St Helena Government

Education, Skills and Employment Portfolio

Portfolio Strategy and Delivery Plan

April 2026/27 – May 2028/29

Updated: May 2026, V13

Prepared by: ESE Portfolio Senior Management Team Endorsed by Minister Andrew Turner

1. The Ministerial Vision for St Helena

Our vision is for a fair, inclusive, more resilient St Helena, confident in its future, responsible in its stewardship and united in purpose to become a sustainable thriving community with people at its heart.

2. The Public Service Vision, Mission and Values:

Our Vision: Saint Helena, a great place to live, learn, work, visit and invest

Our Mission: Improve the lives of all within our community and help the island thrive

Our Values:

- Fairness We act as role models and have fair and consistent standards. We champion equality, inclusion and respect.
- Integrity We communicate openly and we are honest and accountable
- Teamwork We work together and we support each other

3. The role of Education, Skills and Employment Portfolio:

The portfolio exists to champion education and training for all children from birth to adulthood through productive employment. It manages the education system through the schools on St Helena and offers training and development opportunities for all post 16 age students, including academic routes to Further and Higher Education. Compulsory Education is 5-16 years, but the portfolio is wider than that. We are also responsible for the public library and non-core services to support the education, development and training of all people, including those children in nurseries. Much of our work follows existing legislation and seeks to ensure all children on the island are kept safe, educated to a high standard, achieve well and know what opportunities are possible in their future. The function of the portfolio is critical to the success of the island's future too. Our priorities dovetail with other wider strategic goals and are captured by an overarching aim of helping all children to flourish and achieve their potential. We are governed by our Education Ordinance 2008 and are supported by the Education Regulations 2009. Our main aim is to promote high-quality educational experiences which allows for routes into productive employment that meets the needs of the individuals and the island economy. We use the phrase ‘from first steps to first jobs’.

4. What we have achieved so far:

The island undertook a wide-ranging strategic review in partnership with Hampshire Local Authority and with advice from Education Advisers from the FCDO in the 2024-25 period. This led to a series of recommendations – some of which are strategic in nature whilst others are more operational. The review highlighted the need for improvements to the educational system, including improving safety and the fabric of the school premises themselves. Demographic changes make the 4-school system not fit for purpose in the future as the school age population shrinks. The main recommendation was to reorganise the schools by one closure and two major rebuilds. This gives us the opportunity to improve infrastructure and future proof of the schools whilst also improving the quality of education. This work is now underway and due to be completed by April 2027.

There is much good work in place in the post 16 arena with support on offer to students as they choose their futures – either in an academic focus with traditional A levels and undergraduate opportunities or in a vocational route (and sometimes a blend of both). Consequently, no student is left without either education, training or employment. Although this is a success the offer is at times limited and the numbers are small. There is therefore an opportunity to review and refresh our wider post 16 provision. We set targets based on academic attainment but are cautious when analysing data due to small cohort sizes. For example, percentages can be misleading here.

Additional support funding via FCDO and BIOT has been secured for the re-organisation and work is well underway.

5. Where we want to be:

The focus of the portfolio over the past year has been on the re-organisation project. Looking ahead to the next 5 years our priorities are wide and varied, encompassing education, skills and employment. Our priorities are:

- Complete the rebuild in the two primary schools and move to a series of three schools (Key Stage 1, Key Stage 2 and the St Helena Secondary School) (25-27 period) in line with the recommendations of the 2024/5 review.
- Undertake a review of all aspects of post 16 with a view to encouraging more islanders to remain on island and reduce the dependency on TC contractors. (2025-27)
- Improve the quality of education in all of the schools via enhanced Professional Development and training. This will also be completed by securing COBIS (Council of British International Schools) accreditation in the 2025-28 period. The COBIS standards can be found here: https://resources.finalsite.net/images/v1729263402/cobis/oombo4s2u1tk4ooktnzv/COBISStandards2024.pdf

- Seek to build on and develop the success of our research centres by partnering with global Universities with the intention of building an on-island University College of our own (opened by 2029)
- Review the Educational Ordinance (last completed in 2008) by December 2027.
- Dovetail our safety and safeguarding policies with other Directorates (especially Health and Economy)
- Improve the provision for Children with additional needs
- Renegotiate the school transport contract and provision (2026-7)

6. How we will achieve this:

The ESE Portfolio has 6 Portfolio Priorities which will support the delivery of our Strategic Goals and the achievement of our Strategic Objectives and Strategic Outcomes and meet the needs of the communities we serve. Each element of this Portfolio's activity will be aligned to at least one of the Strategic Goals and all our activity will be underpinned by our values.

DIRECTORATE PRIORITY ONE *Deliver improved educational facilities under a reorganised KS1 and KS2 model for primary education.*	**DIRECTORATE PRIORITY TWO** *Deliver improved post-16 education, skills, employment and career opportunities that support the developing economy on island*	**DIRECTORATE PRIORITY THREE** *Deliver improved quality of education outcomes for all by gaining full COBIS accreditation*
DIRECTORATE PRIORITY FOUR *Develop lifelong learning provision across Further Education, Higher Education, Graduate and Postgraduate Academic Research through a University model on island*	**DIRECTORATE PRIORITY FIVE** *Deliver improved safety and safeguarding for all ESE users including children and vulnerable adults.*	**DIRECTORATE PRIORITY SIX** *Build an inclusive educational system which is to the benefit of all cohorts of children*

Each of these priorities covers a range of Portfolio activity which is set out in more detail in the Delivery Plan in Section 7.

The diagram below shows how each Portfolio Priority is linked to our Strategic Objectives, Strategic Outcomes and Strategic Goals:

PORTFOLIO PRIORITY	KEY PRIORITY	STRATEGIC OUTCOME	STRATEGIC OBJECTIVE
1. Deliver improved educational facilities under a reorganised KS1 and KS2 model for primary education.	3. Reform Education and build the future workforce	2. People on St Helena have the skills and confidence to adapt, thrive, and contribute to the island's future through higher-quality, inclusive & lifelong education.	2.1 Education provision meets COBIS and safeguarding standards
2. Deliver improved post-16 education, skills, employment and career opportunities that support the developing economy on island			2.3 On island skills availability better aligned with labour market needs
3. Deliver improved quality of education outcomes for all by gaining full COBIS accreditation			2.2 Educational outcomes improve towards UK average benchmarks
4. Develop lifelong learning provision across Further Education, Higher Education, Graduate and Postgraduate Academic Research through a University model on island			2.4 Increased focus and participation in lifelong learning and vocational pathways
5. Deliver improved safety and safeguarding for all children and vulnerable adults			2.5 Schools are compliant and operationally consistent in safeguarding practices
6. Build an inclusive educational system which is to the benefit of all cohorts of children			2.6 Early years and Additional Educational Needs (AEN) provision strengthened

7. ESE Portfolio Delivery Plan

Key Priority: 3. Reform Education and build the future workforce.

Strategic Outcome: 2. People on St Helena have the skills and confidence to adapt, thrive, and contribute to the island's future through higher-quality, inclusive & lifelong education.

Strategic Objective: 2.1 Education provision meets COBIS and safeguarding standards.

Portfolio Priority: 1. Deliver improved educational facilities under a reorganised KS1 and KS2 model for primary education.

Portfolio Actions	**Owner**	**Performance Indicator**	**Baseline (Snapshot from September 2025 - all progress to be measured against this)**	**Target**		
				2026/27	**2027/28**	**2028/29**
To open two new schools (KS1 and KS2) with facilities which are fully COBIS compliant (Standard 3)	Nichole Spence	KS1 School to be operational by September 2027 KS2 School to be operational by September 2028	Current schools are not fit for purpose. Facilities need to be upgraded.	-	KS1 school opens	KS2 school opens

Narrative: although COBIS is our external accreditation, this re-organisation is a major project to help shape the primary school system up to 2031

Key Priority: 3. Reform Education and build the future workforce.

Strategic Outcome: 2. People on St Helena have the skills and confidence to adapt, thrive, and contribute to the island's future through higher-quality, inclusive & lifelong education.

Strategic Objective: 2.3 On island skills availability better aligned with labour market needs

Portfolio Priority: 2. Deliver improved post-16 education, skills, employment and career opportunities that support the developing economy on island

Portfolio Actions	**Owner**	**Performance Indicator**	**Baseline (Snapshot from September 2025 - all progress to be measured against this)**	**Target**		
				2026/27	**2027/28**	**2028/29**
Post 16 review to take place in 2026	Angela Benjamin	Complete a post-16 education review which includes careers education and pathways across qualifications that also supports the Labour Market Strategy by July 2026.	Currently our post 16 provision consists of Community College Careers Access, and some associated along with other specialised institutes, research activity. It does not always align with any routes into early employment but also rests on small cohorts. Too many of our post 16 students do not get enough information to make informed decisions about the next steps in study or work. They also make decisions	Review to take place	No further actions	No further actions

			about what might be possible without understanding the potential of alternatives, this caps ambition on island.			
Develop business case to meet recommendations to support the Labour Market Strategy	Angela Benjamin	Write a business case to meet the recommendations of the post-16 review, including, careers education and pathways across qualifications (that also supports the Labour Market Strategy), financial projections and long-term sustainability by September 2026 (FAM)	Current plans are not focused. The review is essential for directing steps.	Business Case to be completed by September 2026	Actions following review (to be updated) but to include specifics linked to: Improve wider career guidance and offer. Expand our post 16 vocational offer. Improve our collaboration with other HE and FE institutions	Actions following review (to be updated) but to include specifics linked to: Improve wider career guidance and offer. Expand our post 16 vocational offer. Improve our collaboration with other HE and FE institutions

Implement recommendation from post-16 review to enhance ESE pathways and support the Labour Market Strategy.			Implementation of review recommendations	Review to take place		
Development of an apprenticeship route to qualify as subject specialist teachers at secondary level						

Narrative: the island has a unique opportunity to review and update the post 16 offer, including entering the world of work or academic further and higher studies.

Key Priority: 3. Reform Education and build the future workforce.

Strategic Outcome: 2. People on St Helena have the skills and confidence to adapt, thrive, and contribute to the island's future through higher-quality, inclusive & lifelong education.

Strategic Objective: 2.2 Educational outcomes improve towards UK average benchmarks

Portfolio Priority: 3. Deliver improved quality of education outcomes for all by gaining full COBIS accreditation

Portfolio Actions	Owner	Performance Indicator	Baseline	Target		
				2026/27	2027/28	2028/29
Promote high levels of student attendance and support strong academic achievement across all primary and secondary schools, with a particular focus on core subjects.	All Head teachers	Work towards an average school attendance rate of 95% over the school year. To reduce the number of persistent non-attenders from 10 to 5 pupils.	School attendance currently sits at 93% across all schools. Number of pupils persistently absent currently at 32 which is	New attendance policy operational. Educational Welfare Officer appointed and actively working with non-attenders	Continue to implement attendance policy. Educational Welfare Officer actively working with non-attenders	Continue to implement attendance policy. Educational Welfare Officer actively working with non-attenders
		Students achieve five or more GCSEs or equivalent at grades 4 to 9, in line with portfolio targets. Including English, Mathematics and achieving grade 4 or above in both English and Mathematics.	**2024/2025 results:** 44% of Boy English 9-4 82% of Girls English 9-4 44% of Boys Maths 9-4 53% of Girls Maths 9-4 42.9% Maths & English 34% Achieving 5 9-4 28.6% Achieving 5 9-4 and English and Maths	Pupils meet CAT predictors for GCSE outcomes	Pupils meet CAT predictors for GCSE outcomes	Pupils meet CAT predictors for GCSE outcomes

		Increase the percentage of KS1 pupils achieving Age Related Expectations in phonics annually.	**Primary 2024/2025 Results:** 56% Year 1 (2024-2025) Achieving age related expectations in phonics. 61% Year 2 (2024-2025) Achieving age related expectations in phonics.	60% of all pupils achieve the expected standard in decoded and pseudo-words by the end of Year 1 **65**% of all pupils achieve the expected standard in decoded and pseudo-words by the end of Year 2	65% of all pupils achieve the expected standard in decoded and pseudo-words by the end of Year 1 70% of all pupils achieve the expected standard in decoded and pseudo-words by the end of Year 2	70% of all pupils achieve the expected standard in decoded and pseudo-words by the end of Year 1 75% of all pupils achieve the expected standard in decoded and pseudo-words by the end of Year 2
		Increase the percentage of pupils achieving a SATs scaled score of 100 in both English and Maths.	**Results: 2024/2025** 23% out of a potential 56% of Year 6 (2024-2025) achieving a SATs scaled score of 100 in both English and Maths	The percentage of pupils achieving a SATs scaled score of 100 in both English and Maths meets ESE prediction for that cohort.	The percentage of pupils achieving a SATs scaled score of 100 in both English and Maths meets ESE prediction for that cohort.	The percentage of pupils achieving a SATs scaled score of 100 in both English and Maths meets ESE prediction for that cohort.

Strengthen educational quality by ensuring all teaching staff are appropriately qualified and supported through targeted training and professional development.	All Head teachers Teacher Training Officer	Increase the proportion of teaching staff with appropriate professional qualifications from 90% of staff with a minimum of Level 4 to 40% of staff with a minimum of Level 5 by 2029. Reduce the number of classes taught by locally trained teachers below Level 4. All TAs hold GCSE English and Maths (grade c/4 and above), and a Level 3 professional qualification by 2029. Development of an apprenticeship route to qualify as subject specialist teachers at secondary level.	66% of local teachers (90% primary and 63% secondary) hold a minimum Level 4 PDQ. ??% of teachers currently hold a minimum Level 5 PDQ ??% of teachers currently hold a PGCE. 24% of local teachers across primary and secondary. (10% primary and 37% secondary) ??% of Teaching Assistants currently have a GCSE / Level 2 at grade C/4 or above. This apprenticeship doesn't currently exist but there is recognition that without this it may make some subjects unsustainable.	Online provider for PDQ sourced with the first cohort of students successfully completing Level 4 and 5. GCSE English and Mathematics classes run internally for staff requiring this. Online Level 3 in place. Funding secured for apprenticeship	Online PQD provision continuing with increasing number of staff reaching Level 5 and moving to PGCE GCSE English and Mathematics classes continue. Online Level 3 T&L continues First cohort of subject specific apprenticeships are in post	Online PQD provision continuing with increasing number of staff reaching Level 5 and moving to PGCE GCSE English and Mathematics classes continue. Online Level 3 T&L continues New cohort and previous cohort access exposure visits.
Improve educational standards by aligning the education system	Phil Toal	Report on and demonstrate progress towards meeting COBIS standards, as evidenced by completion of	Schools are working towards compliance visits in November 2026. There is a	Single central register in place. All policies in place.	Recommendations from compliance	Accreditation visit complete and

and schools with internationally recognised benchmarks, working towards achieving COBIS accreditation.		compliance standards 1-5 by September 2027. Achieve full COBIS accreditation (standards 1-9 in all sites by 2029)	COBIS Steering Group which is working through all elements of the compliance standards. Focus has been on safeguarding, health & safety and enabling policies.	Safer recruitment processes in place. Policies and procedures are embedded. Compliance visits completed and work started on recommendation.	visits actioned.	recommen dations are actioned.

Narrative: This aspect is a major part of our work following the 2025 review. COBIS requires a three-year progress plan (completion after 2028/9) for full accreditation and will require effort from all school and portfolio staff.

Key Priority: 3. Reform Education and build the future workforce.

Strategic Outcome: 2. People on St Helena have the skills and confidence to adapt, thrive, and contribute to the island's future through higher-quality, inclusive & lifelong education.

Strategic Objective: 2.4 Increased focus and participation in lifelong learning and vocational pathways

Portfolio Priority: 4. Develop lifelong learning provision across Further Education, Higher Education, Graduate and Postgraduate Academic Research through a university model on island.

Portfolio Actions	Owner	Performance Indicator	Baseline	Target		
				2026/27	2027/28	2028/29
SHCC to secure greater engagement with businesses and SHG	Portfolio Director and Head of Lifelong Learning	Increase the number of adults actively enrolled in education and training courses and raise the proportion of enrolled adults who successfully complete their courses.				

Establish a University College on St Helena building on the already existing Research Institute and fostering economic benefits and entrepreneurship.		Links strengthened		Establish exposure links and early set up. Strengthen links with Plymouth, Gibraltar and Worcester Write a business case for Plymouth and business plan for Gibraltar and Worcester	Increase FE and HE course availability and research availability.	Open University College St Helena
Monitor the impact and success of the Graduate Training Scheme (GTS) and investigate Scholarship trust support	Head of Lifelong Learning	Monitor the progress of graduates participating in the Graduate Training Scheme, tracking satisfaction and the proportion of graduates intending to remain on the island after completing the scheme.		Develop and Implement scheme	Adapt scheme	Adapt scheme
Strengthen the library's role as a dynamic community hub by expanding outreach, diversifying services, and encouraging lifelong learning and reading.	Head of Lifelong Learning	Expand the range of library services to support residents and lifelong learners through initiatives such as digital literacy, outreach, audio books, etc.				

Increase the profile of lifelong learning including the Saint Helena Research Institute	Head of Lifelong Learning	Increase the number of research applications for Saint Helena Research Institute.				

Key Priority: 3. Reform Education and build the future workforce.

Strategic Outcome: 2. People on St Helena have the skills and confidence to adapt, thrive, and contribute to the island's future through higher-quality, inclusive & lifelong education.

Strategic Objective: 2.5 Schools are compliant and operationally consistent in safeguarding practices

Portfolio Priority: 5. Deliver improved safety and safeguarding for all ESE users including children and vulnerable adults.

Portfolio Actions	Owner	Performance Indicator	Baseline	Target		
				2026/27	2027/28	2028/29
Ensure all school sites comply with safety measures	Director	COBIS Standard 3 (Facilities) must be met	Primary school rebuilds mean that neither school is currently compliant.	COBIS visit 1 – compliance checks	COBIS visit 2 – accreditation checks	COBIS visit 3 – full accreditation.
Ensure all Safeguarding / Child Protection Policy and procedures are up to date and working well	Head Teachers of each school (Nicky O'Donnell for support?)	Implement safer recruitment practices by producing and maintaining a single century record.	The secondary school is using CPOMs effectively. The primary schools' SLT are starting to learn about CPOMs so it can be implemented fully from September 2026.	SCR to be set up by September 2026 Use of CPOMS is used effectively across all 3 sites.	SCR is maintained to required standards. Safeguarding and Child Protection Policies are implemented effectively through the	SCR is maintained to required standards. Safeguarding and Child Protection Policies are implemented effectively through the

			Senior school staff are completing DSL and Safer Recruitment training. All Senior leaders are safer recruitment trained by September 2026.		use of CPOMs across all school sites.	use of CPOMs across all school sites.
DSL and ADSL in post with clear job descriptions – and able to provide training for all staff as well as parents and caregivers.	Head Teachers of each school (Nicky O'Donnell for support?)	All senior leaders in the Portfolio are trained to Level 3 Designated Safeguarding Lead training by September 2026.	All secondary senior leaders are trained to Level 3 DSL All primary senior and some ESE Portfolio senior leaders are not currently trained to Level 3 DSL. This is scheduled to be completed by the end of June 2026. Job profiles to be updated to reflect DSL and ADSL roles.	All senior leaders in all schools are trained to Level 3 DSL and are carrying out safeguarding effectively. Job profiles reflect DSL and ADSL roles and responsibiliti es.	All senior leaders in all schools are effective DSLs/ADSLs. Training is delivered to staff and parent's/care givers.	All senior leaders in all schools are effective DSLs/ADSLs . Training is delivered to staff and parent's/care givers. DSL Training is completed to maintain up to date knowledge.
Ensure all staff are fully trained to ensure the safety and safeguarding of all students.	Head Teachers of each school (Nicky O'Donnell for support?)	CPOMS is implemented across all schools by September 2026 and used effectively and consistently. Safeguarding concerns are reported within expected timescales and actions carried out to safeguard children and vulnerable adults.	Safeguarding training is completed by all staff each year as per the Safeguarding Policy. Secondary school staff have been trained in how to use CPOMs and are actively using this.	All staff complete mandatory training across all schools and are trained to record safeguarding concerns using	All staff complete mandatory training across all schools and are trained to record safeguarding concerns using CPOMS effectively.	All staff complete mandatory training across all schools and are trained to record safeguarding concerns using

				CPOMS effectively.		CPOMS effectively.

Narrative: This is critical for the safety of our children and to achieve COBIS accreditation – it is wider than school standards and will need to cover travel to and from schools and shares strategic objectives with other portfolios.

Key Priority: 3. Reform Education and build the future workforce.

Strategic Outcome: 2. People on St Helena have the skills and confidence to adapt, thrive, and contribute to the island's future through higher-quality, inclusive & lifelong education.

Strategic Objective: 2.6 Early years and Additional Educational Needs (AEN) provision strengthened.

Portfolio Priority: 6. Build an inclusive educational system which is to the benefit of all cohorts of children.

Portfolio Actions	**Owner**	**Performance Indicator**	**Baseline**	**Target**		
				2026/27	**2027/28**	**2028/29**
Develop provision and support for students with AEN.	Nicky O'Donnell	The AEN register accurately records the needs of pupils in line with the AEN policy so that pupil needs can be met.	The AEN register is in place across all school sites. This needs to be updated using a consistent criteria.	Update AEN register using AEN Policy criteria by Sept 2026. Use data to research and determine interventions and provisions to meet needs.	Maintain an accurate AEN register and use it to inform required interventions and provisions for pupils	Maintain an accurate AEN register and use it to inform required interventions and provisions for pupils

Develop neurodevelopmental support pathway.	Nicky O'Donnell	Develop cross-portfolio collaboration to create a neurodevelopmental support pathway.	Neurodevelopmental pathway working group has been established.	Create an appropriate profiling tool to identify needs and strategies/interventions to meet needs identified.	Implement a profiling tool to identify needs and interventions/support strategies to meet needs.	Implement a profiling tool to identify needs and interventions/ support strategies to meet needs.
Implement Inclusion into all priorities, all policies and all practices.	Nicky O'Donnell	To embed inclusive practices through all ESE Portfolio priorities.	There is inconsistent reference to inclusive practice across all ESE Portfolio priorities	All school related policies have AEN/inclusive practices referred to throughout.	Ensure all ESE Portfolio policies, (not just schools) have AEN/inclusive practices referred to	All policies embed inclusive practices throughout.

8. Financial projections:

The table below shows the Education Directorate Portfolio's financial projections for the 5-year planning period with a summary of outputs linked to budget submissions. Links are also made to Portfolio Priorities and Strategic Outcomes where relevant.

Outputs	Budget Cost Centre	2026/27 £'000	2027/28 £'000	2028/29	2029/30	2030/31 £'000	Portfolio Priority	Strategic Outcome
Accounting Services							1 Strengthen Public Financial Management and Accountability across the public service	
Management and Administration							**Provides direction and support to meet all 6 Portfolio Priorities**	
Vocational Education							2. Complete the post 16 review and implement the recommendations that come from that 4. Improve our status and profile in the wider research and Higher Education arena 6. Build an inclusive educational system which is to the benefit of all cohorts of children	Sustainable economic growth and productive employment for all Develop the on-island research and training offer and seek, in partnership with others, the opening of a post 16 training and conference facility to support research

Outputs	Budget Cost Centre	2026/27 £'000	2027/28 £'000	2028/29	2029/30	2030/31 £'000	Portfolio Priority	Strategic Outcome
								and IT based businesses. Improve safeguarding and safe practices in the recruitment of staff and the care of children
KS1 School							1. Complete the school re-organisation project in line with the recommendations of the 2024/5 review 3. Improve the quality of education by increasing the number of well qualified staff and gaining COBIS accreditation (by 2028), improving educational outcomes for all 5. Improve the safety and safeguarding of children in and out of school 6. Build an inclusive educational system which is to the benefit of all cohorts of children	Improved safety and infrastructure for primary aged children Education provision meets COBIS standards Improve safeguarding and safe practices in the recruitment of staff and the care of children

Outputs	Budget Cost Centre	2026/27 £'000	2027/28 £'000	2028/29	2029/30	2030/31 £'000	Portfolio Priority	Strategic Outcome
KS2 School							1. Complete the school re-organisation project in line with the recommendations of the 2024/5 review 3. Improve the quality of education by increasing the number of well qualified staff and gaining COBIS accreditation (by 2028), improving educational outcomes for all 5. Improve the safety and safeguarding of children in and out of school 6. Build an inclusive educational system which is to the benefit of all cohorts of children	Improved safety and infrastructure for primary aged children Education provision meets COBIS standards Improve safeguarding and safe practices in the recruitment of staff and the care of children
Secondary Education							3. Improve the quality of education by increasing the number of well qualified staff and gaining COBIS accreditation (by 2028), improving educational outcomes for all 5. Improve the safety and safeguarding of children in and out of school 6. Build an inclusive educational system which is to the benefit of all cohorts of children	Education provision meets COBIS standards Improve safeguarding and safe practices in the recruitment of staff and the care of children

Outputs	Budget Cost Centre	2026/27 £'000	2027/28 £'000	2028/29	2029/30	2030/31 £'000	Portfolio Priority	Strategic Outcome
Inclusion							3. Improve the quality of education by increasing the number of well qualified staff and gaining COBIS accreditation (by 2028), improving educational outcomes for all 5. Improve the safety and safeguarding of children in and out of school 6. Build an inclusive educational system which is to the benefit of all cohorts of children	Education provision meets COBIS standards Improve safeguarding and safe practices in the recruitment of staff and the care of children
Education Standards							3. Improve the quality of education by increasing the number of well qualified staff and gaining COBIS accreditation (by 2028), improving educational outcomes for all 5. Improve the safety and safeguarding of children in and out of school 6. Build an inclusive educational system which is to the benefit of all cohorts of children	Education provision meets COBIS standards Improve safeguarding and safe practices in the recruitment of staff and the care of children
Teacher Training							3. Improve the quality of education by increasing the number of well qualified staff and gaining COBIS accreditation (by 2028), improving educational outcomes for all	Education provision meets COBIS standards

Outputs	Budget Cost Centre	2026/27 £'000	2027/28 £'000	2028/29	2029/30	2030/31 £'000	Portfolio Priority	Strategic Outcome
Tertiary Education							4. Improve our status and profile in the wider research and Higher Education arena	Develop the on-island research and training offer and seek, in partnership with others, the opening of a post 16 training and conference facility to support research and IT based businesses.
Public Library							3. Improve the quality of education by increasing the number of well qualified staff and gaining COBIS accreditation (by 2028), improving educational outcomes for all	Education provision meets COBIS standards
Total Recurrent Allocation	**tbc**	**XX**						
Total Funding								
XXX Trading Account (delete where applicable)		Y						

Outputs	Budget Cost Centre	2026/27 £'000	2027/28 £'000	2028/29	2029/30	2030/31 £'000	Portfolio Priority	Strategic Outcome
Other Funding Streams [*This should be listed*] (delete where applicable)		Y						
Total Other Funding		**YY**						
(Delete where applicable)								
Total Funding		**XX + YY**						

2. **Workforce plan:**

The ESE Portfolio recognises that our success in delivering our Strategic Goals and achieving our Strategic Objectives and Strategic Outcomes depends on having the right number of people with the right skills, experience, and competencies in the right jobs at the right time.

The Portfolio's 5-Year Workforce (Action) Plan is an internal document which underpins this Portfolio's Strategy and Delivery Plan.