barbara Booth Mrs Valorie McLeod	Portfolio Councillor Councillor Parent Member Parent Member Vocational Board Director of Education Financial Assistant
Secretary		

5.2 Infant / Junior School Committee of Managers

Chairman	Mr Justin McPhee Leanne Harris Catriona Jeffrey Debbi Robson Mr Nick Barrett Karen Armstrong-Ford	Education Board Nomination Parent Manager Parent Manager Parent Manager Headteacher Teacher Manager
Secretary	Mrs June Mc Mullen	School Secretary

5.3 Camp Education and School Hostel Committee of Managers

Chairman	Mrs Janet Robertson	Chairman
	Mrs Susie Hansen	Parent Manager
	Miss Diane Towersey	Parent Manager
	Mrs Donna Evans	Rural Business Association
Secretary	Miss Heather Norman	Teacher Manager
	Mr Richard Fogerty	Camp Education Supervisor
	Mrs Julie Courtney	Senior Houseparent
	Mrs June McMullen	School Secretary

5.4 Falkland Islands Community School Committee of Managers

Chairman	Mr Roy Lowe	Education Board Manager
	Paul Freer	Parent Manager
	Dave Roberts	Parent Manager
	Mr Alison Ward	Chamber of Commerce Manager
Secretary	Mr Alastair Baldwin	Headteacher
	Shirley Adams - Leach	Teacher Manager
	Julie Courtney	Stanley Hostel (in loco parentis)
	Mrs Barbara Bates	School Secretary

The Library Committee did not meet in the 2006-2007 Academic year.

6.0 Examination and Assessment Results 2007-2008

Standard Attainment Tests (SATs) are specifically designed to assess children's performance in English, Mathematics and Science in relation to the English National Curriculum. KS2 and KS3 SATS are externally marked.

6.1 Key Stage 2 SATs 2007-2008

The Key Stage 2 SATs results were again high and very pleasing. At the end of Key Stage 2 (Age 11) the age related attainment is deemed to be Level 4. Of the 23 Students who sat the Key Stage 2 tests this summer the levels of attainment achieved were as follows:

Subject	Level 4+	Level 5+
English	95%	47%
Mathematics	84%	26%
Science	90%	53%

The following shows the comparison of the achievements of IJS/Camp pupils with the English National Average. All children take the same tests. Emboldened figures show where the average for IJS/Camp exceeds the English National Average.

	<u>IJS (2008)</u>		<u>English National Average</u> <u>(2008)</u>	
English	L4+	95%	L4+	81%
	L5+	47%	L5+	44%

Mathematics	L4+	84%	L4+	78%
	L5+	26%	L5+	31%
Science	L4+	90%	L4+	88%
	L5+	53%	L5+	44%

6.2 Key Stage 2 SATs 2006-2007

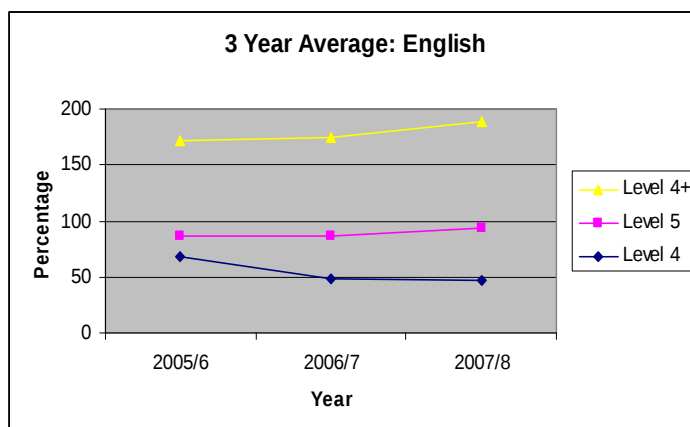
Level	Level 4	Level 5	Level 4+
Mathematics	43.47% (10)	39.13% (9)	82.57% (19/23)
English	47.82% (11)	39.13% (9)	86.95% (20/23)
Science	34.78% (8)	60.86% (14)	95.64% (22/23)

The percentages given below are of those children of Year 6 who are Level 4 and above.

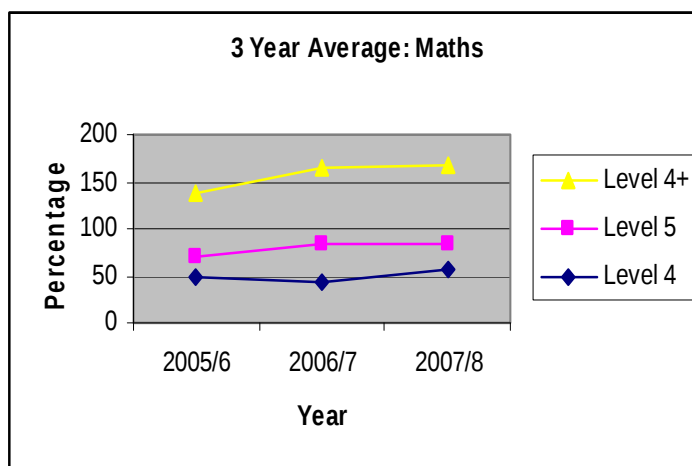
	<u>IJS (2007)</u>	<u>English National Average</u>
(2007)		
English	86.95%	80%
Mathematics	82.57%	77%
Science	95.65%	88%

In 2007/8, 6 children were disappled from the Key Stage 2 tests as a consequence of special educational needs.

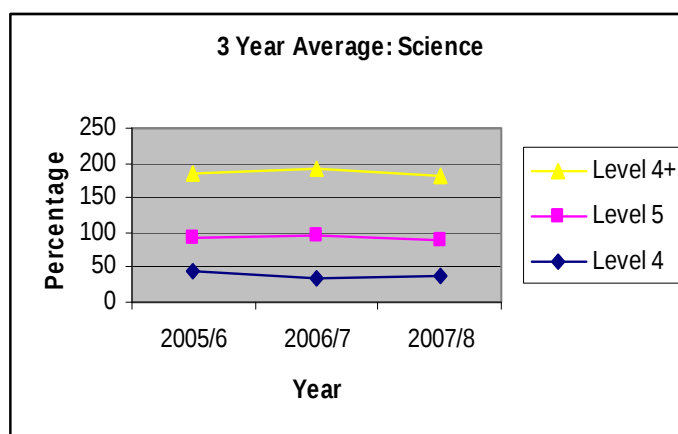
In order to even out cohort variations to determine the underlying trends in attainment it is necessary to consider a three year average. The three year patterns for English, Mathematics and Science in the Key Stage 2 SATs are shown below.



The three year trend for English shows a steady increase in the higher level 5 passes with a consequent decline in the Level 4 passes **but** overall there is a steady increase in the percentage of pupils who have attained their age related attainment.



The three year trend for Mathematics shows a steady increase in the higher level 5 passes with additionally an increase in the Level 4 passes **and** an overall increase in the percentage of pupils who have attained their age related attainment.



The three year trend for Science shows that standards of achievement are being maintained at a high level with slight year on year variations due to cohort differences.

6.3 Key Stage 3 SATs 2007-2008

The Key Stage 3 SATs results were good and an improvement on the previous year. At the end of Key Stage 3 (Age 14) the age related attainment is deemed to be Level 5. Of the students who sat the Key Stage 3 tests this summer the levels of attainment achieved were as follows:

Level	%Level 4	%Level 5	%Level 6	%Level 7	%Level 8	%Level 5+
English	4	31	54	11	n/a	96
Mathematics	7	29	32	25	7	93
Science	11	30	44	15	n/a	89

There was an improvement in the percentage of pupils attaining Level 5+ in all three subjects but more noticeable was the percentage of students who achieved above the age related attainment standard.

In comparison to the English National Average in the Key Stage 3 SATs in 2007/8 the attainment of students was as follows:

Level	% Level 5+		% Level 6+	
	FICS	England	FICS	England
English	96	73	65	33
Mathematics	93	77	57	57
Science	89	71	59	41

6.4 Key Stage 3 SATs: 2006/7

Level	Level 4	Level 5	Level 6	Level 7	Level 8	Level 5+
English	60	23	0	0	n/a	23
Mathematics	26	33	17	10	0	60
Science	13	55	20	3	n/a	78

Comparative English levels of attainment

The percentages given below are of those children in Year 9 who achieve the age related expectation of Level 5 and above.

	<u>FICS (2007)</u>	<u>English National Average</u>
English	23%	74%
Mathematics	60%	76%
Science	78%	73%

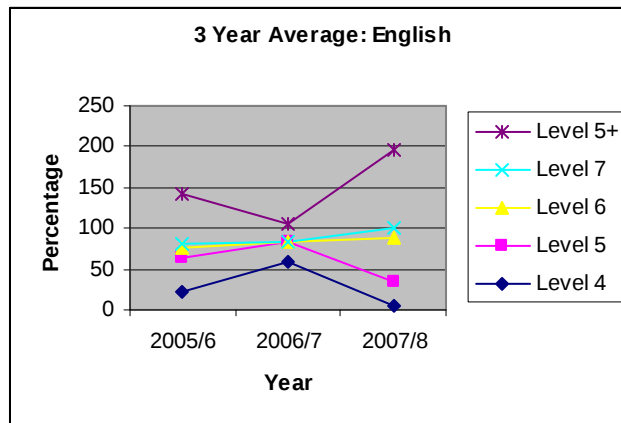
The percentages given below are of those children in Year 9 who achieved above the age related expectation of Level 5 that is Level 6 and above.

	<u>FICS (2007)</u>	<u>English National Average</u>
English	0%	32%
Mathematics	27%	56%
Science	23%	40%

Comparative Tables

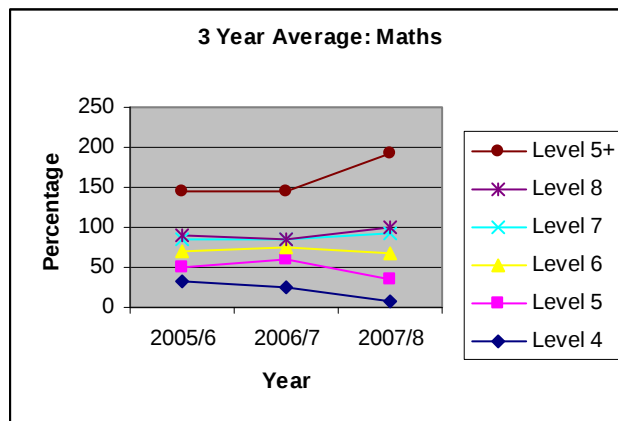
In order to even out cohort variations to determine the underlying trends in attainment it is necessary to consider a three year average performance. The three year patterns for English, Mathematics and Science in the Key Stage 3 SATs are shown below.

English



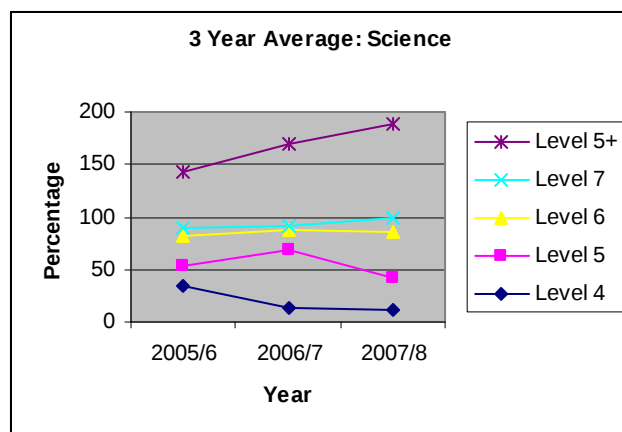
The three year average for English indicates that the percentage of pupils achieving Level 5 or above overall is on an upward trend as are the percentage of children gaining Level 6 and 7. This accounts for the overall decline in Level 4 passes and the apparent decline in Level 5 passes.

Mathematics



The three year average shows a steady increase in achievement at Level 5 and above. Improvements or maintenance of standards at Levels 6, 7 and 8 account for the reduction of passes at below age related expectations i.e. Level 4 and a small decline in Level 5 passes.

Science



Over three years the upward trend in achievements in science has been maintained. Improvements in Level 6 and 7 passes account for the lowering of below age related expectation passes at Level 4 and the slight decrease in passes at Level 5.

Overall the trend at Key Stage 3 indicates a steady improvement in standards of achievement in English, Mathematics and Science.

GCSE (Level 2) Results 2007/8

12 students out of a cohort of 34 gained 5+ A*-C grades. That is 35% of the total number of children. The percentage of 5+ A*-C grades which included English and Mathematics was also 35%.

GCSE grades	Overall %	% Boys	% Girls
Cohort Numbers	34 in Number	16 in Number	18 in Number
5+ A* - C	35%	44%	33%
5+ A* - C (incl En. & Ma.)	35%	38%	28%
5+ A* - G	97%	88%	95%
1+ A* - G	100%	100%	100%

N.B. 1 student took no examinations and was not counted within the cohort

Following the pattern evidenced at Key Stage 2 the boys are achieving overall higher levels of attainment than girls.

An analysis of Value Added factors was also undertaken. This measures the progress in levels that students make from the end of Key Stage 2 to the end of Key Stage 4.

An initial analysis of the Value Added factor of students' progress and achievement from Key Stage 2 indicates that in:

English one student made greater progress than might have been expected; 10 students achieved the anticipated progress and 14 students underachieved in relation to their Key Stage 2 results; and

Mathematics three students made greater progress than might have been expected; 14 students achieved the anticipated progress and 7 students underachieved in relation to their Key Stage 2 results.

A breakdown of grades achieved in the different subject areas is shown in the following table.

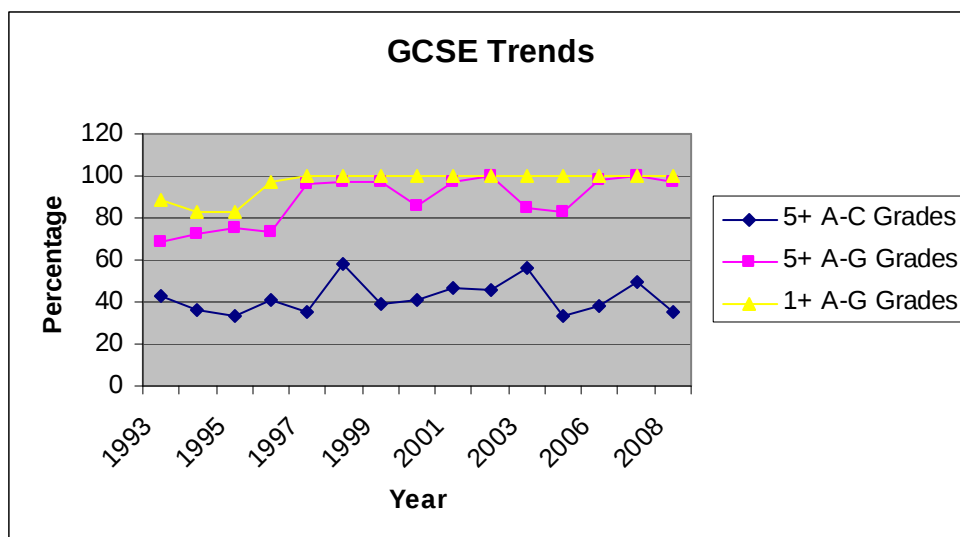
2008 GCSE RESULTS BY SUBJECT AND GRADE										
										TOTAL ENTRY
SUBJECT	A*	A	B	C	D	E	F	G	U	
Art and Design			1	9	4	1				15
Combined Science				1	1	1	6	3	1	13
Co-ordinated Science (counts two GCSEs)		1	4	5		2				12
Entry Level Science					1	5	1			7
Design & Technology		1	1	1	4	4	6	2	5	24
English		1	2	11	9	4	1			28
English Literature		1	1	3		3				8
Geography		5	2	7	2	2	5	1	1	25
History			2	4	4	1	1		1	13
Mathematics		3	4	5	5	11	5			33
Music			4	1	3					8
Spanish	5	4	1	7	1					18
Physical Education		2		2	3	1	3	2	1	14
Food & Nutrition				3	2	2				7
Child Development						3	3			6
ICT			3		3	5	7	7	6	31
Citizenship			3	8	7	5	1	6		30
Russian	1									
TOTALS	6	17	28	67	49	50	39	21	15	

This high level analysis indicates that further more detailed scrutiny needs to be undertaken in respect of those subjects where the preponderance of standards achieved were at Grade C or below. An exception to this is Entry Level Science where the top grade which can be achieved is Grade D.

The comparison with the English national average for GCSE grades is as follows:

Grades (provisional)	FICS	England
5+ A*-C grades	35%	65%
5+ A*-C (including En & Ma)	35%	47%
5+ A* - G	97%	91%
1+ A* - G	100%	99%

The trend pattern of GCSE results over the past 5 years is as follows:



Therefore it can be seen that since records were kept of high level raw scores the average pass rate for 5+ A* - C grade GCSE is 42%. The trend is however characterised by significant year on year cohort variations. The underlying pattern is however relatively stable remaining relatively constant with in the main 40% of each year group attaining 5+ A* - C passes. This would support the judgements of the last two inspection reports that there is underachievement and room for improvement².

There is however a different profile with regard to 5+ A* - G and 1+ A* - G grades in that in both instances there has been improvement and an upward trend in achievement can be seen.

The average attainment of 5+ A* - G grades is 88% with the lowest pass rate in the last three years being 97%. The average attainment for 1+ A* - G grades is 97% with 100% of pupils attaining this standard in the last three years.

² 2005 cannot be included in the figures as due to the change in the academic year accurate figures for the academic year are not available.

6.7 Summary 2007-2008 Level 3 Attainment by Falkland Islands Students

Subject	A	B	C	D	E	U
English Literature		1				
English Language						
English Lang/Lit						
Mathematics		2				
Geography			1		1	
History				1		
Fine Art	2	1				
Product Design	1	1				
Media Studies		1				
Travel & Tourism				1		
Spanish						
Law						
Applied ICT						
Computing					1	
Psychology			1			
Critical Thinking				1		
Sociology	1					
Business Studies						
Physics			1			
Chemistry		1			1	
Biology	1		1		2	
Environmental Science				1		
Gov and Politics						
General Studies		1	2	1	2	
Total	5	8	6	5	7	0
Vocational Studies equivalent to 3 'A' levels						
BTEC National Diploma Applied Science	Double Distinction					
BTEC National Diploma in Media Studies	Merit Pass					
BTEC National Diploma and Level 5 Professional Diploma in Popular Music	Pass					
BTEC National Diploma and Level 5 Professional Diploma in Popular Music	Pass					
BTEC National Diploma in IT at Work	Pass					
BTEC National Diploma in Fine Art	Pass					

100% of the 6th form students achieved 2 or more passes in their further education studies. Some individual students achieved high individual grades. All but one student who aspired to continue their studies at University achieved the required grades to continue onto their chosen degree course. The remaining student achieved 5 'A' level passes at Grade C or above but the selected University had set a very high standard for an exacting course of study.

6.8 Summary 2006-2007 Level 3 Attainment by Falkland Islands Students

Subject	A	B	C	D	E	U
English Literature			2	2		
English Language		1				
Biology		1	1			
History		1		2		
Spanish		1				
Law			2			
Applied ICT					1	
Psychology		2		2		
Sociology	1			1		
Business Studies	1		1			
Chemistry						1
Environmental Science		1	2			
Gov and Politics				1		
General Studies	1	3	2	2		1
Total	3	10	10	10	1	2
Vocational Studies equivalent to 3 'A' levels						
BTEC National Diploma in Computing IT Practitioners					Pass	
CACHE Diploma in Childcare and Education					Distinction	

Comparison with English 'A' level results:

100% of students in both 2006/7 and 2007/8 achieved 2 or more 'A' level passes compared with 95% national average in England (2006/7 figure).

6.11 University Graduates and Results 2007/8

Name	Course	University	Result
Ailie Biggs	BA (Honours) Media Radio Production	Chester	1 st
Jade Clayton	BSc Adult Nursing	Manchester Metropolitan	Pass
Sam Cockwell	BSc (Honours) Environmental Science	Manchester University	2:1
Amy Cruickshank	BSc Geography	Sussex	2:1
Michael Betts	BA (Honours) Business Studies	Nottingham Trent	2:1

University students this year have achieved very highly with all achieving at least a 2:1 Honours degree in their chose subject and Ailie Biggs achieving the highest possible with a 1st Class Honours degree.

6.12 University Graduates and Results 2006/7

Name	Course	University	Result
Juliet Poole	BEd (Hons) Primary	Gloucestershire	2(ii) (Hons)
Mark Gilbert	BSc Coastal Engineering	Griffith University, Queensland, Aus.	1 st (Hons)
Robin Benjamin	BSc Sports Coaching Science	Chichester	Awaiting results
Greg Hall	BSc (Hons) Sport and Exercise Science	Chichester	Withdrew
Claire Kilmartin	BA(Hons) Politics and History	East Anglia	2.1
Higher National Diploma Hospitality Management			Pass

7.0 Staffing Posts

Education Office

1	Director of Education
1	Assistant Director (2 year contract)
1	Chief Clerk and PA to the Director
1	Finance Assistant
<u>1</u>	Cleaner (Part-time)
5	

Infant / Junior School and Camp Education

1	Headteacher
1	Deputy Headteacher (Appointed February 2008))
11	Teachers (2 x 0.5)
10	Learning Support Assistants (1 x 0.6 time)
1	Telephone Teacher (Stanley)
2	Radio/Settlement Teachers
3	FTE Travelling Teachers (2 x PT)
1	Secretary
1	P/T Clerk
2	Cleaners (1 P/T shared with Education Office)
<u>1</u>	Handyman
34	

Camp Education Supervisor promoted to Assistant Director of education in January 2008.

Falkland Islands Community School

1	Headteacher
1	Deputy Headteacher
1	Special Needs Co-ordinator
16	Teachers (including 5 TLR post holders)
6	Learning Support Assistants (1 x 0.5)
1	Librarian
1	Assistant Librarian (1 x 0.5)
1	Maintenance Technician/ Caretaker
1	Laboratory Technician (1 x 0.5)
1	School Secretary
<u>2</u>	Cleaners (Part-time)
32	

Stanley House Hostel

- 1 Senior Houseparent
- 4 Resident House parents
- 1 Matron
- 2 Cooks
- 1 Nightwatchman
- 3 Cleaners (Part-time)
- 1 Handyman (Part-time)

13

Training Unit

- 1 Training & Development Manager
- 1 Training Advice & Placement Officer
- 1 Quality Assurance Co-ordinator
- 1 Apprenticeship Co-ordinator
- 1 Clerk (1 x 0.5)

5

Leisure Centre

- 1 Leisure Centre Manager
- 2 Senior Leisure Centre Attendants
- 1 Receptionist
- 4 Sports Attendants
- 2 Receptionists (Part-time)
- 2 Casual Attendants
- 2 Cleaners (Part-time)

14

Total 103 employees

8.0 Summary of Education Department Expenditure 2007-2008 Financial Year

8.1 Estimate of Expenditure

	£ Actual 2006-2007	£ Budget 2007- 2008
Administration and General Expenses	£225,450	£271,100
Training Unit	£722,350	£783,460
Camp Education	£341,060	£347,160
Stanley House Hostel	£349,570	£362,560
Public Library	£41,360	£41,400
Leisure Centre	£331,730	£360,580
Further and Higher Education (UK)	900,570	£890,970
Infant / Junior School	916,980	£911,970
Community School	£1,382,850	£1,337,740
Total	£5,211,920	£5,306,940

8.2 Estimate of Revenue

	£ Revised 2006-2007	£ Original 2007-2008
Training Unit	£8,807	£4,690
Camp Education	£2,000	£17,000
Stanley House Hostel	£39,050	£54,410
Public Library	£750	£750
Leisure Centre	£71,000	£81,000
Total	£121,607	£157,850