



St Helena
Government

Education Directorate

Directorate Strategy and Delivery Plan April 2020 – March 2023

Version: 6

Updated: 23 June 2020

Prepared by: Education Directorate Senior Management Team

Endorsed by Education Committee

1. Our 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, Integrity, Teamwork

2. The role of the Education Directorate:

The core business of the Education Directorate is determined by the Education Ordinance 2008 and is supported by the Education Regulations 2009. The Directorate is therefore responsible for providing full time education to all children on St. Helena who are of compulsory school age (5yrs to 16 yrs). This includes Special Education Needs and Disability (SEND) provision to ensure that all children are able to access education no matter what their ability or circumstances. Through the St. Helena Community College the Directorate provides educational opportunities to adults to further their education and training. The Directorate is also responsible for the operation of the Public Library.

In addition to these core services the Directorate also provides non-core services to support the education, training and development of all people on St, Helena. These non-core services include Nursery Education for 3 – 4 year old children, an Apprenticeship Programme, a Vocational and Qualifications Centre which supports the professional development of staff in the workplace, a Research Institute which is responsible for the endorsement and monitoring of all research pertaining to St. Helena and Tertiary Education through Post-School Scholarships.

3. What we have achieved so far:

Continuous Improvement is key and throughout the year the directorate works tirelessly to ensure improvements in service delivery in both the core and non-core services to meet set targets and the needs of St. Helena. Directorate achievements that this strategy will build on include the following:

- **Academic attainment**

Primary Education – The Primary Sector continues to use the Progress Tests in English and Maths (PTE, PTM) as the formal means of assessment to measure attainment and progress. Attainment continues to be measured at the percentage of children who are at Age Related Expectations (ARE). These tests provide information to enable school leaders to determine progress, attainment and next steps in learning. Cognitive Ability Tests (CATs) also provide data that supports realistic target setting for pupils across keystone 2.

The Baseline for attainment in Year 6 was set in Academic Year 2016/17. Figures 1 and 2 give an overview of the attainment in the Year 6 cohort and the attainment of children from Year 2-6 respectively. Although results show that the targeted attainment of 60% was not achieved there appears to be a steady improvement in attainment in Maths and Science. Attainment in English does not reflect this. Caution is advised when analysing this data as factors such as relatively small numbers in the cohort (average 40 children), children's circumstances, ability and progress made are to be considered in line with these results. NB Science is currently only formally assessed in Year 6.

Figure 1: Percentage of children at ARE in the Year 6 cohort

Subject	Baseline 2016/17	2017/18	2018/19
English	50%	56.1%	43%
Maths	30%	41.5%	56.8%
Science	30%	33.3%	47.7%

Figure 2: Overall attainment results in primary

Subject	2016/17 Years 3-6	2017/18 Year 2-6*	2018/19 Year 2-6
English	51.6%	61.7%	55.95%
Maths	36.2%	49.%	49%

*From Academic Year 2017-18 formal assessment at the end of keystage 1 was introduced.

Secondary Education – Progress Tests are used in Prince Andrew School (PAS) for formal assessment as well in key stage 3.

Figure 3: Percentage of children at ARE across keystage 3

Subject	Baseline 2016/17	2017/18	2018/19
English	51.1	51.2	52%
Maths	63.7	63.6	62%

Whilst the school did not achieve their target of 60% in English this was at 51.2% which was very similar to the achievement the previous year. In Maths 63.6% of students in keystage 3 were at ARE which was above the target of 60%.

At the end of key stage 4 all students are given opportunity to sit their GCSEs through external examinations. Results are shown in Figure 4. In addition, students have opportunity to study A and AS Levels at keystage 5. The number and subject area of A Level/AS Level courses are very much dependent on the availability of staff, therefore what is offered on an annual basis can change. Courses offered include taught courses in English Language, English Literature, Mathematics, Further Mathematics, Level 3 Mathematics, Biology, Chemistry, Physics, Information Technology, Physical Education, Design Technology and Marine Science. A levels available via Distance Learning offered to date include Travel & Tourism, Psychology, History, Geography, Sociology and Law. Figures 5 and 6 show the number of exams taken at A and AS Level and the number of passes.

Figure 4: Percentages of achievements at GCSE level

Description	2014	2015	2016	2017	2018*	2019
5 A* - C grades/4-9	57	29	27	45	37	43
5 A* - C grades/4-9 including English and Maths	49	18	22	45	37	46
At least 1A* - C Grade/ 4-9 (%)	82	100	74	81	92	71
Maths A* - C grades/4-9 (%)	54	24	29	55	37	50
English A* - C grades/4-9 (%)	74	32	57	50	49	50
Science A* - C grades/4-9 (%)	46	37	27	48	46	60
IT A* - C grades/4-9 (%)	76	55		69	63	73

Figure 5: A level information

Description	2014	2015	2016	2017	2018	2019
Number of exams taken	24	34	20	17	17	24
Number of passes at Grade E – A*	23	31	18	15	14	23

Figure 6: AS Levels

Description	2014	2015	2016	2017	2018	2019
Number of courses taken	58	35	15	23	25	19
Number of passes at Grade E – A*	38	28	13	14	21	18

Due to the low numbers in a cohort percentage were not taken in some courses one child can represent a large percentage or 100%.

- **St. Helena Community College (SHCC)**

The SHCC continues to grow and develop. Due to the limited pool of professional tutors on island the College has sourced other means of course delivery. As a result the College offers courses which include face to face training opportunities, on-line courses and distance learning paper based courses. On offer is a mixture of accredited and non-accredited courses. Figure 7 gives an overview of the number of courses offered, the enrolment, registrations and course completions.

Figure 7: Achievements for SHCC

DESCRIPTION	2017-18	2018-19	2019-20*
Number of courses offered	162	196+	263
Active enrolment	106	114	57
No of students registered	413	532	903

*Numbers recorded are for the current academic year.

- **NVQ successes**

During the last year the NVQ Centre continued to support the professional development of employees across SHG and within the Private Sector. Figures 8 and 9 shows the achievements in NVQs and VRQs in the respective areas. Certificated candidates are those who successfully complete their NVQ. Unit certification is awarded to those who only complete specific units and not the whole course.

Figure 8: NVQ achievements

YEAR	NAME OF NVQ – Level 2					Environmental Conservation
	Hospitality & Catering/Professional Cookery	Health & Social Care	Business & Administration	- Customer Services	Assessor Award	
2018	Certificated 5 candidates	Certificated - 3 candidates	Certificated - 2 candidates	Certificated - 1 candidate	Certificated - 1 candidate	
2019	-	Certificated - 6 candidates	-	Certificated - 1 candidate	-	Certificated - 3 candidates

Figure 9: VRQ achievements

YEAR	NAME OF VRQ – Level 1				
	Automotive	Construction	Hospitality.	Construction	
2018	Certificated - 5 candidates	Certificated - 6 candidates			
	Unit Certification - 1 candidate	Unit certification - 2 candidates	Unit certification - 3 candidates -	Unit certification - 2 candidates	
2019	Certificated - 2 candidates	Certificated - 5 candidates			
		Unit certification - 1 candidate			

- **Development of the Research Institute**

Work started early in 2018 to establish a Research Institute on St. Helena. The reason for this initiative was to support, promote and expand research in St Helena. A Research Coordinator was contracted, a premises has been established under the umbrella of the Life-Long Learning Sector and supporting policies have been endorsed by Education Committee. Work will continue with a view to an official launch taking place in October – November 2019.

- **Scholarships**

The Scholarship Awards Committee continues to support the provision of scholarships to students in PAS. In 2018, 5 students were successful for gaining a scholarship placement and in 2019, 3 students were successful for a placement. In 2019, the 2016 cohort completed their three years of study. Three of these students achieved First Class Honours Degrees in their respective areas of study and returned to St. Helena to work. One gained Second upper class honours degree and one a Foundation Science Degree. Two students from this cohort have extended the duration of their studies.

- **Public Library**

The electronic system Resource Mate became fully functional in the Public Library in August 2018. This has enabled a more efficient system of cataloguing books and for monitoring the borrowing and return of books. All Library members have been

issued an electronic Library Card which enables a more efficient process in relation to the borrowing, extending and returning of books. Figure 10 gives a breakdown of the membership of the Library for the past two years.

Figure 10: Membership information.

Year	Adult members	Junior Members	Total Members	Male Members	Female Members
2017	245	114	359		
2018	629	218	847	273	574
2019 (to date)	629	218	847	273	574

Library usage statistics show that on average 1600 books are processed (returned/borrowed) in a month. In addition the Library also loans DVDs and magazines to the public. The Library has also been successful with its holiday activities. Currently the holiday activities attract an average of 30 children per session.

- **Teacher Training**

The Teacher Training Programme continues to be successful. A further two trainees were recruited to the Teacher Training Sector to support succession planning within the directorate. To date eight trainees have successfully completed and passed the Certificate in Primary Education (Open University) giving a 100% pass rate. Teachers continue to study towards gaining an accredited Cambridge Teaching and Learning Qualification to at least Level 4. All nine teachers who submitted successfully passed achieving a **100% pass rate**. In addition five school leaders also undertook the Cambridge Educational Leadership Programme Level 4 and all successfully passed, again achieving a 100% pass rate. Four of these leaders gained a Distinction. In addition one Headteacher has achieved a National Professional Qualification in Headship (NPQH) and one teacher has gained an International Post-Graduate Certificate in Education (IPGCE). This drive for becoming qualified has resulted in the number of qualified teaching staff increasing from 33.3% in 2017 to 63.6% in March 2019.

- **The Apprenticeship Scheme**

Under the umbrella of the Lifelong Learning Sector the Apprenticeship Scheme continues to support the education and training of potential employees. Statistics for the last three years are shown in Figure 11 below. This year has seen an

increase in the number of students for Band 3a (PAS). The number of Apprentices that complete the Scheme is also encouraging.

Figure 11: Apprenticeship information

Year	Number Students Enrolled	Band 3a Apprentices	Band Work based Apprentices	Number of Apprentices completed the full scheme
2017 - 18	45	13	20	36
2018 - 19	31	7	22	22
2019 - 20	32			

- The Inclusion Service**

Following its establishment in Academic Year 2015-2016 the Inclusion Service was finally allocated a permanent base in 2019. This has had massive benefits for education in providing support to schools and children. The service continues to ensure that all children with additional/specific needs are referred to the Inclusion Team and appropriate programmes of support are put in place. The overarching SEND Policy was completed in line with the milestones required for the St. Helena Connected project and work started on developing a Code of Practice to support this policy. With the service finally having an allocated permanent base a Pupil Referral Unit is being established with the aim of providing further support to schools and children.

- Interagency Collaboration**

The collaborative work between Directorates and outside agencies/bodies has resulted in benefits for our children. Interagency working has ensured early identification of children with specific needs entering our Nursery ensuring that children are catered for once they start their schooling. In addition Educational Team Around the Child (EdTAC) meetings have ensured a collaborative approach to meeting the specific needs of children. Work of the SENCo in schools has also ensured support for children with Special Educational Needs in schools. The recruitment of the Additional Learning Needs Teacher has also strengthened the Inclusion Service.

The Education Directorate has also benefitted from various on island training opportunities which include training in Autism, Safeguarding and Team Teach organised by the Health and Adult and Children's Social Care and Police Directorates.

Stronger links with Enterprise St. Helena have established and joined up approaches to workforce planning and addressing skills gaps has been established with Corporate HR.

4. Where we want to be:

Our aim in Education is to deliver a high standard of education and training that meets the needs of all of the people on St. Helena and supports economic development. We want to ensure that all of the services we provide support the holistic needs of St. Helena and contribute to making St. Helena a place that is reputed for being the best place to live and raise children. Whilst the directorate works primarily to SHG's Strategic Goal of '**Altogether better for children and young people**' due to the wide reaching nature of the service all Strategic Goals are considered and all operations are in keeping with SHG's Strategic Objectives and the policy priorities that support these.

The Directorate primarily focuses on **Strategic Objective 2.1.Improve education and training to increase opportunities for all citizens to achieve their full potential** as this closely supports requirements as set by the Education Ordinance 2008. We aspire to have a 'world class' education system that provides opportunity for all to learn and improve and to be able to achieve their full potential. As a result of our work over the next three years our Directorate hopes to have achieved the following outcomes:

- **Examination results show improved levels of attainment** - Since we adopted the new National Curriculum for England in 2015 we have seen some improvements in levels of attainment in literacy and numeracy. These however are still not comparable with UK and do not show a consistent improvement. As a Directorate we recognise that there is still much work needed in these core areas therefore our work over the next three years will focus on analysis of these results, and identification of specific activities, interventions and training opportunities to improve levels in English, Maths and Science.
- **A reduction in the number of students requiring literacy/numeracy intervention.** As a result of the targeted actions in Maths and English the Directorate expects to see a reduction in levels of support needed. The recruitment of a Special Educational Needs and Disability Lead for the primary sector will ensure support is given to primary in administering interventions to help students with their learning in English and Maths. We hope that as a result of this work we will have a decrease in the numbers of children who require interventions for their learning and more children working at their expected levels. Children will then be better able to access secondary education and have better opportunities to reach their potential. We want to achieve attainment levels that are on par with the UK average.

- **A fully inclusive system that meets the needs of the children.** In our system we have children with Special Educational Needs and Disability (SEND) and Social, Emotional and Mental Health (SEMH) needs. It is required by statute through the Education Ordinance 2008 that we ensure all children have access to education, no matter what their circumstance. In addition Strategic Objective 2.2.1 as stated above and the policy priorities that support Strategic Goal **‘Altogether Safer’** reflect this requirement. To this end we have to ensure that all of our children with these needs are accounted for and are given the holistic support needed for them to grow, learn and develop and to be safe in our schools.

We want to improve the Inclusion Service so all children will have the guidance and support they need with their learning and development so they achieve their personal potential. Therefore all children will be included on our Additional Needs Register, have Individual Educational Programmes (IEPs) with appropriate targets set to enable them to progress and develop at their level, an Alternative Curriculum (if required) that is more aligned to their individual needs and adequate numbers of trained staff to cater for these individual needs.

- **Children achieving expected outcomes in the Early Years Foundation Stage (EYFS).** Research evidence shows that if children are given a good start to their educational journey then they are more likely to succeed in their future education. We recognise the importance of the Early Years Foundation Stage (EYFS) for providing the building blocks to future learning and attainment, and whilst Nursery Education is not compulsory nor a core service, we strive to ensure that Nursery Education continues to be available and well-resourced to be able to achieve the desired outcomes and we give opportunity to all children on St. Helena to have a placement. With the support of our Graduate Teacher we aim to up skill our teachers and EYFS Teaching Assistants in the delivery of the EYFS to ensure that all children are equipped with the necessary skills and knowledge for formal schooling.
- **Increased opportunities in tertiary education.** The Scholarship Awards Programme plays an essential role in the achievement of Strategic Objective 2.2 for Education. This Programme provides opportunity for students who are aspiring to study at a higher level. Currently placements are funded by SHG through the Education Directorate and through the Commonwealth Scholarship. The Directorate hopes to have established a Scholarship Trust to give more opportunity for sponsorship and increased interest in higher education. It is anticipated that both academic and vocational placements will be on offer to enable students to become qualified in their chosen career and bring higher levels of knowledge and skill back to the island.
- **A fully qualified, experienced, competent and stable workforce.** An essential component in raising attainment is Quality First Teaching. The Directorate intends to build on the achievements made so far and continue to increase the number of qualified staff in schools. Relevant Level 3 courses in Supporting Teaching and Learning for our Teaching Assistants,

Cambridge courses in Teaching and Learning and Educational Leadership at Levels 4 and 5 will continue to be on offer and utilised by staff. In addition, the International Post Graduate Certificate in Education (IPGCE) will continue to be offered on island so that all staff have the opportunity to improve their qualifications to a higher level.

To have an experienced and competent staff we want to ensure that staff are up to date with the latest teaching approaches and resources. To do this we propose to establish a Teacher Exchange Programme and reinstate exposure visits. This practice involves school staff having the opportunity to undertake short term placements in a UK school to gain relevant knowledge and experience and for a fully qualified and competent teacher to come to St. Helena to support professional development of teachers on island. This initiative will be supported by formal Training and Development Programmes to ensure that all learning is shared and put into practice.

Being appreciated is an essential factor in retaining a stable workforce. To ensure this the Directorate will work closely with relevant Directorates in SHG to have in place a Scheme of Service which is supported by a Reward and Recognition Policy. This will ensure that staff are appropriately recognised and appreciated for the work that they do.

- **A broad and balanced curriculum that meets the needs of our children and the island.** The Directorate recognises the importance of the holistic development of the child in making St. Helena '**Altogether better for children and young people**'. Therefore all schools will offer a curriculum that has a balance of academic and vocational opportunities with both in school and out of school experiences. There will be a thriving vocational education and training centre in Prince Andrew School that meets the needs of the island. In addition children will have opportunity to grow, develop and show their talents through events such as Athletics Days, Sports Tournaments Swimming Galas, School Entertainments, Art Competitions, community events and vocational and academic attainment.

Our Strategic Vision also recognises the contribution of the Education Directorate in supporting the Strategic Goal '**Altogether wealthier**' and the economic development for the future of St. Helena. As a result, we want to ensure that consideration is given to priorities set out in key working documents such as **The Ten Year Plan, The Sustainable Economic Development Plan, The Digital Strategy** and the **Labour Market Strategy (once endorsed)**. In support of these initiatives we want to be able to deliver a broad and varied curriculum in our schools that prepares our students for the world of work, give exposure to different career choices and have a range of academic and vocational opportunities that would benefit the island. As a result we also anticipate the following outcomes:

- **Children remain in either Education, Employment or Training up to the age of 18 years.** The Directorate recognises the need for all children to have opportunities to continue their learning and development after compulsory school age (16 years). To achieve this the Directorate hopes to have a thriving Apprenticeship Scheme that offers a two year placement to give opportunity for all apprentices to gain relevant Level 2 qualifications to support their career aspirations. This programme will ensure that apprentices are exposed to different career choices and are more able to make informed decisions on their future careers. Through this programme opportunity to improve maths and literacy levels to at least level 2 will also be provided. It is anticipated that this programme will enable all children between the ages of 16-18 to be in either Education, Employment or Training. We believe that this Apprenticeship Programme will aid the achievement of Strategic Objective 2.2 Improve **and Build capacity of St Helena’s workforce through effective investment in education and training opportunities** and the supporting policy priority 2.2.1.
- **A fully utilised St. Helena Community College (SHCC) that meets the learning, training and development needs of St. Helena.** This outcome supports Policy Priority 2.2.1 **Address on-island skills gaps by attracting and retaining working age population, and improving adult literacy and numeracy levels, through relevant training and development programmes.** The Directorate intends that in collaboration with Corporate HR and Enterprise St. Helena the SHCC will be successful in meeting the identified training needs of the workforce on St. Helena. In addition, our **NVQ Centre** will have expanded to offer a wider range of accredited courses that meets the training and development needs of the workforce.
- **An established St. Helena Research Institute (SHRI).** Protecting the Island’s culture, environment and heritage is also a responsibility of the Directorate. The SHRI will ensure responsible research practices on St. Helena and will also contribute to encouraging 'Research Tourists' and additional revenue for St. Helena. The SHRI will be responsible for permitting, monitoring and storing research on St. Helena. **See attached Business’ Plan.**

Other outcomes include the following:

- **The Public Library utilised as a Resource Centre that meets the needs of St. Helena.** **The imminent arrival of the Submarine Cable will mean that** in addition to contributing to improving levels of literacy on St. Helena the Public Library will also have the facilities to enable members of the public to access to the internet. This will help in increasing IT literacy on St. Helena.

- **Effective collaboration across SHG and the Private Sector.** The work in Education relies on positive collaborative and team work. It is essential that we work closely with other agencies and directorates across St. Helena to ensure the benefits for our children and the wider St. Helena. Established links with Enterprise St. Helena, a regular CAMHS Meeting established, and inter-Directorate collaboration will be evident.

As the island changes the strategic vision and identified outcomes will change. The arrival of the Submarine Cable will have a huge impact on the activities of the Directorate. There will be a need for staff training to upskill in basic IT skills and also how IT can be fully utilised in the classroom as a teaching school. Numbers on school rolls is also uncertain therefore further work will have to be undertaken in relation to how primary education is organised. The idea of a Single Primary School or an Education Campus will have to be fully explored to ascertain educational and financial benefits.

The Strategic Vision of the Education Directorate will not be achievable if it is not supported by policy and budget. We want to make best use of the funding and resources available and ensure that we have the appropriate support through policy to achieve our vision which is to deliver a high standard of education and training that meets the needs of all of the people on St. Helena.

5. How we will achieve this:

The Education Directorate has 5 Directorate Priorities which will support the delivery of our Strategic Goals and the achievement of our Strategic Objectives and Policy Priorities and meet the needs of the communities we serve. Each element of this Directorate’s activity will be aligned to at least one of the Strategic Goals and all our activity will be underpinned by our values.

<p>DIRECTORATE PRIORITY ONE <i>Improve educational outcomes for all</i></p>	<p>DIRECTORATE PRIORITY TWO <i>Have a skilled and qualified workforce in Education</i></p>	<p>DIRECTORATE PRIORITY THREE <i>Operate an inclusive system that meets the holistic needs of all children.</i></p>
<p>DIRECTORATE PRIORITY FOUR <i>The St. Helena Community College meets the academic, training and development needs of the people of St. Helena</i></p>	<p>DIRECTORATE PRIORITY FIVE <i>Give opportunity to children to remain in education or training until they reach 18 years.</i></p>	<p>DIRECTORATE PRIORITY SIX</p>

Each of these priorities covers a range of Directorate activity which is set out in more detail in the Delivery Plan in Section 6.

The diagram below shows how each Directorate Priority is linked to our Strategic Objectives and Strategic Goals (and to our Policy Priorities where applicable):

Directorate Priorities		Policy Priorities		Strategic Objectives		National Goals
1. Improve educational outcomes for all		2.1.1 Enhance educational attainment and learning outcomes for all.		<i>2.1. Improve education and training to increase opportunities for all citizens to achieve their full potential</i>		<i>2. ALTOGETHER BETTER FOR CHILDREN AND YOUNG PEOPLE</i>
2. Have a skilled and qualified workforce in Education		2.1.1 Enhance educational attainment and learning outcomes for all.		2.1. Improve education and training to increase opportunities for all citizens to achieve their full potential		2. ALTOGETHER BETTER FOR CHILDREN AND YOUNG PEOPLE
3. Operate an inclusive system that meets the holistic needs of all children.		2.1.1 Enhance educational attainment and learning outcomes for all.		2.1. Improve education and training to increase opportunities for all citizens to achieve their full potential		2. ALTOGETHER BETTER FOR CHILDREN AND YOUNG PEOPLE 4. ALTOGETHER SAFER
4. The St. Helena Community College meets the academic, training and development needs of the people of St. Helena		2.2.1 Address on-island skills gaps by attracting and retaining working age population, and improving adult literacy and numeracy levels, through relevant training and development programmes		2.2 Improve and build capacity of St Helena's workforce through effective investment in education and training opportunities		2. ALTOGETHER BETTER FOR CHILDREN AND YOUNG PEOPLE
5. Give opportunity to children to remain in education or training until they		2.1.1 Enhance educational attainment and learning outcomes for all.		2.1. Improve education and training to increase opportunities for all citizens to achieve their		2. ALTOGETHER BETTER FOR CHILDREN AND YOUNG PEOPLE

reach 18 years.		2.2.1 Address on-island skills gaps by attracting and retaining working age population, and improving adult literacy and numeracy levels, through relevant training and development programmes		full potential		
-----------------	--	--	--	----------------	--	--

6. Education Directorate Delivery Plan

Directorate Priority 1: Improve educational outcomes for all						
Action	Owner	Performance Indicator	Baseline	Target		
				2020/21	2021/22	2022/23
Undertake a comprehensive review of examination data in primary Maths to target areas for improvement.	Director of Education	1. % of children at ARE in Maths	49 % in 2018/19	57 %	56 %	55 %
Implement a Maths Mastery Scheme of Work across KS 1 and 2.	Assistant Director Schools	2. % of children making progress in Maths	61%	70 %	75 %	80%
Develop children's mental maths skills	Primary Head Teachers					
Undertake a comprehensive review of examination data in primary English to target areas for improvement.	Director of Education	3. % of children at ARE in English	56 % in 2018/19	57 %	59 %	70 %
Develop children's knowledge, understanding and application of Spelling, Punctuation and Grammar (SPAG)	Head Teachers	4. % of children making progress in English	54%	70 %	75 %	80%
Implement a Science Scheme of Work in		5. % of children at ARE in Science at Year 6.	47.7% in 2018/19	55%	60%	65%

primary						
Implement the new curriculum in EYFS	Assistant Director Schools /Head Teachers	6. % of children leaving EYFS at ARE.	Baseline to be established for Academic year 2019-20			
Develop and implement a mastery maths scheme in Years 7 and 8.	Advisory Maths Teacher PAS.	7. % of KS3 students at ARE in Maths	2018/19 Overall 62% KS3	60%	63%	53%
Develop and implement a targeted Maths Intervention strategy		8. % of students making progress in Maths 9. % of students achieving Grade C (4) or above		50% GCSE	70% 50% Aspirational target	75% 50% Aspirational target
Undertake a comprehensive review of examination data in secondary English to target areas for improvement.	PAS Head Teacher	10. % of KS3 students at ARE in English 11. % of students making progress in English	2018/19 Overall 52% KS3	48% 70%	53% 75%	56% 80%
Improve reading standards across secondary education	Advisory Teacher English	12. % of students achieving Grade C (4) or above	2018/19 50% GCSE	50% Aspirational target	50% Aspirational target	50% Aspirational target
Develop and implement a practical Science Programme for LA students in PAS		13. % of students at ARE at the end of KS3	Baseline to be established for Academic year 2019-20			
Increase parental support and engagement in PAS	Head Teacher	14. No of parents attending Parents' Evenings and school functions.	2018/19 Average 53%	60%	65%	70%
Review Primary PASS data and address areas of concern	Director of Education	15. Percentile scores show majority of children are highly satisfied with	7 out of 9 areas rated as highly satisfied.	9 out of 9 areas	9 out of 9 areas	9 out of 9 areas

		their school experience.				
Review Secondary PASS data and address areas of concern	Director of Education	16. Percentile scores show majority of children are highly satisfied with their school experience.	9 out of 9 areas rated as highly satisfied.	9 out of 9 areas	9 out of 9 areas	9 out of 9 areas

Directorate Priority 2: Have a skilled, qualified and stable workforce						
Action	Owner	Performance Indicator	Baseline	Target		
				2020/21	2021/22	2022/23
Offer the Cambridge Level 5 Diploma in Teaching and Learning	Teacher Training Advisor /Head Teachers	17. % of teachers qualified to at least Level 4.	March 2019 67%	75%	80 %	90 %
Offer the Cambridge Level 5 Diploma in Teaching and Learning						
Offer the Cambridge Level 4 and 5 Certificate in Educational Leadership						
Offer Level 3 in Supporting Teaching and Learning	Teacher Training Advisor	18. % of general Teaching Assistants/HLTAs qualified to at least Level 3.	Academic Year 2018-19 - 5%	16%	28%	39%
Implement the 3 year Teacher Training Programme	Teacher Training Advisor	19. % of trainees successfully completing and passing the Teacher	2018/19 - 50%	50%	100%	100%

		Training Programme.				
Training and Development Programme implemented.	Director of Education	% of pupils making expected or greater progress in Maths and English	See performance indicators 2, 4, 8 & 11			

Directorate Priority 3: Operate an inclusive system that meets the holistic needs of all children.						
Action	Owner	Performance Indicator	Baseline	Target		
				2020/21	2021/22	2022/23
Implement the Code of Practice.	Inclusion Manager	21. % of children on the Additional Learning Needs Register have their needs met.	80% in 2018/19	100 %	100 %	100 %
Ensure all children on the Additional Needs Register have set targets.	Inclusion Manager					
Ensure all children with SEND and SEMH needs have the appropriate consistent support	Inclusion Manager/Director					
Consolidate intervention programmes in English in primary schools.		3. % of children at ARE in English	56 % in 2018/19	65 %	65 %	70 %
		4. % of children making progress in English	54% in 2018/19	70 %	75 %	80%

Directorate Priority 4: The Lifelong Learning Sector meets the academic, training and development needs of the people of St. Helena

Action	Owner	Performance Indicator	Baseline	Target		
				2020/21	2021/22	2022/23
<i>Implement the Training Needs Cycle</i>	ADLL	22. % of identified training needs met.	64%	70 %	75 %	80 %
Ensure all training evaluations are captured for course satisfaction	Training Coordinator					
Issue SHCC prospectus	ADLL					
Courses reviewed annually and offered as per training plan to coincide with the community needs.	ADLL					
Establish a welcoming culture that embraces diversity inclusion and belonging through student evaluations.						
Ensure all accredited training offered as tutor lead is reviewed annually to comply with UK standards.	ADLL					

Directorate Priority 5: Give opportunity to children to remain in education or training until they reach 18 years.

Action	Owner	Performance Indicator	Baseline	Target		
				2020/21	2021/22	2022/23
Implement a Two Year Apprenticeship Programme.	ADLL	23. % of children Not in Employment, Education or Training (NEET)	New Indicator	7%	6 %	3 %
Review and update the Apprenticeship policy to support a 2 Year Programme.	ADLL					
Implement a broad and balanced Curriculum to cater for the needs of students.	Assistant Director Schools					
Undertake a review of the current Careers Programme and address areas for improvement.	Director Education					

7. Financial projections:

The table below shows the Education Directorate's financial projections for the financial year 2020/21 with a summary of outputs linked to budget submissions. Links are also made to Directorate Priorities and Strategic Policy Priorities where relevant.

Outputs	Budget Cost Centre	2020/21 £'000	Directorate Priority	Policy Priority
Management and Administration	22-2200	209,000	<p>1: Improve educational outcomes for all</p> <p>2: Have a skilled, qualified and stable workforce</p> <p>3: To operate an inclusive system that meets the holistic needs of all children.</p> <p>4: The Lifelong Learning Sector meets the academic, training and development needs of the people of St. Helena</p> <p>5: To give opportunity to children to remain in education or training until they reach 18 years.</p>	<p>2.1.1 Enhance educational attainment and learning outcomes for all.</p> <p>2.2.1 Address on-island skills gaps by attracting and retaining working age population, and improving adult literacy and numeracy levels, through relevant training and development programmes</p>
Vocational Education	22-2201	519,000	<p>4: The Lifelong Learning Sector meets the academic, training and development needs of the people of St. Helena</p> <p>5: To give opportunity to children to remain in education or training until they reach 18 years.</p>	<p>2.1.1 Enhance educational attainment and learning outcomes for all.</p> <p>2.2.1 Address on-island skills gaps by attracting and retaining working age population, and improving adult literacy and numeracy levels, through relevant training and development programmes</p>

Pilling Primary and Pre-School	22-2202	343,000	1: Improve educational outcomes for all	2.1.1 Enhance educational attainment and learning outcomes for all.
Secondary Education	22-2203	1,015,000	1: Improve educational outcomes for all 5: To give opportunity to children to remain in education or training until they reach 18 years	2.1.1 Enhance educational attainment and learning outcomes for all.
Inclusion	22- 2204	214,000	1: Improve educational outcomes for all 3: To operate an inclusive system that meets the holistic needs of all children.	2.1.1 Enhance educational attainment and learning outcomes for all.
Education Standard Support	22-2205	29,000	1: Improve educational outcomes for all 2: Have a skilled, qualified and stable workforce 3: To operate an inclusive system that meets the holistic needs of all children.	2.1.1 Enhance educational attainment and learning outcomes for all.
Teacher Training	22- 2206	99,000	1: Improve educational outcomes for all 2: Have a skilled, qualified and stable workforce 3 : To operate an inclusive system that meets the holistic needs of all children.	2.1.1 Enhance educational attainment and learning outcomes for all.
Tertiary Education	22-2207	180,000	1: Improve educational outcomes for all	2.1.1 Enhance educational attainment and learning outcomes

				for all.
Public Library	22-2208	64,000	1: Improve educational outcomes for all 4: The Lifelong Learning Sector meets the academic, training and development needs of the people of St. Helena	2.1.1 Enhance educational attainment and learning outcomes for all.
Harford Primary and Pre- School	22- 2209	347,000	1: Improve educational outcomes for all	2.1.1 Enhance educational attainment and learning outcomes for all.
St. Paul's Primary and Pre-School	22- 2210	356,000	1: Improve educational outcomes for all	2.1.1 Enhance educational attainment and learning outcomes for all.
Total Recurrent Allocation		3,375,000		
Capital Funding				
Vocational Education	22-2201	15,000	4: The Lifelong Learning Sector meets the academic, training and development needs of the people of St. Helena 5: To give opportunity to children to remain in education or training until they reach 18 years.	2.1.1 Enhance educational attainment and learning outcomes for all. 2.2.1 Address on-island skills gaps by attracting and retaining working age population, and improving adult literacy and numeracy levels, through relevant training and development programmes
Harford Primary and Pre- School	22- 2209	15,000	1: Improve educational outcomes for all	2.1.1 Enhance educational attainment and learning outcomes for all.

		30,000		
Total Funding		3,405,000		

8. Workforce plan:

The Education Directorate recognises that our success in delivering our Strategic Goals and achieving our Strategic Objectives and Policy Priorities depends on having the right number of people with the right skills, experiences, and competencies in the right jobs at the right time.

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

9. Risk Management and Mitigation

The Education Directorate's Risk Register is shown as an Appendix to this Directorate Strategy and Delivery Plan.