

Secondary Education Funding

Children, Education and Home
Affairs Scrutiny Panel

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Chair's Foreword



*“Education breeds confidence. Confidence breeds hope. Hope breeds peace”
(Confucius)*

What do we want for our children? Are they getting the best education possible? Is it adequately funded? These are all questions that weigh on parents and carers minds. The Children, Education and Home Affairs Scrutiny Panel decided to review the new funding formula for secondary schools to try and find some answers.

We are grateful to all those who engaged with the review especially the staff and pupils at schools we visited for their time and views. We are also particularly grateful to all the people who responded to our consultation survey and were rewarded with thoughtful and in-depth comments.

Some issues that became very apparent during our review included parental choice – how much is this a reality? How effective are measures towards inclusion? We discovered that the 14 plus selective transfer is loved by some, hated by others. The fact remains, it causes a lot of anxiety and heartache, as well as relief and optimism for some.

In all we made 29 findings and 24 recommendations.

Thanks go to the panel officers who worked so hard on this, and the panel members.

Deputy Catherine Curtis
Chair,
Children, Education and Home Affairs Scrutiny Panel

Executive Summary

The Panel launched a review into Secondary Education Funding (the 'Review') in June 2023 with the ambition of examining the impact that the new Jersey Funding Formula for Schools (the 'funding formula') had on the finances of secondary schools in Jersey, particularly whether it adequately addressed the financial deficits that had been recorded for some secondary schools.

The Panel discovered several themes during the course of the review which it believes require further consideration by the Minister for Education and Lifelong Learning and the Government of Jersey.

Structure of the secondary school system and choice

The legal framework for education in Jersey is the Education (Jersey) Law 1999 (the 'Law'). The Law provides for the parental right to choose a school for their child, subject to efficient provision of education and use of resources. However, this right does not appear to be reflected in the Government procedure for school allocation, or public feedback about a "choice" of a secondary school, which suggests that choice is only an option that was available to those with financial means to pay for school fees. The Panel has made recommendations about this aspect and, also, in relation to the wider aspects of the suitability of the Education (Jersey) Law 1999 for the future, including its compatibility with the United Nations Convention on the rights of the Child (UNCRC).

Both academic selection and the private and fee-paying school sector have an influence on the secondary school system in Jersey, and Government financial support is provided to fund the delivery of the Jersey curriculum in these settings. The funding formula for schools is not used, and they are provided with public money based on 47% of the previous Average Weighted Pupil Unit calculation. The Panel has summarised how these aspects fit into the secondary education system as part of the Review. Government provided funding to fee-paying schools has fluctuated but, overall, has increased by approximately 13% between 2018 and 2023, which is below the Retail Price Index (approximately 33%). Between the academic years starting in 2021 and 2024, the school fees for the fee-paying schools have increased by approximately 20-21%.

The Panel's findings and recommendations about Government funding for both fee-paying and private schools demonstrate that the process should be more transparent, so parents and the public are aware of the funding structure and use of public money for this purpose. The Minister for Education and Lifelong Learning has indicated that further decisions about the formula for funding fee paying schools may be made for 2026, so the Panel has recommended that the Minister take action to change the long-term funding for both fee paying schools and improve the transparency of the grants provided to assist private schools, where applicable.

Part of the commentary on structure includes the uniquely Jersey system of selective academic transfer to Hautlieu School at age 14, which largely impacts the non-fee-paying Government provided schools. The Panel has made a recommendation that this process should be reviewed for the future. The Panel would also like to see further collaboration between schools, with particular centres of excellence encouraged for particular subjects. The Panel believes that this could be achieved through the establishment of free sixth form education.

Impact of the Funding Formula

The Panel found that the financial deficit for Government provided non-fee paying schools has collectively reduced since the introduction of the funding formula but noted that it had not been eradicated entirely. The Panel found that the total increase of Government funding over the period 2018 to 2023 (£9.8 million, approximately 31%) to the schools was slightly less than the comparative Retail Price Index increase (approximately 33%).

However, the Panel noted that there has been significantly more targeted investment for inclusion over this time period. The Government Plan between 2021 - 2024 approved an additional £41 million of funding for the Education Reform programme (with £30.3 million across the 2021-2023, which supports both primary and secondary education). The Panel has recommended that the Government publish details about the outcomes of the Education Reform Programme and how the additional revenue expenditure has been spent over the last four years, which will help to establish how much funding has supported the non-fee-paying secondary schools.

The funding formula provides funding for a range of staff roles but it is difficult to assess which roles are mandatory, or not, and where the funding can be repurposed by the Headteacher for other uses. This has been highlighted as an area where the funding formula could be made more transparent in the future.

Furthermore, the role of teachers and school staff is critical to the delivery of education and the Panel has suggested that there are matters the Minister could address, through the funding formula, to support better working conditions and continuing professional development for teachers.

Curriculum

The Panel notes that the Jersey Curriculum is linked closely with that in England, where a review has been launched and is due to report in 2025. The Panel believes that this might provide an opportunity for the local curriculum to be refreshed and address matters such as the subject option choice, which was reported by the public to be different across the Island's secondary schools, which were dependant on catchment area. The Panel found that the Minister and public's views aligned with regards to the desire for the curriculum to be broad and prepare students well for their future.

Education is about more than the curriculum; however, the funding formula is based on a model curriculum which does not necessarily provide scope for the provision of other activities, services and support that people believe that schools should provide. One example of this is around digital literacy. Technology impacts all aspects of learning and development, however, the Panel learnt that school budgets for Information and Communication Technology have not changed in ten years. The Minister has also recognised that significant investment is needed in this area to allow teachers and students to effectively use it in both the immediate and long term.

Other funding

The Panel noted statistics released in September 2024 which indicate that Jersey spent £68 million on secondary education in 2023. However, figures provided to the Panel show that only £41 million was spent by the department for Children, Young People, Education and Skills (CYPES) on provided and fee-paying secondary schools (not including the special schools). Whilst the Panel acknowledges that there will be numerous other uses for the funding, it suggests that a further breakdown should be publicised to explain where the majority of the

£27 million additional public money spent on secondary education is targeted and where it has originated from.

There are a number of other fixed sums of funding (referenced in the funding formula) which are allocated to specific purposes, for example funding for the Jersey Premium, funding to support multilingual learners, and funding to support students with low prior attainment. The Panel has made two recommendations relevant to the Jersey Premium funding, to ensure the security of the funding and the suitability of usage in the future.

Future ambitions

Additionally, the Minister for Education and Lifelong Learning is responsible for delivering a 'first class education system', however, this does not appear to be defined by the Government and the Panel has recommended that measurable objectives should be published for this ambition. The Panel has also considered assessment and reviews and has made recommendations relevant to the way in which the school performance is reported.

In summary, the Panel has made 29 findings and 24 recommendations as part of its review.

Findings and Recommendations

Findings



FINDING 1

The right for parental choice of school is embedded in the Education (Jersey) Law 1999, subject to provision of efficient education or the efficient use of resources. However, there appears to be inconsistency between the right to choose a school and public perception that choice is a 'postcode lottery', where the understanding is that choice for secondary education is only available to those with financial means.



FINDING 2

The Jersey Curriculum is closely linked to the national curriculum in England, which is currently under review. Public sentiment, captured by the Government's own consultation 'The Big Education Conversation' and the Panel's work has captured a desire to ensure that the secondary curriculum is broad and prepares students for their future.



FINDING 3

Some Government provided non-fee-paying schools offer support with vocational studies pre-16, but this is not provided universally across secondary schools and access to the schools is dependent on catchment area.



FINDING 4

For 2023 there is a £27 million (47%) difference between the £41 million spent by Government on provided and fee-paying secondary schools (not including the special schools) which is funded by CYPES and the £68 million reported spend on secondary education by Jersey's Classification of the Functions of Government report.



FINDING 5

Between 2018 and 2023 there has been a £9.840 million increase to funding provided by Government to non-fee-paying secondary schools, equating to an increase of 31%. Comparatively, the funding provided by Government towards the provided fee-paying schools has fluctuated slightly but overall it has increased by approximately £676,000, equating to a 13% increase over the same period of time. Comparatively, Jersey's Retail Price Index (RPI) over the period March 2018 to December 2023 was 33.3%, so Government provided funding has not kept pace with RPI, despite additional funding provided for Education reform.



FINDING 6

The financial deficit has decreased for the non-fee paying provided secondary schools since the introduction of the Jersey Funding Formula for Schools ('funding formula') (in 2022) but has not been totally removed. The deficit for the fee-paying provided secondary schools has fluctuated over the same period of time (2018-2023), but they are not subject to the new funding formula calculations.



FINDING 7

Jersey Property Holdings is the Corporate Landlord for the Government provided fee-paying and non-fee-paying secondary schools in Jersey and is responsible for capital works that are not considered day-to-day requirements, or as defined by the Service Level Agreement. Expenditure for maintenance in the schools has varied greatly in the last five years. Grainville received the highest amount, £11.8 million between 2019 and July 2023, and in comparison, over the same period Hautlieu has received the lowest, at £296k.



FINDING 8

The introduction of the funding formula has replaced the previous Average Weighted Pupil Unit formula, following recommendations made to Government in the Independent School Funding Review conducted in 2020 for a more transparent and less complex formula to be used for calculating school funding.



FINDING 9

89.68% of secondary school costs are attributable to staff costs and 10.32% is attributable to non-staff costs.



FINDING 10

There is a disparity between contracted hours for teachers (26.25 hours per week as per the funding formula) and reported hours worked (53 hours per week in 2022 per the Teachers survey). The funding formula assumes 2.6 hours (10%) of time is taken up by Planning, Preparation and Assessment, however, the 2021 Jersey Teachers survey indicated that there was an average of 18 hours a week taken up by lesson planning, general administration and marking.



FINDING 11

The average budget for teacher learning and development is calculated by the Department as £2,034 per teacher, which includes centrally held funding used for programmes such as the Jersey Graduate Teacher Training Programme. £2,034 is lower than the equivalent funding recommended by the Independent School Funding Review and the average funding per teacher in England.



FINDING 12

The funding formula provides a calculation for a cash limit which is the budget available to schools. There are a few ringfenced elements, however, the Headteacher has discretion on how to spend the majority of the budget. The funding formula does not clarify which of the staff roles are provided with ringfenced funding and which roles do not have to be recruited to, so that funding can be repurposed by Headteachers for other uses.



FINDING 13

Funding allocated to expenditure on premises is provided on an actual cost basis, however, some values of non-staff costs, such as the core rate of minor works expenditure and exam costs have not been adjusted with revisions of the formula.

FINDING 14



The Minister for Education and Lifelong Learning has advised the Panel that school budget for Information and Communication Technology (ICT) has not changed in the last 10 years. The Panel ascertained that £105,000 was attributable to the provided secondary schools for ICT and has calculated that in 2023 they spent an average of 0.29% of their budget on ICT (excluding staff costs). There is an additional £250,000 held centrally for all schools to access for ICT, if required.

FINDING 15



The Minister for Education and Lifelong Learning has acknowledged the importance of technology for students to become digital citizens, however also indicated that “significant investment” is needed in order for teachers and students to be able to effectively use technology for education in the immediate and long term.

FINDING 16



Each provided non-fee paying secondary school receives funding for a Mental Health and Wellbeing coordinator and the Minister has advised that there are plans to increase support between Child and Adolescent Mental Health Services (CAMHS) and schools in future.

FINDING 17



The funding formula for schools has provided funding for children with a Record of Need (RON). For 2024 base funding per child with a RON is £10,000, and there is top up funding to this where the child has high level needs.

FINDING 18



The objectives of the Jersey Premium funding are to improve educational outcomes. In 2024 a secondary school will receive £1,060 per student who is eligible for the Jersey Premium, which surpasses the equivalent pupil premium benefit in England. Schools are given discretion on how to spend the money and are required to prepare strategies and evaluations for the use of the funding, however, the Panel has been advised that schools can potentially use it to support families with the cost of uniform.

FINDING 19



The Minister has confirmed that there is further work to be done to assess the support available to multilingual learners. £134,000 was allocated to support multilingual learners in secondary schools in 2024. In practice this funding was allocated to schools for the supplementary allowances, specialist training and the release of the MLL (multilingual language) Lead teachers who provide support to other teachers across the school.

FINDING 20



£663,000 was allocated to support students in secondary schools with low prior attainment. In practice, the funding is used to employ well trained teachers and teaching assistants who are deployed to undertake full class teaching or bespoke interventions and support.

FINDING 21



The Minister for Education and Lifelong Learning is responsible for providing a 'first class education system' but the definition of this, or relevant measurable objectives are not clear. There is alignment between the views of the Minister and public sentiment collected by the Panel, which agrees that the suitable outcomes of secondary education are more than exam results.

FINDING 22



There is a disconnect between the current system of academic selection in secondary education and the Government's ambition to provide an inclusive education.

FINDING 23



The Independent School Review Framework, which provides for evaluations of schools is being reviewed.

FINDING 24



When asked about how secondary education should evolve in the next ten years, the public have provided the Panel with a wide range of suggested improvements in areas across education, teaching, leadership, the curriculum, facilities and resources.

FINDING 25



The 14 plus transfer to Hautlieu School is a divisive system which is unique to Jersey. There is no evidence to show if it is the optimum way to structure the secondary education system and it is contrary to other aspects of Education policy relating to Inclusion.

FINDING 26



Whilst the deficit for non-fee-paying provided secondary schools has been reduced and further additional funding has been provided by Government for Inclusion support in schools, there remains a perception from the public that schools are underfunded, in some cases may be due to reflections on the resources and facilities that are available.

FINDING 27



The Government provided fee-paying schools (Jersey College for Girls and Victoria College) continue to receive Government funding based on a rate of 47% of the Average Weighted Pupil Unit (AWPU) formula, however, this could be changed for 2026 onwards.

FINDING 28



Between the academic years 2021-22 and 2024-25 the school fees for Jersey College for Girls have increased by 21% and the school fees for Victoria College have increased by 20%. These rates are below the Retail Price Index inflation rate.



FINDING 29

The Government provides grant funding to private secondary schools, namely, Beaulieu School and De La Salle School on the basis of 47% of the Average Weighted Pupil Unit calculation for secondary students. Additional funding has been provided to Beaulieu School through various means since 2019.

Recommendations



RECOMMENDATION 1

The Minister for Education and Lifelong Learning should assess the legal right to parental choice for their child's education and policies which relate to school admissions and transfers to ensure that flexibility is built into the secondary education framework, particularly for students who do not have the financial support to attend a private or a fee-paying setting.



RECOMMENDATION 2

The Government should undertake a thorough refresh assessment of how the Education (Jersey) Law 1999 and the Government's policies relating to secondary education are compatible with the United Nations Convention on the rights of the Child (UNCRC) and current best practice from other jurisdictions. This should include consideration of the compulsory age of education and the education of young people who are held in detention.



RECOMMENDATION 3

Any evolution to the English national curriculum may provide a suitable opportunity for the Jersey Curriculum to be reassessed. The Minister should ask the Jersey Curriculum Council to provide formal advice on this matter, to be published in a report to the States Assembly, by the end of December 2025.



RECOMMENDATION 4

The Minister for Education and Lifelong Learning should confirm how the £27 million difference between the department for Children, Young People, Education and Skills (CYPES) figures and the Classification of the Functions of Government report for secondary education spend in 2023 is calculated and confirm how this impacts expenditure in comparison to other jurisdictions.



RECOMMENDATION 5

The Government should publish details on the outcomes of the Education Reform Programme and confirm how the additional funding has been spent in the last 4 years.



RECOMMENDATION 6

The Children, Young People, Education and Skills Property Asset Management Plans should be provided to Scrutiny to review on a regular basis once these are in place. The Panel would like to assess how the Property Asset Management

Plans for schools are planning capital expenditure to address any findings from accessibility assessments or audits.

RECOMMENDATION 7



The Minister for Education and Lifelong Learning should explore whether the funding formula for schools could be adjusted in order to provide better working conditions for teachers, particularly in respect of increasing non-contact time available for lesson planning, administration and marking and ensuring that there is suitable wellbeing support available.

RECOMMENDATION 8



The Minister for Education and Lifelong Learning should consult teachers on the policy approach for teacher learning and development and reassess the budget provided in the funding formula for continuing professional development for teachers in order to consider: i) whether the structure used in the funding formula is suitable; and ii) if the amount per teacher is sufficient. Teacher participation in professional development should be considered as a metric for the Government's delivery of a first class education service.



RECOMMENDATION 9

The Minister for Education and Lifelong Learning should improve the transparency of the funding formula, for example, by outlining which staff roles are mandatory funded roles and which are the roles where the funding can be repurposed by the Headteacher or school, if thought fit.



RECOMMENDATION 10

The Minister for Education and Lifelong Learning should determine how many of the staff roles named in the funding formula are fulfilled by individuals on zero hours contracts and, if relevant, assess the benefits of utilising zero hours contracts for the roles with regards to both financial and service stability. This assessment should be shared with the Scrutiny Panel and published.



RECOMMENDATION 11

For clarity, where funding allocations in the funding formula for schools are not adjusted with a new revision of the formula (for example any non-staff costs) the document should confirm the last time the rates were adjusted for inflation, or otherwise reviewed for adequacy.



RECOMMENDATION 12

The Minister for Education and Lifelong Learning should consider how greater investment in technology could be made available across schools, accompanied by suitable training for staff and students in how to use it.



RECOMMENDATION 13

In addition to the Mental Health and Wellbeing role and the role of School Counsellors, schools should be provided with funding to provide resources and facilities to support wellbeing of the whole student population, for example specific

training for teachers and staff on how to address student bullying, or ways for the school to engage and support parents and families.



RECOMMENDATION 14

The Minister for Education and Lifelong Learning should change Jersey Premium funding to annually managed expenditure to account for fluctuating levels of need in the future.



RECOMMENDATION 15

The Minister for Education and Lifelong Learning should establish a separate funding source for provision of uniforms for families in need of assistance, as per obligations under the Education (Jersey) Law 1999 and Jersey Premium money should not be used for this purpose.



RECOMMENDATION 16

For secondary education (and each key stage of education) the Government should define measurable outcomes for providing a ‘first class education service’ to students in Government provided schools. The Panel suggests that the outcomes be broad to include consideration of teacher retention rates, student access to resources and extracurricular activities, assessing academic achievement gaps, levels of parental engagement and, where suitable, school participation in the local community.



RECOMMENDATION 17

The Minister for Education and Lifelong Learning should consider wider and more transparent publication of school exam results and the Jersey 8 analysis, to ensure that there are meaningful value add figures publicly available for each secondary school.



RECOMMENDATION 18

The results of the review of the Independent School Review Framework should be published.



RECOMMENDATION 19

The Education (Jersey) Law 1999, as the framework for the provision of education in Jersey should be reviewed to consider its suitability and adaptability for the future.



RECOMMENDATION 20

The system of academically selective transfer at age 14 should be reviewed. The Panel believes that the terms of reference for the review should include a focus on how to improve choice and the whole secondary school experience for pupils attending the non-fee paying Government schools.



RECOMMENDATION 21

As part of any work to review the structure of the secondary education system in Jersey, the Minister for Education and Lifelong Learning should place an emphasis on collaboration between all the schools and creating centres of excellence. The Panel believes that this could be achieved through Government funding free sixth form education where further collaboration can occur between the colleges and current on-fee paying sector.



RECOMMENDATION 22

The Minister for Education and Lifelong Learning should publish regular figures which clarify any differences between the funding of students at the non-fee paying schools and fee-paying schools so that any changes or disparity in the per pupil funding rates, or overall spend per pupil, are open to transparent public scrutiny.



RECOMMENDATION 23

The Minister for Education and Lifelong Learning should establish a suitable long term and sustainable funding formula for the Government provided fee-paying schools for consideration by the Assembly in 2025. The formula should ensure parity with non-fee paying Government schools for inclusion support.



RECOMMENDATION 24

The Minister for Education and Lifelong Learning should commit to making the grant funding and other financial support provided for educational purposes more transparent.

Introduction: Why has the Panel chosen to focus on Secondary Education?

Background and context

The '*Independent School Funding Review*' (ISFR) published in October 2020, highlighted that the school system had a fiscal deficit of £2.4 million in 2019¹, of which £2.06 million² was attributable to secondary schools.

As part of the Education Reform Programme a new Funding Formula for Schools ('funding formula') was published in 2022, which sought to change the way in which funding was provided for all provided non-fee paying primary and secondary schools on the Island.

The Children, Education and Home Affairs Scrutiny Panel (hereafter, the Panel) was aware of the historic deficit and wanted to examine the suitability and impact of the new funding formula, whilst also considering other factors which impact secondary education beyond the balance sheet.

The Panel also had the opportunity to visit Les Quennevais School, Hautlieu School and Victoria College in 2023 which helped to provide context and inspiration for commencing the review.

Financial deficit

In figures provided by a previous Minister for Children and Education in 2021, the deficit from Government provided non-fee-paying secondary schools had increased since 2016:

³

	Variance to budget of Government provided non-fee paying Secondary Schools (Grainville, Haute Valleé, Hautlieu, Le Rocquier and Les Quennevais)
	£
2016	(227,302)
2017	(338,889)
2018	(1,486,907)
2019	(2,063,679)
2020	(1,768,228)

¹ '*Independent School Funding Review*', 2020 Delivery Ltd for the Government of Jersey, 16th October 2020, p.39

² [Response to Written Question 282/2021](#), answer tabled on 8th June 2021 by the Minister for Children and Education

³ Figures taken from [Response to Written Question 282/2021](#), answer tabled on 8th June 2021 by the Minister for Children and Education

Government provided fee-paying schools also recorded deficits during that time. The year-end figures were reported as:

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	Jersey College for Girls £	Victoria College £
2016	19,958	33,658
2017	(63,835)	91,101
2018	61,723	(152,832)
2019	(243,074)	(299,661)
2020	(306,063)	(184,085)

Primary schools had recorded an overall deficit of -£365,774 in 2019 and -£426,612 in 2020, but this was less of a financial impact than the figures indicated for secondary schools, as shared above and the reason that the Panel decided to focus a review on secondary education.

Further details about the financial status of the secondary school system can be found on page 31 of this report, which provides further details about the deficit in context to the funding provided to schools.

Definition of “Secondary Education”

The [Education \(Jersey\) Law 1999](#) defines secondary school as “a school in which there is mainly provided full-time education suitable to the requirements of children who have attained the age of 12 years”⁵. The Education (Jersey) Law 1999 establishes that the “upper limit of compulsory school age” is “on 30th June in the school year in which the child attains the age of 16 years”⁶.

The Government of Jersey website advises that the Jersey Curriculum “follows the national curriculum in England”⁷ but has some differences to take into account Jersey’s unique environment, culture and history. The national curriculum in England and Jersey is organised into blocks called Key Stages (KS)⁸. KS 1 and KS 2 are for younger students in primary school, whereas secondary schools typically offer KS 3 in school year groups 7-9, KS 4 in school year groups 10-11. KS 5 refers to college or sixth form (which provides for students 16+ and therefore older than the compulsory age of education in Jersey) where relevant this is school years 12 & 13.

The Panel was provided with the following classification of Jersey secondary schools from the Government:

⁴ Figures taken from [Response to Written Question 282/2021](#), answer tabled on 8th June 2021 by the Minister for Children and Education

⁵ [Education \(Jersey\) Law 1999](#), Part 1, Article 1

⁶ [Education \(Jersey\) Law 1999](#), Part 1, Article 2

⁷ [Understanding the curriculum \(gov.ie\)](#) (accessed 25th September 2024)

⁸ <https://www.gov.uk/national-curriculum/key-stage-3-and-4> (accessed 25/09/2024)

Government provided non-fee paying	Government provided fee paying	Non-provided grant-aided (private) schools	Non-provided (private) schools	Government provided Special Schools
Les Quennevais (11-16)	Jersey College for Girls (11-18)	De La Salle (11-18)	St. Michael's (11-14)	La Sente (11-16)
Le Rocquier (11-16)	Victoria College (11-18)	Beaulieu (11-18)		Mont à l'Abbé (11-16)
Haute Vallée (11-16)				
Grainville (11-16)				
Hautlieu (14-18)				

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The [Education \(Jersey\) Law 1999](#) defines “*provided schools*” in Article 3 and provides a list of them by name in [Schedule 1](#). There are modifications made for certain specified schools (including the secondary schools Jersey College for Girls and Victoria College) which allows fees to be charged and, also, removes the parental right to choose school as they are subject to a selective application process.

Total pupil numbers are not published for every school, but updated figures for September 2024 were provided to the Panel by the Government as part of the fact checking process for this report:

	Number of students on the school roll, September 24 Census
Grainville	750
Haute Vallée	647
Hautlieu	823
Le Rocquier	699
Les Quennevais	876
JCG	768
Victoria College	701
Mont A'Labbe	113 Years 7-13 only
La Sente	55 Years 7-12 only

Methodology

The Panel launched its review of the draft Law on 21st June 2023 (the ‘Review’). The Panel set out to examine whether the changes to the funding formula for education are adequate to meet the requirements of secondary education and, also, consider if the structure of secondary

⁹ [Letter](#) – Assistant Minister for Children and Education – 17th July 2023

education in Jersey has adequate flexibility to adapt to the changing nature and needs of education in future. The Review's Terms of Reference can be found in [Appendix 1](#).

The Panel undertook a consultation survey in the summer of 2023 which received a total of 353 responses. The survey results were analysed independently for the Panel by Island Global Research and their full summary report can be found at Appendix 2.

Attempts to engage with targeted stakeholders were made through written correspondence but, unfortunately, this elicited few responses. The Panel did receive some written submissions, which can be found on the Panel's [review page](#) of the States Assembly website.

During the course of this review the Panel has had written correspondence with the Minister for Education and Lifelong Learning and, under the previous Government, the Minister and Assistant Minister for Children and Education. Copies of the correspondence can be found on the Panel's [review page](#) of the States Assembly website. The Panel also held a public hearing with the Minister for Education and Lifelong Learning on 10th July 2024.

The review also included desktop research in relation to various areas and a bibliography of sources can be found in Appendix 1.

Education requirements

At the outset of this review the Panel wanted to relate the suitability of funding provided to the requirements of the secondary education system. We have therefore set out some of the realms of the ‘requirements’ of education in this section.

Role of Government in Education

The Minister for Education and Lifelong Learning’s responsibilities are confirmed by Government in a published list of Ministerial Responsibilities ([R.118/2024](#)) as:

*“The Minister is responsible for... providing a **first-class education service** and supporting the development of skills, creativity and lifelong learning”.*¹⁰

The accompanying list of responsibilities includes, *inter alia*, secondary schools, special education schools, educational standards and achievement and children’s inclusion and early intervention. [R.118/2024](#) details that Ministers are individually accountable to the States Assembly for each of their responsibilities, including for the actions of the departments and agencies which discharge them on their behalf, and will discharge their responsibilities in accordance with the [Ministerial Code](#).

Within the structure of the Government of Jersey, Education is a service area which sits within the department for Children, Young People, Education and Skills (CYPES).

Rights of the Child

The United Nations Convention on the Rights of the Child (UNCRC) includes articles which focus on a child’s right to education. Article 28 of the UNCRC states that “*every child has the right to an education. Primary education must be free and different forms of secondary education must be available for every child...*”¹¹ and Article 29 deals with the aims of education, for example the development of the child to their full potential.

Education (Jersey) Law 1999

The **Education (Jersey) Law 1999** (the Law) provides the legal framework for the education system in Jersey and includes the following **general duty for the States** to promote education:

*“The States shall promote the spiritual, moral, intellectual, cultural, social and physical development of the people of Jersey and, in particular, of the children of Jersey”*¹².

Key aspects of the Law in relation to secondary education include:

1. **Age of compulsory education:** The Law mandates compulsory education for children aged 5 to 16, detailing the requirements for school attendance and the duties of parents and guardians. The Law establishes that the “*upper limit of compulsory school age*” is “*on 30th June in the school year in which the child attains the age of 16 years*”¹³.

¹⁰ ‘States of Jersey Law 2005: Article 30A – Ministerial Responsibilities’ [[R.118/2024](#)], 10th July 2024, Chief Minister (emphasis added)

¹¹ [Summary of the UN Convention on the Rights of the Child](#), (accessed 18th September 2024)

¹² [Education \(Jersey\) Law 1999](#), Part 2, Article 6

¹³ [Education \(Jersey\) Law 1999](#), Part 1, Article 2

2. **Jersey Curriculum:** It sets out the requirements for the curriculum to be balanced and broadly based so that schools must adhere to standards and provide a consistent education¹⁴ and establishes a Jersey Curriculum Council (see page 26 for further details).
3. **Special Educational Needs:** The Law includes provisions for identifying and supporting students with special educational needs, ensuring they receive appropriate assistance and accommodations and includes the definition for a “special school”, which is specially organised to make special educational provision for pupils with special educational needs

Duties of the **Minister for Education and Lifelong Learning** under the Law, include:

- to review the provision of school places on an annual basis, and with consideration for the future, to ensure that there are enough places available in both provided and non-provided schools¹⁵;
- to ensure that every child of compulsory school age can access full-time education to match their age, ability and aptitude¹⁶;
- having regard to the need for the Jersey Curriculum to be balanced and broadly based, and to prepare children for the opportunities, responsibilities and experiences of adult life¹⁷;
- suitable provision for children with special educational needs¹⁸;
- the ability to issue a statement, or guidance to provided schools, in relation to acceptable standards of behaviour and discipline¹⁹;
- that “*there is available education appropriate to the reasonable needs of the generality of young persons...*” and also continuing education for other persons over compulsory school age²⁰;
- to make available guidance about the Minister’s duties and functions under the Law²¹; and
- ensuring that schools are evaluated to assess the quality of education provided²².

The Law also includes the power for the Minister to delegate functions in relation to a school to its Governing Body. The Panel received confirmation in July 2023 that there were no formal delegations made under Article 58 of the Law to the governing bodies of secondary schools²³.

The Panel understands that prior to the Covid-19 pandemic the Minister for Education (as the role was at the time) intended to conduct a review of the Law²⁴, however this was not pursued and has not been a priority of the subsequent Common Strategic Policy. The Minister for Education and Lifelong Learning has confirmed that there are no plans to consider any specific reform of secondary education as part of the Common Strategic Policy priorities during the

¹⁴ [Education \(Jersey\) Law 1999](#), Part 4, Article 16

¹⁵ [Education \(Jersey\) Law 1999](#), Part 2, Article 7

¹⁶ [Education \(Jersey\) Law 1999](#), Part 4, Article 11

¹⁷ [Education \(Jersey\) Law 1999](#), Part 4, Article 16 (4)

¹⁸ [Education \(Jersey\) Law 1999](#), Part 5, Article 29

¹⁹ [Education \(Jersey\) Law 1999](#), Part 6, Article 34

²⁰ [Education \(Jersey\) Law 1999](#), Part 8

²¹ [Education \(Jersey\) Law 1999](#), Part 9, Article 54

²² [Education \(Jersey\) Law 1999](#), Part 10, Article 64

²³ [Letter](#) – Assistant Minister for Children and Education – 17th July 2023

²⁴ [‘2018-2022 Legacy Report: Children, Education and Home Affairs’](#) [S.R.13/2022], 5th May 2022, p.16

current electoral term to 2026, however, has confirmed that elements may be progressed through process of continuous improvement²⁵.

School places

The Panel asked for details about the duty of the Minister to review the provision of school places and how this was achieved. With regards to secondary education, it was explained that:

Year 6 has an immigration factor applied which then shows the total cohort that will move to Secondary Schools. Analysis of how many children live in catchment for each secondary school informs the total cohort for each of the four Government provided non-fee-paying schools. Trend data on the percentage of children that attend a fee charging school is applied, which then provides the predicted numbers for each Secondary school Year 7.

Years 7, 8 and 10 have an immigration factor applied and are moved forward by a year.

Year 9 has an immigration factor applied and average number of children that join Hautlieu from each school is removed. This informs the prediction for Year 10.²⁶

The full policy regarding the allocation of places at Government provided non-fee paying schools is published on the Government's website, and a copy is available in the Panel's Research files on our website ([here](#)). The version we accessed in summer 2024 was issued in August 2013 and last updated in November 2022.

The Policy references a number of articles from the Law, one of which ([Article 15](#)) highlights:

Parental right to choose school

(1) The parent of a child aged below or of compulsory school age shall have the right to express a preference as to the provided school at which the parent wishes education to be provided for his or her child in the exercise of the Minister's functions.

(2) Subject to paragraph (3), the Minister shall comply with any preference expressed pursuant to paragraph (1).

(3) The Minister shall not be required to comply with a preference if to do so would prejudice the provision of efficient education or the efficient use of resources.

Information available on the Government's website (accessed in September 2024) provides the following information about how non-fee paying secondary school places are allocated:

²⁵ [Letter](#) – Minister for Education and Lifelong Learning – 19th July 2024

²⁶ [Letter](#) – Assistant Minister for Children and Education – 17th July 2023

How secondary school places are allocated

You'll receive an offer of a place at a non fee-paying secondary school if your child attends a non fee-paying primary school (unless they are going to a fee-paying secondary school).

Offers are sent by email in January and decisions about out of catchment places are communicated by the end of February.

If schools are full then priority is given to students who:

1. have a special educational need and must attend a specific school / are looked after
2. live in the school catchment area
3. have a brother or sister in Years 7 to 10
4. attend a primary school in the secondary school catchment area
5. have parents who live or work in the school catchment area
6. have a brother or sister in year 11
7. have a good educational reason for attending a non-catchment school

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Please see pages 43-44 of Appendix 2 for further information about the general Secondary Education Landscape in Jersey.

For Year 7 (age 11) entry to provided secondary schools, places are offered to children who attend non-fee paying primary schools based on the above criteria. The Government website advises that offers are sent in January and decisions about out of catchment places are communicated by the end of February²⁸. There is an appeal process for school admissions in Jersey, but this is non-statutory and is not required by Law. The relevant 'School Admission Appeals' Policy confirms that the Minister allows appeals against admission decisions in line with good practice²⁹.

Furthermore, the scope of CYPES' current '[Transfer and Transition Policy](#)' (last updated in September 2019) does include students who transfer between schools outside of normal transfer periods, for example, after the expression of a preference to attend elsewhere.

There are modifications made in the Law for specified schools (including Jersey College for Girls and Victoria College) which removes the parental right to choose the school. Places for these schools are managed by the schools themselves and are allocated on an academically selective basis. However, this impact on choice does not appear to be reflected in public understanding collected by the Panel, where respondents indicated that active choice was limited because it was limited by the ability to pay fees or the student's academic ability³⁰.

One of the questions the Panel asked for public responses on was "*Do you have any views about the choice of secondary schools available in Jersey?*". The Panel received feedback from parents which referenced a "*postcode lottery*"³¹ and that there was really no choice for students who would be attending the Government provided non-fee paying secondary schools due to the criteria.

In addition to school choice, limited subject choice was also reflected in some comments made to the Panel by the public, which indicated that subject options were often dependant on the

²⁷ <https://www.gov.je/Education/Schools/FindingSchool/Pages/Admissions.aspx> (accessed on 18th September 2024)

²⁸ <https://www.gov.je/Education/Schools/FindingSchool/Pages/Admissions.aspx> (accessed on 18th September 2024)

²⁹ [School Admission Appeals Policy](#), Government of Jersey, version last updated 30th March 2023 (accessed 18th September 2024)

³⁰ Appendix 2, p.34

³¹ Appendix 2, p.34

school. For example, some schools provide access to vocational and BTEC studies pre-16, but this is not provided universally across all secondary schools, so access is limited by catchment area. Further analysis and detail about the public feedback the Panel received is detailed on pages 33 – 39 of the report attached at Appendix 2.

The feeling that there was a lack of real choice for secondary education is not new sentiment. In 2020 the Government published a summary of its consultation on Education, the 'Big Education Conversation', which found:

“Some parents and teachers did perceive a potential ‘life-long’ disadvantage through lack of choice. This is in relation to access to fee-paying (and faith-based) schools, as well as lack of choice in catchment area schools. This sentiment was sometimes reinforced through GCSE subject options available from Key Stage 4 onwards being location-dependent.”³²

In relation to concerns raised about availability of subject choice, the Panel asked the Minister for Education and Lifelong Learning about average class sizes, as the new funding formula states that the assumption of class size is 25 students for most subjects and 20 for some practical subjects. The Panel was provided with the following information about average form sizes across secondary schools:

School	Total	Forms	Average
Grainville	772	32	24
Haute Vallée	616	26	24
Le Rocquier	723	30	24
Les Quennevais	862	35	25

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It was explained that CYPES did not hold central data on individual class sizes, but that it was reported that these varied, particularly in KS4. It was confirmed that each of the 4 secondary schools listed above had indicated that the assumption of class sizes of 25 students for most subjects and 20 for some practical subjects is typical of the reality within the school.

The Panel asked if the minimum class size of 12 students for options subjects could limit the subjects on offer. The Minister advised that:

Some schools may be following a minimum class size approach in order to fulfil their financial obligations. School funding includes consideration of optimum class sizes to calculate the required teacher to pupil ratio for employment. There is no statutory minimum class size, and many schools choose to continue to with classes of less than 12 in order to maintain curriculum breadth. Often this will be in a small number of less frequently selected subjects such as music and classics and could be said to be subsidised by the decision to maintain class sizes of 20 – 25 in GCSE and 15-20 at level 3, for more frequently selected subjects such as business studies, psychology and English.³⁴

Education of young people in Greenfields Secure Children’s Home

³² [‘Big Education Conversation’](#), Government of Jersey, 16th October 2020, p.36

³³ [Letter](#) – Minister for Education and Lifelong Learning – 19th July 2024

³⁴ [Letter](#) – Minister for Education and Lifelong Learning – 19th July 2024

The Panel has not focused on the education of young people who move in to Greenfields Secure Children’s Home, however, as context, the Panel highlights a recommendation made in the Supplementary Report of the Commissioner for Children and Young People Jersey to the United Nations Committee on the Rights of the Child’s examination of the United Kingdom under the UNCRC, published in December 2022, which was that children who were detained in Greenfields, should have the same educational entitlements as those in the community:

*The provision of education appropriate for the age of children held in Greenfields must be ensured and that education must be of at least the same quality as provided to children in the community.*³⁵

Education at Greenfields is not funded through the funding formula as there is separate funding provided by Government for the Virtual School.

Jersey Curriculum Council

The Law establishes the Jersey Curriculum Council (the Council), the purpose of which is to offer independent advice to and undertake research and development on behalf of the Minister in respect of the Jersey Curriculum³⁶. The legal requirements are set out in Part 4, Article 16 of the Law and a full list of functions are set out in [Schedule 5](#) of the Law. The Council is Chaired by the Chief Officer for CYPES and has a Minister appointed Vice-Chair and 13 other members, which include teaching representatives from the various Key Stages of Education and CYPES Officers³⁷.

The Government of Jersey’s website advises that “*The Jersey curriculum follows the national curriculum in England. There are some differences to take into account Jersey’s unique environment, culture and history*”³⁸.

For reference, in July 2024 the UK Government launched a review of Curriculum and Assessment, which would span KS 1 to KS 5 and confirmed that it would introduce a children’s wellbeing bill to legislate for a variety of its education policies. It was reported that the Curriculum and Assessment review would “*seek evolution not revolution*”³⁹ and would publish its recommendations in 2025.

In Jersey the funding formula is intrinsically linked to the curriculum as, funding for Secondary Schools based the teaching staff budget on a “model curriculum”⁴⁰ however, the funding formula does not set out the detail of what that is. Whilst the Law stipulates that the Minister may name the minimum number of hours in a school year for certain subjects at different key stages, this does not appear to have been outlined in detail on the current version of the curriculum that is publicly available.

With regards to the content and scope of the curriculum, the Big Education Conversation captured that the community wanted Jersey’s education system to provide students with the opportunity to:

³⁵ [Supplementary Report of the Commissioner for Children and Young People Jersey UN Committee on the Rights of the Child Examination of the United Kingdom of Great Britain and Northern Ireland](#), December 2022, p.6

³⁶ [Education \(Jersey\) Law 1999](#), Schedule 5, Article 2 (c)

³⁷ CYPES Policy ‘[Guidance to support the Functions of the Jersey Curriculum Council](#)’, copy provided to the Panel in July 2023

³⁸ <https://www.gov.je/education/schools/childlearning/pages/understandingcurriculum.aspx> (accessed 16th September 2024)

³⁹ [Government launches Curriculum and Assessment Review - GOV.UK \(www.gov.uk\)](#) (accessed 18th September 2024)

⁴⁰ ‘[Jersey Funding Formula for Schools: Rationale and Calculations 2024](#)’, Government of Jersey, May 2024, p.23

- acquire the knowledge, skills and capabilities they need for work and life;
- have a strong grounding in literacy and numeracy, and digital skills;
- become well-rounded and resilient individuals with strong social and emotional skills; and
- be active citizens who are ready to participate in and shape the world.

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The feedback to the consultation supported that literacy and numeracy skills should be the principal focus of the education system, however, it identified a disconnect between the views of teachers and other stakeholders with regards to the content and scope of the curriculum for the future. At that time, teachers were recorded as being in favour of the existing curriculum, whereas a large number of students, parents and businesses wanted a radical departure from the current curriculum based on the English national curriculum and felt that there “*is a need to be bold and follow what high performing education systems around the world are doing such as Singapore and Finland*”⁴².

The feedback provided to the Panel in 2023 around the curriculum concurred with that from the Big Education Conversation, namely, there should be provision of a wide choice of subjects which adequately prepared students for their future⁴³. However, there was feedback that certain subjects were not available to everyone as the offering differs by school. Responses to the Panel also suggested that the curriculum could be reviewed to identify how it could be modernised and, also, to consider its flexibility and ensure that there was sufficient vocational provision available⁴⁴.

In July 2024, the Panel asked the Minister what he considered to be important outcomes of secondary education and was advised that:

The development of children and young people is the key outcome of all education. Jersey schools have for some time been UNICEF rights respecting schools and a high value has rightly been placed on children’s rights. This work has done much to support school improvement across the Island. UNESCO’s useful definition (see below) of Curriculum helps to explain the breadth and scope of what our schools should be offering, with a clear focus on development of the whole child or young person:

‘Curriculum is a systematic and intended packaging of competencies (i.e. knowledge, skills and attitudes that are underpinned by values) that learners should acquire through organised learning experiences both in formal and non-formal settings.

Good curriculum plays an important role in forging life-long learning competencies, as well as social attitudes and skills, such as tolerance and respect, constructive management of diversity, peaceful conflict management, promotion and respect of Human Rights, gender equality, justice and inclusiveness.

At the same time, a school’s curriculum contributes to the development of thinking skills and the acquisition of relevant knowledge that learners need to apply in the context of their studies, daily life and careers. Curriculum is also increasingly called upon to support the learner’s personal development by

⁴¹ ‘[Big Education Conversation](#)’, Government of Jersey, 16th October 2020, p.30

⁴² ‘[Big Education Conversation](#)’, Government of Jersey, 16th October 2020, p. 32

⁴³ Appendix 2 – p. 11

⁴⁴ Appendix 2 – p. 26

*contributing to enhancing their self-respect and confidence, motivation and aspirations.*⁴⁵

The Panel understands that the Rights Respecting Schools programme is funded and facilitated by the Office of the Children's Commissioner for Jersey⁴⁶ and not through the funding formula for schools.



FINDING 1

The right for parental choice of school is embedded in the Education (Jersey) Law 1999, subject to provision of efficient education or the efficient use of resources. However, there appears to be inconsistency between the right to choose a school and public perception that choice is a 'postcode lottery', where the understanding is that choice for secondary education is only available to those with financial means.



FINDING 2

The Jersey Curriculum is closely linked to the national curriculum in England, which is currently under review. Public sentiment, captured by the Government's own consultation 'The Big Education Conversation' and the Panel's work has captured a desire to ensure that the secondary curriculum is broad and prepares students for their future.



FINDING 3

Some Government provided non-fee paying schools offer support with vocational studies pre-16, but this is not provided universally across secondary schools and access to the schools is dependent on catchment area.



RECOMMENDATION 1

The Minister for Education and Lifelong Learning should assess the legal right to parental choice for their child's education and policies which relate to school admissions and transfers to ensure that flexibility is built into the secondary education framework, particularly for students who do not have the financial support to attend a private or a fee-paying setting.



RECOMMENDATION 2

The Government should undertake a thorough refresh assessment of how the Education (Jersey) Law 1999 and the Government's policies relating to secondary education are compatible with the United Nations Convention on the rights of the Child (UNCRC) and current best practice from other jurisdictions. This should include consideration of the compulsory age of education and the education of young people who are held in detention.



RECOMMENDATION 3

Any evolution to the English national curriculum may provide a suitable opportunity for the Jersey Curriculum to be reassessed. The Minister should ask the Jersey Curriculum Council to provide formal advice on this matter, to be published in a report to the States Assembly, by the end of December 2025.

⁴⁵ [Letter](#) – Minister for Education and Lifelong Learning – 19th July 2024

⁴⁶ '2023 Annual Report' [R.108/2024], Children's Commissioner for Jersey, 21st June 2024, p. 12

What is the public investment in Education?

Government Budget and total spend on Education

Education sits within the Government department for Children, Young People, Education and Skills (CYPES). The financial accounts are reported on for CYPES as a whole, rather than for each separate service line of the department. However, at a high level, the published States of Jersey Group Annual Report and Accounts for the year 2023 detail that the CYPES department spent a total of £201 million in 2023, which was an increase of £25 million (14% on the previous year). This spend includes Education and, each year since 2021, further detail about the breakdown of the proposed funding is provided in the Annex documents supporting the Government's Budget (previously known as the Government Plan).

The projected net revenue expenditure budgets for Education are detailed in the table below, with a comparison between the Government Plans for 2022-2025, 2023-2026, 2024-2027, and Budget for 2025-2028. This time period captures that the net revenue expenditure went above £100 million per year from 2023⁴⁷ (this figure does not include grant funding):

	Government Plan 2022 – 2025 (£'000) ⁴⁸	Government Plan 2023 – 2026 (£'000) ⁴⁹	Government Plan 2024 – 2027 (£'000) ⁵⁰	Proposed Budget 2025 – 2028 (£'000) ⁵¹
Net revenue expenditure for Education in 2022	98,174	-	-	-
Net revenue expenditure for Education in 2023	99,497	120,101	-	-
Net revenue expenditure for Education in 2024	100,164	121,852	132,690	-
Net revenue expenditure for Education in 2025	100,841	123,178	134,016	143,095
Net revenue expenditure for Education in 2026	-	124,712	135,550	144,612
Net revenue expenditure for Education in 2027	-	-	135,550	144,610
Net revenue expenditure for Education in 2028	-	-	-	144,609

For 2025, the projections from this year's Budget of a proposed spend of £143 million provide a 41.9% increase on the figure of £100 million that had been projected for 2025 back in 2021.

⁴⁷ During the fact checking process it was advised that "A lot of the increase will be pay inflation. Which would not have been included in original number for 2025 but which will have increased by 0.9% in 2021, 2.9% in 2022, 7.9% in 2023 and 8% in 2024".

⁴⁸ [Government Plan 2022 – 2025 Annex](#): Service Level Analysis, p. 21-22

⁴⁹ [Government Plan 2023 – 2026 Annex](#): Service Level Analysis, p. 11-12:

⁵⁰ [Government Plan 2024 – 2027 Annex](#): Service Level Analysis, p. 20-21

⁵¹ [Proposed Budget 2025 – 2028 Annex](#): Service Level Analysis, p. 17

The reasons for the increase across the whole of Education lie outside the remit of this Panel’s review, however, recent Government Plans have indicated additional projects such as Education Reform and additional funding to address ‘*demographic needs and assessments*’.

The Education Reform Programme received additional funding in the 2021-2024 Government Plan, to the sum of £41 million across 4 years⁵². For 2023-2026 additional funding of £6.1 million per annum for each of the four years of that Government Plan⁵³ for addressing the Inclusion Review as part of the Education Reform Programme was approved by the Assembly.

Public spending statistics are also [published](#) by Statistics Jersey using the Classification of the Functions of Government (COFOG) system. This collates statistics from all central Government departments, non-Ministerial departments, States Funds, Andium Homes Limited and all Parishes. The figures for Jersey do not include gross capital formation and acquisitions.

In the [report](#) published on 27th September 2024 it was reported that £198.7 million was spent on all Education by the COFOG group in Jersey in 2023, which was a 6.1% increase compared to the same group in 2022⁵⁴. This suggests that there is significant spend classified for education outside of CYPES because, as referenced in the table above, the Panel notes that the Government Plan for 2023 – 2026 indicated that the Education service line would have a budget of approximately £120 million for 2023.

The COFOG report details that Jersey’s total spend on education puts it at 13th highest in the Organisation for Economic Co-operation and Development (OECD) countries and was 1.1 percentage points higher than the United Kingdom.

A further breakdown of how the funding for Education is divided between pre-primary, primary, secondary and further education is shared in the COFOG report, which indicates that **£68 million was spent on secondary education in 2023**, which is an increase of 6% from 2022:

COFOG group	2022	2023	% Change
Pre-primary and primary education	67.4	74.8	11.0%
Secondary education	64.2	68.0	6.0%
Post secondary non-tertiary education	20.0	20.5	2.2%
Tertiary education	16.6	15.5	-6.5%
Education not definable by level	0.6	0.5	-28.6%
Subsidiary services to education	1.8	2.4	33.1%
R&D education	0.0	0.0	0.0%
Education n.e.c.	16.6	17.0	2.2%
Division total	187.3	198.7	6.1%

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⁵² [Government Plan 2021-2024](#), p.194

⁵³ [Government Plan 2023-2026](#), p.105

⁵⁴ [Public Spending Statistics 2023](#), Statistics Jersey, published 27th September 2024, p. 2

⁵⁵ [Public Spending Statistics 2023](#), Statistics Jersey, published 27th September 2024, p. 12

Secondary School Finances

At the start of its review, the Panel requested a summary of the year end finances for secondary schools for the last five years, including the budget, actual expenditure, and the sum of variance. The table copied below was provided to the Panel in July 2023:

	Grainville	Haute Vallée	Hautlieu	Le Rocquier	Les Quennevais	JCG	Victoria College	Mont A-L'Abbe	La Sente
Budget 23	7,253,000	6,566,000	6,847,000	7,304,000	6,697,000	2,475,000	2,184,000	5,041,000	1,983,000
Budget22	6,459,000	5,900,000	6,440,000	6,761,000	6,186,000	2,534,500	2,479,800	4,178,000	1,385,000
Actual 22	6,564,820	5,942,703	6,417,617	6,680,456	6,175,506	2,436,071	2,468,530	4,109,745	1,567,400
Variance 22	-105,820	-42,703	22,383	80,544	10,494	98,429	11,270	68,255	-182,400
Budget21	5,874,000	5,498,000	6,361,000	6,337,000	5,664,000	2,082,000	2,292,000	3,922,000	1,307,000
Actual 21	6,115,104	5,764,663	6,384,560	6,359,218	5,580,074	2,119,472	2,410,382	3,944,286	1,299,862
Variance 21	-241,104	-266,663	-23,560	-22,218	83,926	-37,472	-118,382	-22,286	7,138
Budget20	5,488,000	4,841,000	6,372,000	5,649,000	5,840,000	2,341,880	2,505,600	3,024,000	1,275,000
Actual 20	5,798,048	5,442,318	6,339,494	6,238,218	6,140,150	2,647,943	2,689,685	3,664,719	1,407,655
Variance 20	-310,048	-601,318	32,506	-589,218	-300,150	-306,063	-184,085	-640,719	-132,655
Budget19	5,030,764	4,583,253	5,909,540	5,455,935	4,622,804	2,290,218	2,133,847	2,881,368	713,658
Actual 19	5,387,069	5,382,701	5,957,610	5,983,745	4,954,849	2,533,098	2,433,508	3,124,481	682,172
Variance 19	-356,305	-799,448	-48,070	-527,810	-332,045	-242,880	-299,661	-243,113	31,486
Budget18	4,736,794	4,595,587	5,776,084	5,598,551	4,384,032	2,340,830	2,259,828	2,747,854	631,596
Actual 18	5,066,416	5,047,346	5,761,730	5,733,473	4,968,990	2,279,107	2,412,660	2,764,541	599,536
Variance 18	-329,622	-451,759	14,354	-134,922	-584,958	61,723	-152,832	-16,687	32,060

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The Panel asked for updated figures for 2023 in 2024 and was provided with the following information:

⁵⁶ [Letter](#) – Assistant Minister for Children and Education – 17th July 2023

	2023 Budget	2023 Actual	2023 Actual Variance	2024 YTD Budget (End June)	2024 YTD Actuals (End June)	2024 YTD Variance (End June)	2024 Full Year Budget
Secondary School Only							
Grainville	7,669,000	7,731,910	-62,911	4,182,321	4,438,937	-256,616	8,563,000
Haute Vallée	6,903,000	6,918,032	-15,034	3,887,466	3,947,490	-60,024	7,755,000
Hautlieu	7,273,000	7,377,169	-104,169	4,142,010	4,186,530	-44,520	8,188,000
Le Rocquier	7,732,000	7,279,577	452,419	4,150,770	4,149,379	1,391	8,238,000
Les Quennevais	7,110,000	7,111,436	-1,433	4,092,502	4,049,858	42,644	8,046,000
Secondary Schools Total	36,687,000	36,418,124	268,873	20,455,069	20,772,193	-317,124	40,790,000
Jersey College for Girls	2,640,000	2,819,565	-179,565	754,149	829,424	-75,275	3,109,000
Victoria College	2,355,000	2,548,131	-193,131	641,602	565,210	76,392	2,745,200
Fee Charging Secondary Schools Total	4,995,000	5,367,696	-372,696	1,395,751	1,394,634	1,117	5,854,200
Total	41,682,000	41,785,820	-103,823	21,850,820	22,166,827	-316,007	46,644,200

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The total actual spend is summarised in the table below:

	Government provided non-fee paying Secondary Schools (Grainville, Haute Vallée, Hautlieu, Le Rocquier and Les Quennevais) £	Government provided fee-paying schools (JCG and Victoria College) £	Total £
2018	26,577,955	4,691,767	31,269,722
2019	27,665,974	4,966,606	32,632,580
2020	29,958,228	5,337,628	35,295,856
2021	30,203,619	4,529,854	34,733,473
2022	31,781,102	4,904,601	36,685,703
2023	36,418,124	5,367,696	41,785,820

These figures indicate that the total amount spent by CYPES on direct funding to the Government provided and fee-paying schools has increased by just over £10 million in the last six years, which equates to an approximate 28% increase when combined. The majority (£9.840 million) of the £10 million has funded Government provided non-fee paying secondary schools, equating to an increase of approximately 31% since 2018.

Comparatively, the funding provided by Government towards the provided fee-paying schools has fluctuated slightly but overall it has increased by approximately £676,000, equating to a 13% increase between 2018 and 2023. It should be noted that the figures for 2018 reflect the Government provided funding rate for 48.5% of the Average Weighted Pupil Unit formula, and this subsequently dropped to 47% in 2019 (see page 34 for further details). Further detail around the funding structure for the Government provided fee-paying secondary schools is on page 71 of this report.

The Government of Jersey's RPI [inflation calculator](#) shows that between the periods of March 2018 and December 2023 the costs of goods and services had increased by 33.2%.

⁵⁷ [Letter](#) – Minister for Education and Lifelong Learning – 19th July 2024

This would indicate that the Government provided non-fee-paying secondary schools have had their funding increase in line with inflation, however, the Government provided funding to fee-paying-schools is below RPI.

The Panel notes that the previously referenced additional funding revenue programmes for Inclusion and Education Reform have seen additional roles and support provided to schools during the last few years. This raises the question of whether the schools' core funding has kept up with inflation, as the significant additional investment has been targeted towards inclusion.

At a high level, the Panel also highlights the 47% difference between the £41.785 million in total direct spend on the Government provided secondary schools, to the £68 million which was reported in the COFOG report. The Panel has not had the opportunity to ascertain the reasons for this large difference as part of this review, but expects that some of the difference will be attributable to:

- the secondary provision at Mont A Labee school (total primary and secondary school budget in 2023 was £5,041,000);
- La Sente school (total budget for 2023 was £1,983,000);
- the grant made to Beaulieu Convent School (£2.367 million for both primary and secondary in 2023⁵⁸);
- the grant made to De La Salle College (£1.889 million for both primary and secondary in 2023⁵⁹);
- non-CYPES led education outreach projects, such as public health promotion or community safety; and
- some capital expenditure or maintenance, noting that capital formation and acquisition is not included in the COFOG figures but it is not clear if any feasibility work for educational projects, or works (that are not minor works funded by the school) are included here. For 2022 the maintenance expenditure was confirmed as approximately £1.8 million).

The Panel will ask the Minister to confirm exact details on the difference as it does not have enough evidence to examine these figures in further detail but highlights that in 2023 £41 million of the £68 million of Government total spend on secondary education is directly going to Government provided schools (that are not special schools) to support their funding structure and delivery of the curriculum. The Panel questions if this would impact how Jersey compares to other OECD jurisdictions in in terms of total spend on Education.

Addressing the deficit

As highlighted at the start of this report, secondary schools had previously recorded significant financial deficits, which are set out in the table below:

	Variance to budget of Government provided non-fee paying Secondary Schools (Grainville, Haute Valleé, Hautlieu, Le Rocquier and Les Quennevais)	Variance to budget of Government provided fee-paying schools (JCG and Victoria College)
	£	£
2018	(1,486,907)	(91,109)

⁵⁸ 'States of Jersey Group Annual Report and Accounts 2023', States of Jersey, p.231

⁵⁹ 'States of Jersey Group Annual Report and Accounts 2023', States of Jersey, p.231

2019	(2,063,679)	(542,541)
2020	(1,768,228)	(490,148)
2021	(469,619)	(155,854)
2022	(35,102)	109,699
2023	268,837	(372,696)

Following the introduction of the funding formula in 2022 (this is discussed in more detail in the next section of this report), the total deficit for the five non-fee-paying provided secondary schools has been reduced. There is more variance for the two fee-paying schools, however they are not subject to the new funding formula. Further commentary on the fee-paying schools is on page 71, but it is also provided above for context.

Calculations using the Average Weighted Pupil Unit

Schools in Jersey had previously been funded by a core allocation mechanism known as the Average Weighted Pupil Unit (AWPU), which provided criteria for the allocation of funding. Under the AWPU model core funding was allocated to non-fee paying secondary schools and all fee-paying schools on a per student basis. There was then additional ‘fixed funding’ for central staff costs, SEBD (social, emotional and behavioural difficulties) allocation and SEN (special educational needs) allocation was based on a ‘deprivation’ score and CAT (cognitive ability test) scores and ENCO (Education Needs Coordinator) requirements. The ISFR found that this was a complex system which did not provide headroom within budgets for unforeseen costs⁶⁰.

Furthermore, a key theme around funding and resources emerged from both the Big Education Conversation exercise (published 2020) and the Independent Review of Inclusive Education and Early Years (the Inclusion Review) undertaken by Nasen international (published December 2021). The Big Education Conversation suggested that funding needed to be targeted at areas of need, but also that Teachers had expressed the opinion that Government should “*acknowledge the pressures that schools are currently facing and provide a level of funding that is sustainable, gives stability and supports current provision for all students*”⁶¹. The Inclusion Review highlighted the need for redeveloping the funding model for supporting Children and Young People and ensuring that the allocation of funding was transparent⁶².

The Government did not publish AWPU figures on a regular basis to provide comparisons, however, the Panel has collected some information which indicates previous funding levels. The AWPU figures between 2016 and 2018 indicate that there is variation in how this was calculated for different key stages of secondary schools and, also, differences between the different schools.

A Freedom of Information (FOI) request published in December 2016 provided a breakdown of the AWPU split over different KS at the schools. It appears to show an equal division of the funding between different schools, due to the separation of the fixed costs for example Special Educational Need provision:

⁶⁰ “[Independent School Funding Review](#)”, 2020 Delivery Ltd for the Government of Jersey, 16th October 2020, p.46

⁶¹ ‘[Big Education Conversation](#)’, Government of Jersey, 16th October 2020, p. 13 (emphasis added)

⁶² ‘[Independent Review of Inclusive Education and Early Years 2021](#)’, Government of Jersey, 13th December 2021, p. 100

States of Jersey non-fee paying	KS3 AWPU Years 7 - 9	KS4 AWPU Years 10 - 11	KS5 AWPU Years 12 - 13	Fixed costs/overheads (including SEN)
Grainville	£4,531.75	£5,046.82	N/A	£3,056.26
Haute Vallee	£4,531.75	£5,046.82	N/A	£2,092.41
Hautlieu	N/A	£5,046.82	£6,721.17	£857.65
Le Rocquier	£4,531.75	£5,046.82	N/A	£1,430.28
Les Quennevais	£4,531.75	£5,046.82	N/A	£1,463.42
States of Jersey fee paying	KS3 AWPU	KS4 AWPU	KS5 AWPU	Fixed costs/overheads (including SEN)
Jersey College for Girls	£2,265.88	£2,523.41	£3,360.58	£405.58
Victoria College	£2,265.88	£2,523.41	£3,360.58	£447.20

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A written question in the States Assembly in 2018 indicated the following AWPU rates:

Year Group	AWPU Rate / Pupil (£)
Year 7	4,582
Year 8	4,582
Year 9	4,582
Year 10	4,930
Year 11	5,271
Year 12	6,796
Year 13	6,796

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FINDING 4



For 2023 there is a £27 million (47%) difference between the £41 million spent by Government on provided and fee-paying secondary schools (not including the special schools) which is funded by CYPES and the £68 million reported spend on secondary education by Jersey's Classification of the Functions of Government report.

FINDING 5



Between 2018 and 2023 there has been a £9.840 million increase to funding provided by Government to non-fee-paying secondary schools, equating to an increase of 31%. Comparatively, the funding provided by Government towards the provided fee-paying schools has fluctuated slightly but overall it has increased by approximately £676,000, equating to a 13% increase over the same period of time. Comparatively, Jersey's Retail Price Index (RPI) over the period March 2018 to December 2023 was 33.3%, so Government provided funding has not kept pace with RPI, despite additional funding provided for Education reform.

⁶³ [Allocation of secondary school funding](#) (FOI), 8th December 2016

⁶⁴ [Written Question 160/2018](#)



FINDING 6

The financial deficit has decreased for the non-fee paying provided secondary schools since the introduction of the Jersey Funding Formula for Schools ('funding formula') (in 2022) but has not been totally removed. The deficit for the fee-paying provided secondary schools has fluctuated over the same period of time (2018-2023), but they are not subject to the new funding formula calculations.



RECOMMENDATION 4

The Minister for Education and Lifelong Learning should confirm how the £27 million difference between the department for Children, Young People, Education and Skills (CYPES) figures and the Classification of the Functions of Government report for secondary education spend in 2023 is calculated and confirm how this impacts expenditure in comparison to other jurisdictions.



RECOMMENDATION 5

The Government should publish details on the outcomes of the Education Reform Programme and confirm how the additional funding has been spent in the last 4 years.

Capital Expenditure on School Buildings

The physical infrastructure for schools is managed by Jersey Property Holdings (JPH), as the Corporate Landlord for the Government of Jersey. The Panel received confirmation that JPH is the corporate landlord for the following schools:

- Grainville Secondary School
- Haute Vallee School
- Hautlieu Secondary School
- Jersey College for Girls
- Le Rocquier Secondary School
- Les Quennevais Secondary School
- Mont a L'Abbe Secondary School
- Victoria College

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As outlined on page 48 schools are provided with budget to deal with minor works as part of the funding formula. There is a service level agreement (SLA) in place with JPH to deal with landlord responsibilities, examples of which include:

- All structural works to the building.
- Repair of existing plant and equipment essential to maintaining integrity of the building & allowing the tenant to fulfil its business obligations.
- Roofing repairs and replacement other than identified in SLA.
- Drainage below ground repair and replacement of drainage systems other than identified in SLA
- Perimeter Fencing but not new/additional perimeter fencing as a result of safeguarding and access/security assessments or changes to CYPES safeguarding policies.

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The SLA is the same for both fee-paying and non-fee-paying schools and a copy was provided to the Panel in confidence as part of the review (due to commercial sensitivity).

The previous Minister for Infrastructure confirmed to the Panel in 2023 that JPH worked with senior officers at CYPES to ensure the school estate was well maintained and compliant with any requirements⁶⁵. The CYPES Property Asset Management Plans were also cited, noting that these reviewed the longer term needs and options of the CYPES estate. Plans were discussed by the Corporate Property Management Board and any recommendations were escalated from there for Ministerial approval.

The Panel is also mindful that the physical infrastructure of some schools, particularly older buildings, do not align to accessibility and would like to request sight of the CYPES Property Asset Management Plan, when this is available.

The Panel was provided with the following details of maintenance expenditure, for the years 2019 – 2023, which indicates that it varies widely:

⁶⁵ [Letter](#) – Minister for Infrastructure, 26th July 2023

⁶⁶ [Letter](#) – Minister for Infrastructure, 26th July 2023

⁶⁷ [Letter](#) – Minister for Infrastructure, 26th July 2023

School	2019	2020	2021	2022	2023	Grand Total
Grainville Secondary School	£9,940,099	£327,094	£1,304,391	£203,263	£86,488	£11,861,334
Haute Vallee and Mont a L'Abbe Secondary Schools	£455,973	£368,734	£963,808	£698,032	£100,509	£2,587,056
Hautlieu Secondary School	£63,689	£60,892	£81,670	£53,153	£37,426	£296,829
Jersey College for Girls	£315,778	£93,805	£284,225	£175,172	£53,026	£922,006
Le Rocquier Secondary School	£202,552	£92,497	£146,172	£151,940	£39,214	£632,376
Les Quennevais Secondary School	£304,948	£3,027,780	£130,292	£341,783	£16,013	£3,820,817
Victoria College and Preparatory School	£194,725	£475,996	£355,829	£210,245	£155,249	£1,392,044
Grand Total	£11,477,764	£4,446,796	£3,266,388	£1,833,588	£487,925	£21,512,461

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The Panel received confirmation that there were no occupancy charges and that JPH did not receive any other income from the school estate⁶⁹.

When the Panel posed the question to the public “In your opinion, what are the essential features for good secondary education?” a large proportion of the comments generally referenced that there was an expectation for a high standard of facilities, with specific comments identifying this as good subject-specific facilities, outdoor space, and library. There were comments received that current facilities were not appropriately maintained, dilapidated and in need of updating.⁷⁰

It was recorded in the [States of Jersey Annual Report and Accounts for 2023](#) that the CYPES project, ‘Upgrade to Children, Young People, Education and Skills Policies Estates’ recorded an underspend of £11 million due to a re-prioritisation exercise⁷¹. The Panel’s understanding of this project from its previous reviews of the Government Plan was that this was a grouped head of expenditure which included ‘school improvements’.



FINDING 7

Jersey Property Holdings is the Corporate Landlord for the Government provided fee-paying and non-fee-paying secondary schools in Jersey and is responsible for capital works that are not considered day-to-day requirements, or as defined by the Service Level Agreement. Expenditure for maintenance in the schools has varied greatly in the last five years. Grainville received the highest amount, £11.8 million between 2019 and July 2023, and in comparison, over the same period Hautlieu has received the lowest, at £296k.



RECOMMENDATION 6

The Children, Young People, Education and Skills Property Asset Management Plans should be provided to Scrutiny to review on a regular basis once these are in place. The Panel would like to assess how the Property Asset Management Plans for schools are planning capital expenditure to address any findings from accessibility assessments or audits.

⁶⁸ [Letter](#) – Minister for Infrastructure, 26th July 2023

⁶⁹ [Letter](#) – Minister for Infrastructure, 26th July 2023

⁷⁰ Appendix 2, p. 28

⁷¹ ‘[States of Jersey Group Annual Report and Accounts 2023](#)’, States of Jersey, p.231

Introduction of the Jersey Funding Formula

In October 2022 the Government of Jersey published a new ‘*Jersey Funding Formula for Schools: Rationale and Calculations 2022*’ (the ‘funding formula’). It was created in response to the recommendations of the ISFR, prepared by 2020 Delivery Ltd for the Government of Jersey, which was published in October 2020. The ISFR provided 15 headline recommendations, including the recommendation to:

*“Implement a radically simpler funding formula so all schools and colleges have transparent and equitable budgets and the funding system is flexible for the future.”*⁷²

The funding formula released for 2022 highlighted that the formula would be transitional and remain a work in progress⁷³, it is only applicable to the Government provided non-fee paying secondary schools, the Government funding for the fee paying secondary schools remain calculated by the Average Weighted Pupil Unit (AWPU). The initial headline components in the 2022 funding formula were outlined as follows:

Headline components of school funding

School Funding Components 2022 (Jersey Non-fee Charging Schools)



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The components do not all have fixed monetary values attached and, unlike the UK Department for Education’s funding formula⁷⁵ it does not detail a basic unit entitlement, or overall minimum per pupil funding level, as this was a move away from the previous AWPU calculation formula.

However, in response to a written question in February 2022, the following details were published about average funding for pupils at the non-fee paying secondary schools. The response highlighted that the “*figures for the schools are not easily comparable to each other as needs differ between schools, e.g. ARC [Additional Resource Centre] provision, as do fixed costs e.g. premises costs. The transition funding levels or 2022 are as below. Please note that these are not comparable to old AWPU*”⁷⁶.

⁷² ‘[Independent School Funding Review](#)’, 2020 Delivery Ltd for the Government of Jersey, 16th October 2020, p.9

⁷³ ‘[Jersey Funding Formula for Schools: Rationale and Calculations 2022](#)’, Government of Jersey, October 2022, p. 4

⁷⁴ ‘[Jersey Funding Formula for Schools: Rationale and Calculations 2022](#)’, Government of Jersey, October 2022, p. 8

⁷⁵ ‘[The national funding formulae for schools and high needs 2023-24](#)’, Department for Education, July 2022

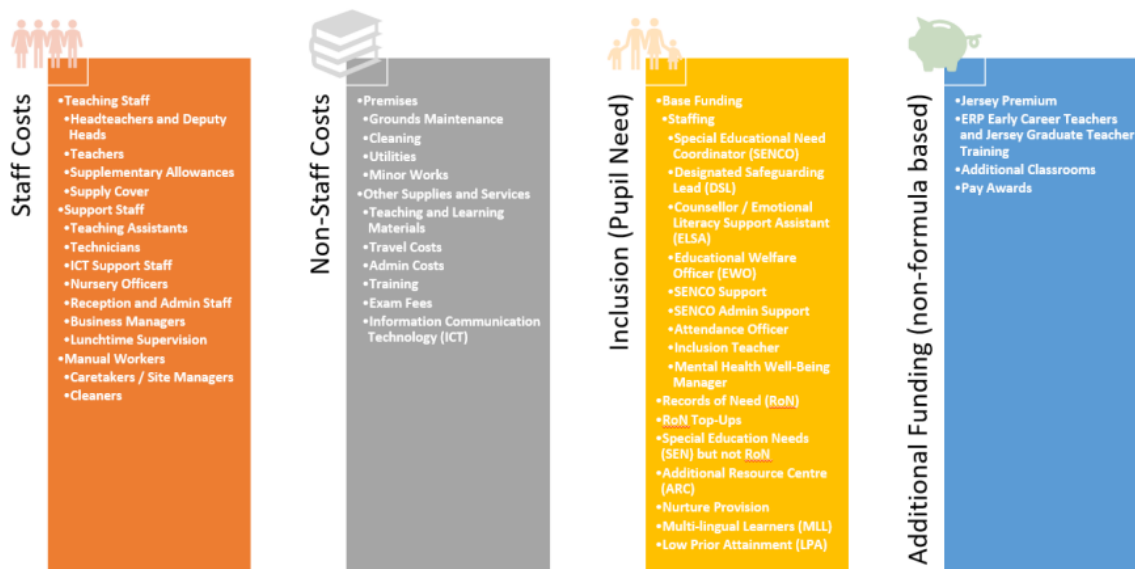
⁷⁶ [W.Q.70/2022](#), 28th February 2022

	Average funding per pupil
Grainville School	£7,868
Haute Vallée School	£9,232
Le Rocquier School	£8,239
Les Quennevais School	£7,141

Based on the information about comparability the Panel has not analysed the average funding per pupil calculation.

For 2023 the funding components had been adjusted, with elements that had been classed under the 'Additional Funding (Education Reform)' column (namely Multi-Lingual Learners and Low Prior Attainment) being moved into the heading for 'Inclusion (Pupil Need)'. ICT had moved from 'Additional Funding' to the 'Non-Staff Costs'. New elements included the inclusion of a Business Manager in 'Staff costs' and SENCO (Special Educational Needs Coordinator) Support, SENCO Admin Support, and Mental Health Well Being Manager in the Inclusion column. Various areas in the additional funding relating to pay adjustments were removed between 2022 and 2023.

School Funding Components 2023 (Jersey Non-fee Charging Schools)



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Before the funding formula was introduced, the ISFR had indicated that there was “*minimal budget headroom in schools for investment in the improvements in teaching and learning that would drive better outcomes*”⁷⁸.

The funding formula for 2024 does not detail the school funding components in the same pictogram as above, but from a review of the document there do not appear to be any significant changes.

When asked if the new funding formula had delivered on its objectives, the Minister advised that the new funding mechanism was more targeted to need, as it had been separated from simply funding schools on a per pupil basis and considered a combination of factors, including

⁷⁷ ‘[Jersey Funding Formula for Schools: Rationale and Calculations 2023](#)’, Government of Jersey, July 2023, p. 8

⁷⁸ ‘[Independent School Funding Review](#)’, 2020 Delivery Ltd for the Government of Jersey, 16th October 2020, p. 7

funding in mainstream schools for students with special educational needs, students with a Record of Need and students with low prior attainment⁷⁹.

Role of Headteachers and Governance

The Panel was interested to understand if the new funding formula allowed headteachers more autonomy over their budgets and governance. This was an area that had been highlighted by both the ISFR⁸⁰ and the Big Education Conversation: “*Head teachers said that they lack autonomy to employ staff. There is frustration about declaring headcount rather than looking at the needs of the schools and the students*”⁸¹.

The Panel asked how the Minister and Department interacted with the Headteacher and, also, the governing body of each secondary school, particularly in relation to matters of planning expenditure. In 2023 the Panel was advised that the Minister met all Headteachers on a Termly basis to discuss matters of interest, which could include high level discussions about funding and budgets. It was explained that Headteachers received support from Government to set budgets for the year:

The school funding formula methodology is applied to calculate a “cash limit”. This is the budget available to the schools. A few elements are ringfenced for use of specific posts / spend, but the majority of the budget is available for the head teacher to decide how to spend. The Finance Business Partners (FBPs) work with the head teachers to set the budget for the year – i.e. allocate the available cash limit to specific / planned items of expenditure. FBPs ensure that the plan remains compliant with the Public Finance Manual. Decisions are also influenced by Department policies.

After budget setting, FBPs continue to meet with schools (Heads and/or Bursars) regularly throughout the year to monitor spend against the agreed plan and forecast how much of the cash limit is likely to be spent by the end of the year.

*FBPs also sit on the Finance Sub-committee (or equivalent) with the governing bodies of Jersey College for Girls and Victoria College.*⁸²

The Panel was interested to note that the funding formula does not ringfence all roles provided within it and that Headteachers have control over the majority of the budget, however, has not had the opportunity to corroborate this advice with Headteachers.

⁷⁹ [Transcript](#) – Public Hearing with the Minister for Education and Lifelong Learning – 10th July 2024, p.3

⁸⁰ ‘[Independent School Funding Review](#)’, 2020 Delivery Ltd for the Government of Jersey, 16th October 2020, p.38

⁸¹ ‘[Big Education Conversation](#)’, Government of Jersey, 16th October 2020, p. 23

⁸² [Letter](#) – Assistant Minister for Children and Education – 17th July 2023

Staff Costs

The Panel asked the Minister to confirm what percentage of secondary school budgets were made up of staff costs and was provided with the following information:

All Funding Sources	Budget	%age
Staff	£36,578,500	89.68%
Non-Staff	£4,211,500	10.32%
Total	£40,790,000	100.00%

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The funding formula provides each secondary school with specific allocations for staff, to include; one Headteacher, two Deputy Headteachers, Teachers and various school support staff.

Teachers

The number of teachers funded for a secondary school is based on a model curriculum, with numbers dependant on key stages and class size and supplementary allowance points.

The funding formula details that a teacher is contracted for 26.25 hours a week⁸⁴. Of this, teaching time is totalled at 21.125 hours, non-teaching form time is 2.5 hours and Planning, Preparation and Assessment time (PPA) is 2.625 hours (10%). These figures differ from other published figures about teachers contracted hours. In response to written question [285/2023](#), it was confirmed that “A teachers contact requires a teacher to work 1,660 hours per year over 38 weeks per year. The contracted hours includes contact and non-contact time, and it also includes time to attend professional development training and meetings”⁸⁵. Calculating 1,660 hours over 38 weeks would equate to 43.68 hours per week.

The Panel queried how the “non-contact time” element of the secondary school staffing budget works and was advised that:

*It is assumed that, as a base, teachers can only teach a maximum of 21 hours per week. This gives every teacher 10% PPA time. On top of that there is budget for non-contact time. Non-contact time in the formula is based on needing 1 hour a week not teaching to perform duties for an SA1 [supplementary allowance], 2 hours for SA2 etc. i.e. it assumes that a teacher on a SA1 would have a maximum teaching time of 20 hours. The formula calculates the number of teachers required to cover these additional duties.*⁸⁶

The Panel has not collected any evidence as part of this review to assess whether this amount of time is suitable, but notes that the Teacher’s Survey 2021–2022 collected information from teachers about the number of hours they worked in a week. At the time of the survey, the average number of hours worked by full time teachers (from a range of settings) was reported to be 53 during the most recent complete week. This was broken down as 20 hours of face-to-face teaching, 7 hours of lesson planning, 6 hours of general admin, 5 hours of marking and 4 hours of teamwork⁸⁷. The Panel notes the disparity between the contracted hours and

⁸³ [Letter](#) – Minister for Education and Lifelong Learning – 19th July 2024

⁸⁴ [Jersey Funding Formula for Schools: Rationale and Calculations 2024](#), Government of Jersey, May 2024, p.23

⁸⁵ [W.Q.285/2023](#), response tabled on 26th June 2023

⁸⁶ [Letter](#) – Minister for Education and Lifelong Learning – 19th July 2024

⁸⁷ [Jersey Teachers’ Survey 2021-2022](#), Government of Jersey, p.12

reported hours worked and suggests that this could be addressed and made more transparent through a better connection with the funding formula and will recommend that the Minister should explore how the funding formula could be adjusted to provide better working conditions for teachers.

In 2020 the Big Education Conversation had highlighted that one of the challenges facing teachers and the teaching profession was that there were “*Few opportunities for continuous professional development and insufficient time and resources provided for teachers to take up what is available at present*”⁸⁸. The Panel noted that the funding formula provides £200 per secondary school teacher per year for training, plus a centrally held budget for learning and development and asked the Minister to clarify the total of that budget per year.

The Learning & Development budget in the Education Reform Programme totals £1.593m. (This is the original £1.345m allocated in Government Plan 2021 + pay inflation). It is not split between primary and secondary. In addition to this, there is also the £200 per teacher which across the 5 secondary schools on this funding formula totals £49,000.

The Panel was advised that the Government does not collate the training costs in such a way that would allow it to confirm the average cost of secondary school teacher professional development⁸⁹.

The Panel asked the Minister about how the £200 per teacher compares to other jurisdictions and whether the learning and development budget provided for teachers in Jersey was sufficient. The Minister advised that:

The Independent School Funding Review recommended £1,727 per Teacher. This was at 2019 pay rates so using our pay inflation to get to the equivalent 2024 rate is £2,190. Using Jersey RPI it would be £2,238. The L&D Budget including inflation is now £1,593k. The funding formula estimates a number of teachers and this number is 868 (including primary, secondary, fee charging, MAL, La Sente & Highlands) has been used to get to a rate per teacher of £1,834 Add the £200 per teacher given to secondary schools in formula and there would be £2,034 available compared to the £2,238 inflated ISFR rate.

The Panel questions the accuracy of dividing the total learning and development budget across all teachers and notes that the indicated rate is still below the threshold suggested by the ISFR (even with inflation). Comparing this rate to other jurisdictions, the Education Policy Institute (commissioned by Wellcome) published a report in July 2021 to report on ‘[The cost of high-quality professional development for teachers in England](#)’. The report found that the average cost of continuing professional development (CPD) per teacher in England is £2,950 across all schools, which includes cost of staff time for attending the training⁹⁰.

The Panel wanted to understand how the centrally held budget for learning and development was utilised and was advised that the fund paid for:

- *Early Careers Teachers*
- *Jersey Graduate Teacher Training Programme*
- *NASENCo Courses*
- *Oracy (Voice 21)*

⁸⁸ ‘[Big Education Conversation](#)’, Government of Jersey, 16th October 2020, p. 23

⁸⁹ [Letter](#) – Minister for Education and Lifelong Learning – 19th July 2024

⁹⁰ ‘[The cost of high-quality professional development for teachers in England](#)’, The Education Policy Institute, July 2021, p 12

- *NPQ Leadership*
- *Masters in Education*
- *Maths Intervention*
- *Multilingual learner specific CPD*
- *In certain cases, supply cover to enable release of staff.*⁹¹

The Panel suggests that dividing the total of the centrally held budget across the total number of teachers does not provide an accurate indication of the amount spent per teacher, as some of the programmes, for example the inclusion of the Jersey Graduate Teacher Training Programme, would not be applicable to all teachers.

Some other professions are required to undertake a certain number of hours of professional development each year, rather than having a specific budget for training and development needs. The Panel asked if that policy approach could be adopted for teachers in Jersey. The Minister advised that Jersey's approach aligned with the United Kingdom which did not have a specified number of hours for training. It was highlighted that all schools have three assigned training days and a component of each teacher's weekly direct hours for training⁹².

Furthermore, the Panel notes the role of teachers in supporting extra-curricular activities. The Panel's own research and the Big Education Conversation recorded that these were considered to be important by parents and students. In response to queries about funding for facilities not linked to curriculum learning, the Minister advised the Panel that:

*There are some Teacher facilitated school fixtures run outside of school hours. It is assumed that every pupil attends 1 hour of enrichment in classes of 25 in Key Stage 3 and 4, and 4 hours of enrichment in classes of 25 in Key Stage 5. Secondary schools are offering extra-curricular and enrichment clubs and activities at lunch and after-school, and these are recovering well in number and range post COVID-19 and post ASOSA [Action Short of Strike Action].*⁹³

However, the Panel understands that teacher time for supporting extracurricular activities is not an aspect of a teacher's role that is directly funded or included in the funding formula.

Support staff

The 2024 funding formula identifies funding for the following support staff roles for secondary schools:

- Finance Manager
- School Business Manager
- Senior Secretary
- Office Manager / Personal Assistant to the Headteachers
- Part time Reprographic Coordinator or General Filing resource
- Administrator
- Science Technician
- 3 Technicians to cover Food, Art, Design & Technology, or Music
- ICT Manager
- ICT Technician
- Data Manager

⁹¹ [Letter](#) – Minister for Education and Lifelong Learning – 19th July 2024

⁹² [Letter](#) – Minister for Education and Lifelong Learning – 19th July 2024

⁹³ [Letter](#) – Minister for Education and Lifelong Learning – 19th July 2024

- Examinations Manager Officer
- Librarian / Learning Resource Coordinator
- Site Manager
- Caretaker
- Manual worker (grade 3)
- Directly employed cleaners (if external provider / cleaning contract not in place)

The formula provides the following additional funding for staff at Hautlieu school:

- Part time Finance Assistant (due to additional sixth form year groups and complexity of 14 plus entrance)
- Part time Science Technician
- Additional ICT Technician
- Additional Examination Officers (part time)

In connection with a question the Panel asked about funding for facilities not linked to the curriculum, such as libraries, the Minister advised that:

Schools are funded for a number of support staff, as part of that the model school does have funding for a Librarian / Learning Resources Coordinator although Head Teachers have the autonomy to decide how they wish to spend it.⁹⁴

This suggests that the formula is not fixed, or ringfenced, for the additional staff roles. The formula is therefore not transparent as to what roles are mandatory, and which roles can have the funding repurposed for other uses.

The formula also identifies a number of specific staff roles to support inclusion. All provided secondary schools receive funding for:

- 1 Special Educational Needs Coordinator (SENCO) (full time)
- Designated Safeguarding Lead (DSL) / Early Help (part time, 0.81 full time equivalent (FTE))
- 1 Counsellor
- Attendance Officer (0.83 FTE)
- Safeguarding Lead (0.81 FTE)
- Administration Support for Special Educational Needs (SEN) (0.36 FTE)
- 1 Mental Health and Wellbeing role

The Panel received confirmation from the Minister that each secondary school had a dedicated school counsellor in post, covering 30 hours a week during the academic year and that there were no vacancies for this position (correct as at July 2024)⁹⁵. The Government's Annual Report and Accounts for 2023 highlighted that all schools now have a fully qualified Special Educational Needs Coordinator (SENCo) following the completion of the Special Educational Needs Coordination (NASENCo) qualification at Winchester university.⁹⁶

There are also additional roles funded, but the amount a school received depends on their 'context criteria' (detailed in [appendix 2](#) of the 2024 funding formula). The context criteria is determined by the number of pupils attending with a Record of Need (RON), where a weighting of 2 for each pupil with a RON is applied. A RON is created for a child when an exceptional assessment determines that a child's needs should be specified and that arrangements and

⁹⁴ [Letter](#) – Minister for Education and Lifelong Learning – 19th July 2024

⁹⁵ [Letter](#) – Minister for Education and Lifelong Learning – 19th July 2024

⁹⁶ '[States of Jersey Group Annual Report and Accounts 2023](#)', States of Jersey, p.32

resources relating to their educational requirements and potentially involvement of other agencies is required for support⁹⁷. Pupils with special educational needs (SEN) have a weighting of 1 applied.

The table below, taken from the funding formula, shows how the context criteria number is classified into a 'need level' for schools:

Context Matrix Secondary	
Need Level	Range
Significant	150+
High	120-149
Average	90-119
Below Average	60-89
Low	1-59
No	0

98

The following additional roles are supported under the model school for inclusion staffing, at

- **Emotional Literacy Support Assistant (ELSA):** Low and Below Average Need Level schools received 0.78 FTE and Average, High and Significant Need Level schools received 1.57 FTE
- **SENCO Support:** is graduated for each need level. Low = 0.44 FTE, Below Average = 0.66 FTE, Average = 0.89 FTE, High = 1.11 FTE and Significant = 1.33 FTE
- **Education Welfare Officer (EWO):** No funding for Low or Below Average Need Level schools and Average, High and Significant Need Level schools received 0.83 FTE
- **Inclusion Teacher:** No funding for Low, Below Average or Average Need Level schools and 0.5 FTE for High or Significant Need Schools.

The introduction of these roles has been made in response to the recommendations made in the ISFR and the [Independent Review of Inclusive Education and Early Years 2021](#) (the 'Inclusion report').

The Panel is aware that the Public Sector Staffing Statistics as of 30th June 2024 indicate that there are 566 staff in CYPES on zero hours contracts⁹⁹. No breakdown is provided for which department or pay group these are in; however, the following sentiment was recorded in the Big Education Conversation (in 2020):

Many teachers, for example, felt that it was unacceptable for teaching assistants not to have secure working conditions or pay that reflected the type and amount of work they do as they often work long hours outside what they are contracted to do¹⁰⁰.

⁹⁷

<https://www.gov.je/Education/Schools/Sen/pages/assessingeducationalneeds.aspx#:~:text=child%27s%20identified%20needs-Record%20of%20need%20and%20what%20it%20means.to%20meet%20the%20identified%20needs> (accessed on 27th September 2024)

⁹⁸ 'Jersey Funding Formula for Schools: Rationale and Calculations 2024', Government of Jersey, May 2024, p. 35

⁹⁹ [Public Sector Staffing Statistics June 2024.pdf \(gov.je\)](#)

¹⁰⁰ 'Big Education Conversation', Government of Jersey, 16th October 2020, p. 26



FINDING 8

The introduction of the funding formula has replaced the previous Average Weighted Pupil Unit formula, following recommendations made to Government in the Independent School Funding Review conducted in 2020 for a more transparent and less complex formula to be used for calculating school funding.



FINDING 9

89.68% of secondary school costs are attributable to staff costs and 10.32% is attributable to non-staff costs.



FINDING 10

There is a disparity between contracted hours for teachers (26.25 hours per week as per the funding formula) and reported hours worked (53 hours per week in 2022 per the Teachers survey). The funding formula assumes 2.6 hours (10%) of time is taken up by Planning, Preparation and Assessment, however, the 2021 Jersey Teachers survey indicated that there was an average of 18 hours a week taken up by lesson planning, general administration and marking.



FINDING 11

The average budget for teacher learning and development is calculated by the Department as £2,034 per teacher, which includes centrally held funding used for programmes such as the Jersey Graduate Teacher Training Programme. £2,034 is lower than the equivalent funding recommended by the Independent School Funding Review and the average funding per teacher in England.



FINDING 12

The funding formula provides a calculation for a cash limit which is the budget available to schools. There are a few ringfenced elements, however, the Headteacher has discretion on how to spend the majority of the budget. The funding formula does not clarify which of the staff roles are provided with ringfenced funding and which roles do not have to be recruited to, so that funding can be repurposed by Headteachers for other uses.



RECOMMENDATION 7

The Minister for Education and Lifelong Learning should explore whether the funding formula for schools could be adjusted in order to provide better working conditions for teachers, particularly in respect of increasing non-contact time available for lesson planning, administration and marking and ensuring that there is suitable wellbeing support available.



RECOMMENDATION 8

The Minister for Education and Lifelong Learning should consult teachers on the policy approach for teacher learning and development and reassess the budget provided in the funding formula for continuing professional development for teachers in order to consider: i) whether the structure used in the funding formula is suitable; and ii) if the amount per teacher is sufficient. Teacher

participation in professional development should be considered as a metric for the Government's delivery of a first class education service.



RECOMMENDATION 9

The Minister for Education and Lifelong Learning should improve the transparency of the funding formula, for example, by outlining which staff roles are mandatory funded roles and which are the roles where the funding can be repurposed by the Headteacher or school, if thought fit.



RECOMMENDATION 10

The Minister for Education and Lifelong Learning should determine how many of the staff roles named in the funding formula are fulfilled by individuals on zero hours contracts and, if relevant, assess the benefits of utilising zero hours contracts for the roles with regards to both financial and service stability. This assessment should be shared with the Scrutiny Panel and published.

Non-staff costs

Premises

The funding formula does not include any funding for significant capital expenditure and facilities. This has been briefly referenced on page 37 of this report.

However, the funding formula provides secondary schools with the following for premises expenditure:

- **Grounds maintenance:** Based on actual costs of contracts, which are negotiated centrally, and the school has no control over the amount they spend.
- **Cleaning contracts:** The 2024 funding formula notes that the amount allocated for cleaning contracts is based on new rates, which have been negotiated centrally. The document states that "*All non-pay inflation budget received was used to cover the cost of the revised contract price as they were already committed*"¹⁰¹.
- **Cleaning material:** Based on £0.52 per metre squared, which the Panel notes is very different to the rate for primary schools (set at £1.15 m²).
- **Utilities:** Electricity, water, gas and oil are calculated on a school-by-school basis.
- **Minor works:** A core rate of £7 per metre squared is allocated and then this adjusted for the age of the building. The core rate of £7 is unchanged since the funding formula started in 2022, however, the rate applicable to newer buildings has reduced from 90% of £7 (£6.30 in 2022) to 75% (£5.25 in 2023 and 2024). The highest rate is available to buildings over 100 years old, where 115% of £7 per m² is available (£8.05 – this is unchanged from 2022). The Panel understands that this relates to more operational or day-to-day matters, such as unblocking toilets, maintaining doors and windows,

¹⁰¹ [Jersey Funding Formula for Schools: Rationale and Calculations 2024](#), Government of Jersey, May 2024, p. 14

maintenance of specialist systems relevant to the site (for example fume cupboards or commercial cooking facilities)¹⁰².

- **Catering contracts:** £2,000 to support the management fee for the hardware and software licences of the till payment system at Grainville, Haute Vallée, Les Quennevais and Hautlieu schools.

Budget for other supplies and services

The funding formula provides secondary schools with the following:

- **Exam costs:** Funded per exam at a rate of £45 for a GCSE or equivalent in Year 11 with the assumption that each student will sit 11 exams, or £110 per exam for an A-level or equivalent, with the assumption that all pupils will sit 3 end of year exams. Plus, invigilation fees of either £6,000 (for provided secondary schools up to age 16) and £12,000 (for Hautlieu). These costs have not changed since the formula was established in 2022.
- **Teaching and Learning Materials:** Related to textbooks, pupil stationary, resources for subject specific teaching, etc. It has a rate of £200 per pupil. The rate for 2024 remains the same as 2023 to reflect budget availability, the 2022 rate was £192.90. The funding formula notes that the actual average rate of spend for the previous five years was £146 per pupil but had been adjusted to reflect that “*this budget line is often a casualty of general school budget pressures and a 5-year average may not be reflective of need*”¹⁰³.
- **Administration charges:** At a rate of £63 per pupil.
- **Training:** At a rate of £200 per teacher (see page 42-43 of this report for further comments on this rate).
- **Travel costs:** Related to teacher training and development, or school trips and is based on a rate of £35 per pupil. The Panel questions why this rate is based on a pupil ratio rather than a teacher ratio. The rate for 2024 remains the same as 2023 to reflect budget availability, the 2022 rate was £33.76 per pupil.
- **Information and Communication Technology (ICT) delegated funding:** See following section for further commentary on this funding.

The Panel was interested to understand if the formula provided any funding for facilities that were not directly linked to the curriculum learning, for example, libraries, afterschool clubs or other hobbies and interests. The Minister advised the Panel that secondary schools are not funded for facilities such as after school or breakfast clubs (but noted that these did exist in primary schools but were net nil, with income covering the costs)¹⁰⁴.

¹⁰² [Letter](#) – Minister for Infrastructure, 26th July 2023

¹⁰³ [Jersey Funding Formula for Schools: Rationale and Calculations 2024](#), Government of Jersey, May 2024, p. 27

¹⁰⁴ [Letter](#) – Minister for Education and Lifelong Learning – 19th July 2024

Budget for ICT

With regards to dedicated staff for ICT, the 2024 version of the funding formula provides all Secondary Schools with a full time ICT Manager and, additionally, all 11-16 schools receive funding for one ICT Technician (term time only, 37 hours per week) and Hautlieu School receives funding for two ICT technicians.

The 2024 version of the funding formula details that there is £105,000 of ICT delegated funding for all Secondary schools, and that this is allocated to each school based on historic spend. The Panel asked for more information about how this was used and was advised that *“The funding is to give schools the ability to replace assets quickly if broken or end of life, without having to go through the central M&D [Modernisation and Digital] budgets”*¹⁰⁵. The Panel asked for details about how the funding was divided between schools and was provided with the following breakdown for the £105,000:

Grainville	£20,000
Haute Vallee	£22,000
Hautlieu	£18,000
Le Rocquier	£24,000
Les Quennevais	£21,000
Secondary Schools	£105,000

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For each of the figures above, the Panel has compared these to the schools reported budget for 2023 (see page 32). The average spend on ICT in Government provided secondary schools is 0.29%.

School	Delegated ICT budget	2023 Budget	Percentage %
Grainville	£20,000	£7,669,000	0.26%
Haute Vallée	£22,000	£6,903,000	0.32%
Hautlieu	£18,000	£7,272,000	0.25%
Le Rocquier	£24,000	£7,732,000	0.31%
Les Quennevais	£21,000	£7,110,000	0.30%
Secondary Schools	£105,000	£36,687,000	0.29%

The Minister’s full response to the Panel’s question referenced a total of £600,000 of ICT Budget which had stayed the same and not been subject to inflation for the past 10 years. The response referenced that £350,000 was Delegated ICT Budget to be allocated across all schools and that a further £250,000 was held centrally, which the schools can access if required. An exact breakdown of the £350,000 was not provided. The Panel noted that £105,000 was attributed to Secondary Schools, and elsewhere in the funding formula there was confirmation that Primary schools received £192,000 of Delegated ICT budget. It was unclear to the Panel where the remaining £53,000 was allocated.

The Panel compared the Delegated ICT Budget in the funding formulas from 2022, 2023 and 2024 and asked why the ICT budget for secondary schools had been reduced in the past two

¹⁰⁵ [Letter](#) – Minister for Education and Lifelong Learning – 19th July 2024

¹⁰⁶ [Letter](#) – Minister for Education and Lifelong Learning – 19th July 2024

years, however, were advised that “The ICT budget has not been changed – the same amount has been allocated as in previous years”¹⁰⁷.

The 2022 version of the funding formula stated that there was a combined total of £350,000 of ICT funding across Primary and Secondary Schools based on previous AWPU calculations, however no further breakdown was provided in that formula.

When the Panel asked the public for feedback about future provision, some of the most frequently requested resources included the expansion of digital resources. The Big Education Conversation had highlighted the importance of digital literacy in today’s education system and suggested that schools should engage and keep pace with it, so that students develop the skills they require to use it positively and safely in their future work and lives. It noted that:

*Advances in technology are revolutionising work and life, yet – although some schools were successfully incorporating the use of technology into classrooms – we heard that many were lagging behind. There was acknowledgment that digital technology is embedded in some schools already, but it should be used to facilitate innovation in curriculum content and learning as opposed to simply supporting existing practices.*¹⁰⁸

Key barriers highlighted in the report were that there was a lack of digital infrastructure provided in schools, and that teachers lacked sufficient skills, time and resources to incorporate it effectively into their lessons¹⁰⁹.

The Panel asked the Minister about what had been done to anticipate technological requirements for education in the future. The response explained that infrastructure upgrades were taking place “within budget constraints” which included investments in modern hardware, ensuring high-speed internet access, setting up secure and reliable networks, and using cloud-based solutions to reduce costs associated with physical storage and maintenance.

The Minister also referred to work that was being done to review platforms and infrastructure that would facilitate the increase in secure and efficient online assessments. Factors such as plagiarism detection, remote proctoring, and real-time analytics to monitor student performance were all relevant. The Minister also confirmed that training for both teachers and students would be prioritised to ensure that the platforms could be used effectively and, also, to ensure that there would be equal access to online exams (for example, providing devices and internet access to those in need)¹¹⁰.

It was indicated that restraints of budget were a limiting factor in supporting teachers and learners to effectively use technology:

Recognising our limited finances, we are adopting cost-effective measures to implement technology wherever possible, but identify that significant investment is required to support our teachers and learners to be able to effectively use technology both in the immediate and long term.



FINDING 13

Funding allocated to expenditure on premises is provided on an actual cost basis, however, some values of non-staff costs, such as the core rate of minor works expenditure and exam costs have not been adjusted with revisions of the formula.

¹⁰⁷ [Letter](#) – Minister for Education and Lifelong Learning – 19th July 2024

¹⁰⁸ [‘Big Education Conversation’](#), Government of Jersey, 16th October 2020, p. 32

¹⁰⁹ [‘Big Education Conversation’](#), Government of Jersey, 16th October 2020, p.33

¹¹⁰ [Letter](#) – Minister for Education and Lifelong Learning – 19th July 2024



FINDING 14

The Minister for Education and Lifelong Learning has advised the Panel that school budget for Information and Communication Technology (ICT) has not changed in the last 10 years. The Panel ascertained that £105,000 was attributable to the provided secondary schools for ICT and has calculated that in 2023 they spent an average of 0.29% of their budget on ICT (excluding staff costs). There is an additional £250,000 held centrally for all schools to access for ICT, if required.



FINDING 15

The Minister for Education and Lifelong Learning has acknowledged the importance of technology for students to become digital citizens, however also indicated that “significant investment” is needed in order for teachers and students to be able to effectively use technology for education in the immediate and long term.



RECOMMENDATION 11

For clarity, where funding allocations in the funding formula for schools are not adjusted with a new revision of the formula (for example any non-staff costs) the document should confirm the last time the rates were adjusted for inflation, or otherwise reviewed for adequacy.



RECOMMENDATION 12

The Minister for Education and Lifelong Learning should consider how greater investment in technology could be made available across schools, accompanied by suitable training for staff and students in how to use it.

Inclusion (Pupil Need)

The school pupil need context is outlined in this report on page 46. This provides schools with additional funding based on the number of pupils it has with additional identified needs and goes towards additional staff members outlined in the model school for inclusion.

Mental Health and wellbeing support

The ISFR had recommended “*Support mental health and wellbeing through a whole school approach, backed by a targeted training programme delivered within schools*”¹¹¹. Furthermore, the Inclusive Education and Early Years Baseline Report 2023 highlighted that:

*Secondary school students expressed concerns about high expectations and high volumes of work. They also highlighted instances of bullying or inappropriate behaviour, and a perception that these were not being tackled effectively by their school. Some children and young people also felt that the policies or actions put in place to deal with these issues had a negative impact on their wellbeing. Some also expressed a perception that these issues had not been dealt with.*¹¹²

Since these reports were published (and as highlighted in the staffing section above), every secondary school, where the funding formula is used to calculate financial support from Government, receives funding for a School Counsellor and a Mental Health and Wellbeing role.

This was an area that the Panel was interested to learn more about and had asked the public the question “what facilities or services, if any, should be available in secondary schools to support student wellbeing?”. Public responses were fairly consistent and included references to the provision of counsellors and access to a wellbeing team (see page 18 of Appendix 2 for further details).

One of the elements of public feedback to the Panel was that there should be a close working relationship with the Child and Adolescent Mental Health Services (CAMHS). The Minister has advised the Panel that, separate to the funding formula, the department is taking forward plans of increased support by CAHMS for schools¹¹³. One of the public concerns about this was that any referrals should be quick, however, there was a perception that the waiting or referral times could be too long, which made the school based support more important.

When the Panel asked the public for feedback about “what facilities and services, if any, should be available in schools to support student wellbeing?” it was highlighted that staff wellbeing needed to be considered as well as that of students, including having suitable support in the classroom, and being listened to by senior management.

Record of Need

As detailed on page 45, a child is given a Record of Need (RON) if an exceptional assessment shows that they need additional support for needs where arrangements should be specified. In such circumstances, a school will receive a level of base funding for each child for the academic year. For 2024, this is £10,288 per child (which is the equivalent of a Learning Support Assistant for 10 hours per week), however the formula stipulates that whilst the funding equates to hours, the use of this should be specific for each child. The Special

¹¹¹ [Independent School Funding Review](#), 2020 Delivery Ltd for the Government of Jersey, 16th October 2020, p. 9

¹¹² [Inclusive Education and Early Years: Baseline Report](#), Government of Jersey, September 2023, p.16

¹¹³ [Letter](#) – Minister for Education and Lifelong Learning – 19th July 2024

Educational Needs policy and Special Educational Needs Code of Practice provide further details.

The funding formula explains that each child with a RON is assessed against the high needs top up funding matrix (see below), where further funding is allocated based on any further assessment points:

Band	Assessment Points	Top-Up £	Base £	Total £
A	0 - 31	0	10,288	10,288
B	32 - 45	5,144	10,288	15,532
C	46 - 58	7,716	10,288	18,004
D	59 - 70	10,288	10,288	20,576
E	71 - 84	15,432	10,288	25,720
F	85 - 93	20,576	10,288	30,863
G	94+	25,720	10,288	36,007
H	Exceptional and bespoke to individual pupil need.			

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Assessment points consider needs across:

- Physical;
- Communication and interaction;
- Social, emotional and mental health; and
- Cognition and learning.

The Panel was advised that the bulk of the RON funding goes towards the teaching assistants and staff for support, however, there were other uses for the funding as well. The Programme Director for Education Reform advised that:

A smaller amount does go into some other small changes to premises to accommodate and support children attending the school and also a small amount goes into some resources. For example we work with the speech and language therapy teams who access and provide support in our schools. There are alternative communication devices that children who might need additional support for their communication can access and it tends to vary based on the need. It might be that some of that Record of Need funding might be around a device or some software on a device or it might be that the bulk of it is around that teaching assistant support to enable that child to use that device and access the curriculum.¹¹⁵

Additional Resource Centres (ARC)

The funding formula details that Haute Vallée, Grainville, Les Quennevais, and Le Rocquier all receive base funding for an ARC. The funding formula advises that the core staffing for the ARC includes a Teacher (1 FTE), a Manager (1 FTE) and Key Worker (0.81 FTE)¹¹⁶.

¹¹⁴ 'Jersey Funding Formula for Schools 2024', Government of Jersey, May 2024, p. 30

¹¹⁵ Transcript – Public Hearing with the Minister for Education and Lifelong Learning – 10th July 2024, p.33

¹¹⁶ 'Jersey Funding Formula for Schools 2024', Government of Jersey, May 2024, p.32

Additional Funding

Jersey Premium

Jersey Premium is targeted funding which is provided to Government schools based on the number of eligible pupils attending. Eligibility criteria¹¹⁷ include pupils who:

- are, or have ever been, Children Looked After;
- from households which have recently claimed Income Support;
- from households with 'Registered' status that would qualify to claim Income Support if they had lived in Jersey for five years;
- have a parent or Guardian in Service in the Jersey Field Squadron; or
- other exceptional circumstances, as to be determined by a Jersey Premium Board meeting.

The numbers of pupils in receipt of Jersey Premium funding (in total across the Island, both Primary and Secondary students) was 3,171 in the academic year 2023-2024. Of these, the majority (approximately 3,020) were pupils living in eligible Income Support households¹¹⁸.

The Jersey Premium Formula is a predetermined amount, totalling £4,253,000 in 2023¹¹⁹ and this is split across all the eligible students. The Minister for Education and Lifelong Learning advised the Panel that:

We have a set amount that is distributed for Jersey Premium. The reality is if there are more students that pupil premium amount will be less. Now, I think the way to solve that, I will state this in this public hearing, which I think is a useful thing to do, is to have that as - what is the phrase that I am looking for? Annually managed expenditure, like social security. So if more people apply for social security that money is available because it is recognised that they are fluctuating numbers. I think if we can adopt that for pupil premium it will be much more flexible for us. At the moment, we seem to be okay because the pupil premium seems to be working and the numbers are not fluctuating wildly I believe. So the amount set has us virtually - and I can tell you the figures - for example in comparison with the U.K. In primary in the U.K. it is £1,490 and we are £1,480, so it is very close. Secondary, £1,060, here £1,050 so we are about £10, £20 out in most areas, so it is very close. But if there was a larger increase in those qualifying for pupil premium at the moment it would probably go down. That is one of the things we need to look for a solution to. It may not be a problem but if it is let us be proactive in terms of solving that before it does arise, because it is having a positive impact.¹²⁰

As referenced by the Minister, the funding formula for 2024 indicates that the approximate rate per pupil is £1,060 for secondary students, there are higher rates if a pupil is a Child who has been looked after in the care of the Minister. The rate per pupil has changed and details of the recent annual rates are detailed below, with a comparison to the English Pupil Premium rate, for reference:

¹¹⁷ <https://www.gov.je/Education/Schools/ChildLearning/pages/jerseypremium.aspx> (accessed on 25th September 2024)

¹¹⁸ [Written Question 299/2024](#)

¹¹⁹ [Written Question 294/2023](#)

¹²⁰ [Transcript](#) – Public Hearing with the Minister for Education and Lifelong Learning – 10th July 2024, p.5

	Jersey Premium for a secondary school student	Percentage increase per year	Jersey RPI % increase per year (December to December)	England / UK ¹²¹
2019	£645	-	2.5%	£935
2020	£680	5.4%	0.9%	£955
2021	£725	6.6%	3.8%	£955
2022	£955	31.7%	12.7%	£985
2023	£975	2.1%	7.5%	£1,035
2024	£1,060	8.7%	-	£1,050

The Panel was advised that the objectives of the Jersey Premium were to support schools in ensuring that all children get the best from their education, regardless of their socio-economic background or barriers to learning and to ensure that every pupil has an equal opportunity to access the full curriculum and receive high-quality teaching tailored to their needs and to perform to the best of their ability¹²².

The Panel was advised that schools are required to produce strategies relating to the use of their Jersey Premium funding money and this includes an evaluation of the impact of the previous year's strategy.

The Panel was interested to understand what the Jersey Premium funding was used for. From a review of the school websites, some have a dedicated page or section which indicates broadly what the funding is used for and, in some instances shares a copy of their strategy. Examples included: targeted academic interventions such as dedicated learning mentors, or wider strategies to help with accessing enrichment opportunities and trips. Additionally, some of the reports of the Jersey Schools Review Framework specifically comment on the use of the Jersey Premium funding. Some examples are copied below:

Le Rocquier School: *Leaders spend Jersey Premium funding purposefully ensuring that these pupils generally progress as well as their classmates.*¹²³

Haute Vallée: *Jersey Premium funding is spent sensibly, based on need. Leaders and staff know the pupils and their needs well and use the funding appropriately to meet these needs.*¹²⁴

Jersey College for Girls: *The proportion of students receiving Jersey Premium funding is well below average, but "The school spends its Jersey Premium funding very well to ensure that students who qualify for it can take a full part in all activities and aspects of school life".*¹²⁵

Whilst the Panel notes that it is for schools to determine how to use their Jersey Premium funding, the Panel learned at a [public hearing](#) on 28th September 2023 that the Jersey Premium funding can be used by Headteachers to support the purchase of uniform for students or families in need of assistance. The [policy](#) states that "Jersey Premium funded interventions are expected to improve the educational outcomes of pupils in receipt of Jersey Premium"¹²⁶, therefore, the Panel questions if uniform provision is an appropriate use of this

¹²¹ English figures taken from: ['The pupil premium \(England\)'](#), House of Commons Library Research Briefing, 8th September 2023, p. 11

¹²² [Letter](#) – Minister for Education and Lifelong Learning – 19th July 2024

¹²³ [Jersey Schools Review Framework – Independent Report of Le Rocquier School](#), March 2023

¹²⁴ [Jersey Schools Review Framework – Independent Report of Haute Vallée School](#), October 2023

¹²⁵ [Jersey Schools Review Framework – Independent Report of Jersey College for Girls](#), November 2019

¹²⁶ ['Jersey Premium Policy'](#). Government of Jersey, version last updated August 2022

funding, particularly as the Education (Jersey) Law 1999 specifically details in article 24 that the Minister is required to provide provision of clothing:

Where it appears to the Minister that a child is unable, by reason of the inadequacy or unsuitability of the child's clothing or footwear, to take full advantage of the education provided at school, the Minister may, as the Minister thinks fit, give the child or provide the child with the use of such article or articles of clothing or footwear as the Minister considers necessary for the purpose of ensuring that the child is sufficiently and suitably clad while the child remains a pupil.¹²⁷

Multilingual Learners

There is a fixed amount of £134,000 allocated to support multilingual learners in secondary schools. This was an increase on the 2023 allocation of £119,000. In a public hearing with the Minister for Education and Lifelong Learning, he advised that:

I think there is some work to do on multilingual learners. We have an increasing number of different languages spoken in schools, which is enriching for our community.¹²⁸

The Panel asked for further details by letter and was advised that the funds were directly allocated to schools for the Supplementary Allowances, ongoing specialist training and the release of the MLL (multilingual language) Lead teachers, who undertake MLL assessments, interventions and support all class teachers in meeting the needs of eligible students and their families. It was confirmed that centrally funded further support was also provided to schools through specialist MML teachers and access to relevant training and CPD.

Low Prior Attainment

The ISFR had recommended that low prior attainment should be made a significant factor in determining funding allocations, so schools can focus resources on enabling children who fall behind to catch up¹²⁹.

The 2024 funding formula provides £663,000 to support secondary school students who have low prior attainment. The Panel asked the Minister to confirm the objectives for that funding and how it was used. The Minister advised that, similar to funding for Jersey Premium, Multilingual learning funding and SEND funding, the funding for low prior attainment was:

designed to support schools with higher levels of need in their pupil population, to meet their needs, seeking to adapt teaching and offer interventions to close any gaps and maximise achievement from their individual starting points¹³⁰.

The Minister further advised that the funding was used to employ high quality and well trained teachers and teaching assistants who are deployed to undertake full class teaching or bespoke interventions and support. The Panel was also advised that the effectiveness of the low-prior attainment funding was a key focus of the Jersey School Review Framework¹³¹.

¹²⁷ [Education \(Jersey\) Law 1999](#), Part 4, Article 24

¹²⁸ [Transcript](#) – Public Hearing with the Minister for Education and Lifelong Learning – 10th July 2024, p.10

¹²⁹ [Independent School Funding Review](#), 2020 Delivery Ltd for the Government of Jersey, 16th October 2020, p. 9

¹³⁰ [Letter](#) – Minister for Education and Lifelong Learning – 19th July 2024

¹³¹ [Letter](#) – Minister for Education and Lifelong Learning – 19th July 2024



FINDING 16

Each provided non-fee paying secondary school receives funding for a Mental Health and Wellbeing coordinator and the Minister has advised that there are plans to increase support between Child and Adolescent Mental Health Services (CAMHS) and schools in future.



FINDING 17

The funding formula for schools has provided funding for children with a Record of Need (RON). For 2024 base funding per child with a RON is £10,000, and there is top up funding to this where the child has high level needs.



FINDING 18

The objectives of the Jersey Premium funding are to improve educational outcomes. In 2024 a secondary school will receive £1,060 per student who is eligible for the Jersey Premium, which surpasses the equivalent pupil premium benefit in England. Schools are given discretion on how to spend the money and are required to prepare strategies and evaluations for the use of the funding, however, the Panel has been advised that schools can potentially use it to support families with the cost of uniform.



FINDING 19

The Minister has confirmed that there is further work to be done to assess the support available to multilingual learners. £134,000 was allocated to support multilingual learners in secondary schools in 2024. In practice this funding was allocated to schools for the supplementary allowances, specialist training and the release of the MLL (multilingual language) Lead teachers who provide support to other teachers across the school.



FINDING 20

£663,000 was allocated to support students in secondary schools with low prior attainment. In practice, the funding is used to employ well trained teachers and teaching assistants who are deployed to undertake full class teaching or bespoke interventions and support.

RECOMMENDATION 13



In addition to the Mental Health and Wellbeing role and the role of School Counsellors, schools should be provided with further funding to provide further resources and facilities to support wellbeing of the whole student population, for example specific training for teachers and staff on how to address student bullying, or ways for the school to engage and support parents and families.



RECOMMENDATION 14

The Minister for Education and Lifelong Learning should change Jersey Premium funding to annually managed expenditure to account for fluctuating levels of need in the future.



RECOMMENDATION 15

The Minister for Education and Lifelong Learning should establish a separate funding source for provision of uniforms for families in need of assistance, as

per obligations under the Education (Jersey) Law 1999 and Jersey Premium money should not be used for this purpose.

Future Expectations and Outcomes of Secondary School Education

What does 'good' look like to the public?

The Panel questioned the public on expectations for secondary education and asked: “*In your opinion, what are the essential features for good secondary education?*” Themes which emerged from the public responses are set out on pages 8-20 of the report attached at Appendix 2. To summarise, these include:

- High quality teaching staff;
- A broad curriculum that prepares students for society, as well as enabling students to fulfil their academic potential;
- High quality facilities, the provision of additional resources and smaller class sizes;
- Effective leadership and a positive ethos; and
- Inclusive environment with the provision of strong pastoral care.

Public expectation has been consulted on before by Government, as part of the Big Education Conversation. Findings of what the public wanted for school curriculum and aspirations for Jersey’s education system are high and so the Panel has considered a number of these aspects to assess if funding supports aspiration.

The ‘[Participation and Engagement Feedback Report](#)’ (in relation to the Children, Young People and Families Plan 2024 -2027) had a section about ‘Spending’ in relation to school life. Responses from young people included suggestions for “a calm place when emotions get to you”, “better school equipment”, and “funding for schools - new subject options”¹³². The Panel asked what the Government would do with this feedback from young people and whether there would be any consideration of it in the next revision of the funding formula for 2025. The Minister advised that:

*As part of the Participation Standards, to ensure children and young people are listened to and receive feedback, the CYPES engagement and participation team intend to share with the School Councils how their feedback was received and what difference has been made.*¹³³

Qualifications, exams and the impact of academic selection

One of the conventional expected outcomes of secondary education is a student’s academic performance and qualifications. At its quarterly hearing with the Minister for Education and Lifelong Learning on 19th September 2024 the Panel referred to the GCSE and A Level exam results from summer 2024 and asked if these were used by Government as a measure to review the performance of schools in Jersey. The Minister advised that:

They are one element of that but not the whole element, and I would say they should not be. A school is an entity beyond just its exam results. We also have a system that is extremely selective. We have a system where there is growing and specific needs

¹³² [Participation and Engagement Feedback Report](#), Children and Young Families Plan 2024-2027, p. 9

¹³³ [Letter](#) – Minister for Education and Lifelong Learning – 19th July 2024

*across particularly some of our schools. I think what we need to do when we look at the school review system ... which is being reviewed, ironically, to make that more effective to give a much better overall picture of a school.*¹³⁴

The Government of Jersey does not provide any detailed analysis of Jersey exam results and, in a submission to the Panel, the Policy Centre Jersey was critical of this. They highlighted a 2014 report from the Jersey Community Relations Trust titled '[Equality in the Jersey Education System](#)' which suggested that the lack of performance data contributed to stigma.

Jersey Community Relations Trust:

*There is a real concern that the lack of independent data on school performance may have contributed to the presence of a reputational stigma attaching to some non-fee-paying secondary schools as regards standards of behaviour and academic achievement. This stigma could have a negative impact on the wellbeing of these pupils. Equally worryingly, this stigma may have permeated the labour market thereby affecting the opportunities that the pupils of these schools may enjoy later on in life. To ensure that pupils and parents can exercise effective choice in school selection and to remove any unwarranted stigma affecting some schools the States should publish independent performance data on each school.*¹³⁵

In its submission to the Panel, Policy Centre Jersey highlighted that there should be a better system for assessing and publicising school performance. They summarised that the Government of Jersey should:

*Take steps to ensure that there are meaningful value added figures for each secondary school so that performance of the schools can be compared with each other and with schools in comparable jurisdictions. This would avoid the sort of absurd comment about the performance of Hautlieu: "Examination results across the curriculum, including in English and mathematics at the end of Key Stage 4, compare favourably with those in other Jersey schools." Given that Hautlieu has taken, by a selection process, some of the most able students from the other schools it would be astonishing if this was not the case. The introduction to the Jersey Schools Performance Framework states: "We aim to build an education system that is comparable to, or better than, other high performing jurisdictions." This cannot be done unless the high performing jurisdictions are identified and comparable data exists.*¹³⁶

One potential value-added assessment referenced by Policy Centre Jersey was Progress 8, which is an accountability measure used in schools in England in order to fairly assess the progress that students make from the end of primary school to the end of secondary school, specifically looking at their GCSE results across eight subjects. If a school's average is above zero, it means students made more progress than expected, however, if it is below zero, it means they have made less progress. This measure can help to assess if schools are supporting students well and helping them to reach their potential.

Jersey uses a slightly different system to Progress 8, called the Jersey 8 System. In 2023 the Panel was provided with Jersey 8 scores between 2018 - 2022, which can be seen in a letter to the Panel [here](#). In relation to these, the Panel was advised that Jersey 8 scores are not

¹³⁴ [Transcript](#) – Quarterly Hearing with the Minister for Education and Lifelong Learning – 19th September 2024, p. 27

¹³⁵ '[Equality in the Jersey Education System](#)', Report of the Jersey Community Relations Trust, November 2014, p.12

¹³⁶ [Written Submission](#) - Policy Centre Jersey – 23rd July 2024, p.11

comparable to Attainment 8, as local methodology differs to that used in England. Differences to Jersey’s methodology were explained as:

For example, if pupils sit a qualification more than once, the best awarded grade will be counted in the measures (best entry as opposed to first entry). Jersey also has a separate Approved Qualifications list. Jersey Progress scores are not available for the last five years. The UK Department for Education did not publish Progress 8 scores using grades awarded in 2020 or 2021. We are currently refining our local value-added progress measures to ensure we have meaningful data. This is a priority as we are keen to reflect the importance of this data in highlighting the achievements of all pupils¹³⁷.

The Panel notes that the Jersey Government publishes exam results data for the whole Island, with a comparison to England, on its website ([here](#)), but at the time of writing this report the page had only been updated up to 2020. For the academic year 2018-19 further data analysis had been published ([here](#)) but this did not provide information based on individual schools.

The Minister for Education and Lifelong Learning should consider wider and more transparent publication of school exam results and the Jersey 8 on a per school basis, to ensure that there are meaningful value add figures publicly available for each secondary school, which would be in line with data available in the United Kingdom through the Progress 8 score which is searchable for individual schools on the [UK Government website](#).

As referenced by the Minister, the school system in Jersey is “*extremely selective*”. With regards to the provided schools, there are academic requirements for entry to Hautlieu School, Jersey College for Girls and Victoria College. In a submission to the Panel from the Policy Centre Jersey, it was highlighted that:

[Organisation for Economic Cooperation and Development’s (OECD) Programme for International Student Assessment (PISA)] PISA 2022 results consistently show that in systems where students are selected into different curricular programmes at an earlier age, there is a stronger association between students’ socio-economic profile and their performance (Table II.B1.4.31)¹³⁸

The Panel notes the Government’s policy on inclusion and queries how the selective system fits into this.

Measurable outcomes and objectives

As referenced earlier in this report, the Minister for Education and Lifelong Learning has advised that the development of children and young people is the key outcome of all education. As highlighted earlier; the Minister has the political responsibility for delivering a “first class education service”¹³⁹. The Panel has looked at published CYPES policies to establish how a “first class education” is defined by Government policy, but this is not specifically outlined in any documents that the Panel has had sight of.

The Common Strategic Policy for 2024 – 2026 explains that the Island Outcome of “Children” is “*about ensuring that children and young people grow up in an Island that provides the opportunities they need to achieve their potential by being ready for, and succeeding in, school*”¹⁴⁰. At the time of writing this report the CYPES Business Plan for 2024 had not been

¹³⁷ [Letter](#) – Assistant Minister for Children and Education – 17th July 2023

¹³⁸ [Written Submission](#) - Policy Centre Jersey – 23rd July 2024, p.6

¹³⁹ ‘States of Jersey Law 2005: Article 30A – Ministerial Responsibilities’ [\[R.118/2024\]](#), 10th July 2024, Chief Minister

¹⁴⁰ ‘Common Strategic Policy 2024 – 2026’ [\[R.115/2024\]](#), Government of Jersey, p. 13

published and the most recently available published copy on the [CYPES page](#) of the Government of Jersey website is for [2022](#). The Panel has seen a draft of the 2024 Business Plan document and this notes that the department's key objectives align with the [Children, Young People and Families Plan 2024 – 2027](#) (the CYPF Plan).

The CYPF Plan includes a vision that “*All children should have an equal opportunity to be safe, flourish and fulfil their potential*”¹⁴¹. The vision in the CYPF Plan is supported by five intertwined ‘Big Picture Outcomes’, which include:

All children and young people in Jersey:

1. *Are healthy and happy*
2. *Can learn and achieve*
3. *Enjoy a decent standard of living*
4. *Are safe and loved*
5. *Are included, respected and valued*¹⁴²

Each Big Picture Outcome has further details on its ambition and the key programmes and strategies that are important for it to succeed. The ‘Island Outcome Indicators’ which identify where data is already collected (or where data development will take place) are also listed. Some of the data and indicators listed which could be relevant to secondary schools outcomes are:

- % of pupils that have been absent from school for more than 10% of the sessions available to them (persistent absence in Government of Jersey schools);
- % of young people aged 16 to 18 years who are not in education, employment or training (NEET) or unknown;
- % of children participating in organised activities outside of school hours (CYPF Plan notes that further data development is required);
- Number of young people participating in the skills development scheme (CYPF Plan notes that further data development is required);
- % of children in Years 6, 8 and 10 who report having been being bullied at or near school in the past 12 months;
- % of girls in Years 10 and 12 experiencing inappropriate comments or unwanted attention of a sexual nature in previous 12 months; and
- % of young people (aged 12-18) who feel safe (at school, at home, at work, online, in the community, where they live).¹⁴³

The Panel acknowledges that the vision and the Big Picture Outcomes deliberately have a broad nature, and that there is value in that approach across CYPES services, however, advocates that Education as a specific service line within CYPES should have some more specific and measurable objectives to fulfil the delivery of a first class education service.

The Panel suggests that CYPES could aim to collect and publish a broader collection of data metrics specific to education, which might assist in analysis of the adequacy of school funding in meeting desired objectives that also incorporate public expectation of secondary education, for example:

- **Equity and inclusion:** assess student access to resources (e.g. technology, or libraries) or extracurricular activities and analysing any academic achievement gaps;

¹⁴¹ [Children, Young People and Families Plan 2024 – 2027](#), Government of Jersey, 2024, p.3

¹⁴² [Children, Young People and Families Plan 2024 – 2027](#), Government of Jersey, 2024, p.3

¹⁴³ [Children, Young People and Families Plan 2024 – 2027](#), Government of Jersey, 2024

- **Staff:** teacher retention rates or school staff participation in learning and development;
- **Academic Performance:** transparent results publication that takes into account any selection criteria of students;
- **Student Development:** attendance rates, behavioural metrics, and social and emotional learning assessments;
- **Family engagement:** levels of parent, guardian, or wider family involvement in school activities and governance;
- **School links with the local community:** school collaboration with other organisations, or wider Government.

Accountability and Independent School Reviews

When questioned about organisation and governance as part of the Big Education Conversation, parents had provided feedback that “*accountability arrangements must be robust and independent to create trust and confidence in the quality of education and in the outcomes being delivered*”¹⁴⁴ and the view from teachers, headteachers, and governors was that “*arrangements must be fair, effective and strike the right balance between accountability and autonomy and trust*”¹⁴⁵.

The Minister was asked to confirm the metrics for measuring outcomes of secondary education, in addition to grades or qualifications. The Panel was advised that:

All Government of Jersey schools have a published, external and independently led Jersey School Review. These reflect a three-day review process, led by expert school Inspectors with many years of HMI [His Majesty’s Inspector] and Ofsted experience.

*These report school outcomes without grades, in line with CYPES policy. Reviews systematically evaluate the quality of the following: achievement; effectiveness of teaching; behaviour, personal development, and welfare; and leadership and management. Each report identifies areas of strength and specific recommendations for improvement which are monitored and followed up by the SIAS [School Improvement and Advisory Service] team working with the school leadership team.*¹⁴⁶

As context, the Jersey School Reviews Framework was established in 2019, following a pilot scheme which ran between 2016-2018. After a review is undertaken, a report is published on the relevant Government of Jersey [webpage](#). The most recent reports for each provided secondary school are set out in bullet points, are approximately 7 pages each and, typically, include the following sections, which reflect the evaluation areas as outlined above:

- Summary
- Achievement
- Behaviour, personal development and welfare
- Effectiveness of teaching
- Effectiveness of leadership and management
- Recommendations
- Information about the school / context / information about the review and review team

The Panel notes that the Jersey Schools Review Framework handbook ([September 2019 version](#)) has grade descriptor criteria for ‘outstanding’, ‘good’, ‘fair’, or ‘require significant

¹⁴⁴ ‘[Big Education Conversation](#)’, Government of Jersey, 16th October 2020, p. 29

¹⁴⁵ ‘[Big Education Conversation](#)’, Government of Jersey, 16th October 2020, p. 29

¹⁴⁶ [Letter](#) – Minister for Education and Lifelong Learning – 19th July 2024

improvement'. However, this information is not published alongside the individual school reports, so it is not the most accessible way for the public, students, or parents to get detail about the review findings. In its submission to the Panel, Policy Centre Jersey suggested that the school review reports are “*high level and have few if any statistics on performance*”¹⁴⁷.

The Panel learned in a public hearing with the Minister for Education and Lifelong Learning on 19th September 2024 that the Independent School Review Framework was being reviewed¹⁴⁸.

Planning for the future

The Panel asked the public “*How do you want to see Jersey’s secondary school education evolve over the next ten years?*”. The report attached at Appendix 2 sets out improvements that were collected by responses under specific themes. Examples of suggested improvements include:

- More staff, particularly specialist subjects and better teacher retention;
- Broader curriculum and qualification options for all students, not limited by which school they attend;
- Greater emphasis on fostering skills and creating a love for learning, rather than pressure of exams;
- Better leadership and accountability;
- Improvements to the support networks available within schools and acknowledging increasing numbers of students in mainstream education with complex needs;
- Wider suggestions, such as encouraging more collaboration between schools, relaxing uniform policies, improvements to school ethos and reviewing school opening times.

The Panel asked the Minister whether Government had undertaken any work to anticipate the future technology requirements for education. Further details about ICT are detailed on page 50, however, the Minister’s response also referred to innovation and use of new technologies to enhance learning:

Innovation remains a key focus, with ongoing exploration of new educational technologies such as virtual and augmented reality, artificial intelligence, and gamification to enhance learning. Pilot programs and small-scale implementations allow us to test the effectiveness of these technologies before wider adoption.

The Panel notes that CYPES policies are being updated to reflect this. For example, in October 2023, the Government had prepared its first [Artificial Intelligence \(AI\) Policy](#) [Generative AI in \(Jersey\) Education](#), which shows that there is recognition of the potential for developments, but acknowledging the requirement to ensure responsible usage. However, as previously highlighted, it has been acknowledged by the Minister that significant investment is required and to enhance the wider use of technology and make this available in schools to students and teachers.

In addition to the possible role of technology in the future, the Panel asked the Minister how long term the CYPES’ policy for future development of secondary education could be, and how it impacted funding. The Minister explained that:

CYPES policy is led by Ministerial and professional standard requirements and is closely aligned to UK national approaches in education. The Government Plan process

¹⁴⁷ [Written Submission](#) - Policy Centre Jersey – 23rd July 2024, p.8

¹⁴⁸ [Transcript](#) – Quarterly Hearing with the Minister for Education and Lifelong Learning – 19th September 2024, p. 27

provides a mechanism for continuity in policy and future development, and the democratic handover process post-election enables the department and officers to have the opportunity to outline strategic plans that are progressing and to understand how these plans align to ministerial plans¹⁴⁹.

The Panel suggests that there is potential for a longer-term approach and clearer strategic vision for Government's Education policy which takes into account the varying areas that students, parents, teachers and the wider public expect from schools. The Government Plan (now Budget) process provides a review into the next four years of funding, and ties into the Government of the day's Common Strategic Policy. Furthermore, responsibility for Education sits within the wider CYPES Department and focus of Education is included in its Business Plan. However, as referred to in earlier sections of this report, the responsibility to promote education is one that is ultimately for the States Assembly, therefore, it might be most appropriate for the Education (Jersey) Law 1999 to be reviewed.

FINDING 21



The Minister for Education and Lifelong Learning is responsible for providing a 'first class education system' but the definition of this, or relevant measurable objectives are not clear. There is alignment between the views of the Minister and public sentiment collected by the Panel, which agrees that the suitable outcomes of secondary education are more than exam results.

FINDING 22



There is a disconnect between the current system of academic selection in secondary education and the Government's ambition to provide an inclusive education.

FINDING 23



The Independent School Review Framework, which provides for evaluations of schools is being reviewed.

FINDING 24



When asked about how secondary education should evolve in the next ten years, the public have provided the Panel with a wide range of suggested improvements in areas across education, teaching, leadership, the curriculum, facilities and resources.



RECOMMENDATION 16

For secondary education (and each key stage of education) the Government should define measurable outcomes for providing a 'first class education service' to students in Government provided schools. The Panel suggests that the outcomes be broad to include consideration of teacher retention rates, student access to resources and extracurricular activities, assessing academic achievement gaps, levels of parental engagement and, where suitable, school participation in the local community.

¹⁴⁹ [Letter](#) – Minister for Education and Lifelong Learning – 19th July 2024



RECOMMENDATION 17

The Minister for Education and Lifelong Learning should consider wider and more transparent publication of school exam results and the Jersey 8 analysis, to ensure that there are meaningful value add figures publicly available for each secondary school.



RECOMMENDATION 18

The results of the review of the Independent School Review Framework should be published.



RECOMMENDATION 19

The Education (Jersey) Law 1999, as the framework for the provision of education in Jersey should be reviewed to consider its suitability and adaptability for the future.

Categories of school

The classification of Jersey secondary schools is set out on page 19 of this report. This report has primarily focused on Government provided fee paying and non-fee paying secondary schools, but we will include reference below to the private sector in this section. Some of the themes already discussed in relation to the 'categories' of schools have been set out in the 'Education requirements' section of this report and in findings 1 to 3.

The Big Education Conversation had noted in 2020 that *"the structure of secondary education in Jersey is deeply rooted and valued by many. However, while there are those who see it as effective, providing students with choice and benefitting their learning, others consider it socially divisive and question whether the structure provides equality of opportunity for all students."*¹⁵⁰

The Panel has tried to set out the challenges and areas of interest for each of the categories below:

Provided non-fee-paying schools

The funding for these schools has changed since the introduction of the funding formula in 2022. One of the structural distinctions of the Jersey secondary education system is that there is no non-fee-paying school that takes students for the whole of their secondary education journey. Students can transfer from the 11-16 provided schools (or any other Island school) to Hautlieu at age 14, subject to suitable academic requirements (referred to as the '14 plus'). In its submission to the Panel, Policy Centre Jersey highlighted how this system could impact students and teachers:

*Students do not have the ability to have a free state education from 11 to 18 at the same school. For some, this means a disrupted education. Arguably, the system is also less attractive to teachers and makes it more difficult for state schools to play a full role in their communities.*¹⁵¹

The Big Education Conversation summarised the strengths and weaknesses of the different school stages as follows:

Key Stage 4 – years 10-11 (ages 14-16)

The non-fee-paying secondary schools, in particular, feel the impact of the 14+ transfer to Hautlieu strongly and are concerned about the effect on students who do not make the move. There is concern about the effect this has on school's ability to provide a range of GCSE curriculum options and extra-curricular opportunities.

Key Stage 5 – years 12-13 (ages 17-18)

There is a desire to see joint working and collaboration between schools to strengthen educational pathways and opportunities for students to study a wider range of courses, including academic and vocational education and training.

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¹⁵⁰ ['Big Education Conversation'](#), Government of Jersey, 16th October 2020, p.37

¹⁵¹ [Written Submission](#) - Policy Centre Jersey – 23rd July 2024, p.5

¹⁵² ['Big Education Conversation'](#), Government of Jersey, 16th October 2020, p 16

The ‘turbulence’ of this was reflected in the 2023 School Review Framework report for Le Rocquier school:

“Most pupils stay at the school for the full five years, but there is **a little turbulence in the school roll**. Some pupils leave the school at age 14 to attend school elsewhere, so the numbers of pupils in Years 10 and 11 are smaller than those in Years 7 to 9.”¹⁵³

When the Panel collected public opinion on the 14 plus transfer, there were strong and polarised views which, between all those who provided comments (total of 329 responses to this question) were split fairly equally between positive and negative feelings towards the 14 plus system. Teachers who responded were more likely to feel negatively towards the system, whereas students who responded were more likely to feel positively towards the system.

The benefits and concerns are set out in further detail in the report attached at Appendix 2 (pages 37-38). In summary, views on this were that: there were benefits for some, for who it provided a new start of additional opportunities for students to achieve their highest potential, whereas the concerns cited were that removing the top tier of students had negative implications for the students who did not have the opportunity to move and was an issue that impacted on inclusion.

The feeling that students were ‘left behind’ was one of the drivers for the Panel in commencing this review, which had been expressed to the Panel when they had visited some schools in 2023. The sentiment had been recorded as part of the Inclusion Review in 2023:

*Some respondents identified the 14+ transfer to Hautlieu as a time when they did not feel included. This is due to their friends being offered a place at Hautlieu when they had not.*¹⁵⁴

The Government’s Inclusion policy (version the Panel reviewed was last updated in August 2021) states that:

*Inclusive education is defined as “the process of increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools. This involves changes in the way schools are organised, in the curriculum and in teaching strategies, to accommodate the range of needs and abilities among pupils. Thus, the school builds its capacity to accept all pupils from the local community who wish to attend and, in so doing, reduces the need to exclude pupils”.*¹⁵⁵

The Panel asked whether there were any other jurisdictions who had a secondary school system that facilitated a selective transfer of students at age 14 plus, but were advised that it was a “unique Jersey thing”¹⁵⁶ where the history of commencing GCSE studies at age 14 was a factor, however, the Minister highlighted that many schools now commenced GCSE exam preparation in Year 9, therefore “*Whether the rigid model of transferring at 14 will fit for ever we do not know*”¹⁵⁷.

The Minister stated that:

What we need to do is to ensure that we raise the standard of all of our schools and we also provide for those who struggle at school and that is one of the things we are

¹⁵³ [Jersey Schools Review Framework – Independent Report of Le Rocquier School](#), March 2023, (emphasis added)

¹⁵⁴ [Inclusive Education and Early Years: Baseline Report](#), Government of Jersey, September 2023, p.14

¹⁵⁵ [Inclusion Policy, Government of Jersey](#) (version last updated August 2021)

¹⁵⁶ [Transcript](#) – Minister for Education and Lifelong Learning – 20th July 2024, p.18

¹⁵⁷ [Transcript](#) – Minister for Education and Lifelong Learning – 20th July 2024, p.19

*trying to do in terms of, for example, priority of trying to develop La Passerelle Secondary School, which is much needed. There are a whole number of pieces to the jigsaw but we need to dispassionately at some time sit back and have an intelligent informed debate on this and come to some conclusions. Not everyone will be happy but I think the outcomes could be really good for our young people.*¹⁵⁸

In the hearing on 20th July 2024, the Panel asked the Minister if there were any plans to review or change the system of selection at 14 plus in the future. The Minister indicated that it was not included in his priorities for the two remaining years in the electoral term but stated that:

I would like to start the dialogue before the next election and I think it is important to start the dialogue because we are in a changing world. I think people recognise that if we are genuinely going to train for our Island, if we are going to provide the range of qualifications that now exist elsewhere, we have to be more flexible in what we do and whether the transfer at 14 or not is the best way to do that is something that we need to get an agreed position on across the Island. I know it is a controversial topic for many because it is traditionally what we do but education does change over time. ... it is a really changing environment in our education system and our qualifications. We cannot just sit still and ignore it. We need to look at that and have that discussion.

In a submission to the Panel's review the Policy Centre Jersey suggested that the 14 plus transfer could not be justified and suggested that the policy should be reviewed. They further highlighted that:

*There is no clear evidence-based rationale for the unusual and unique selection at the age of 14. Students who move to Hautlieu are initially disrupted, and interestingly some return immediately to their original school. There is no measure of how others may feel that stay at the school. Do they all perform better in this environment rather than continuing at a school they have been at for probably three years? The morale of teachers and the wellbeing of students who "failed" to get in is a known impact. This possibly harms the outcomes at the originating schools. This is particularly impactful at Grainville, Haute Vallée and Le Rocquier which supply a large number of the intake to Hautlieu.*¹⁵⁹

In addition to this commentary on the 14 plus transfer, the Panel notes that there is only one school in Jersey (Hautlieu) which provides students with a non-fee paying sixth form education between 16-18 years old. Policy Centre Jersey further suggested that this should be evaluated:

*The option of each of the four 11-16 schools having a sixth form should be evaluated. The case is clearly strongest for Les Quennevais, because of both its size and location. None of those schools could offer the full range of A level subjects, but as is already the case schools can co-operate to provide the necessary range*¹⁶⁰.

Citing earlier references to public expectations from the secondary school system and the recommendation from the ISFR regarding better collaboration between secondary schools, together with the Panel's comments about the future of the 14 plus transfer, the Panel believes that the Government of Jersey should fund free sixth form education (and equivalents) Island

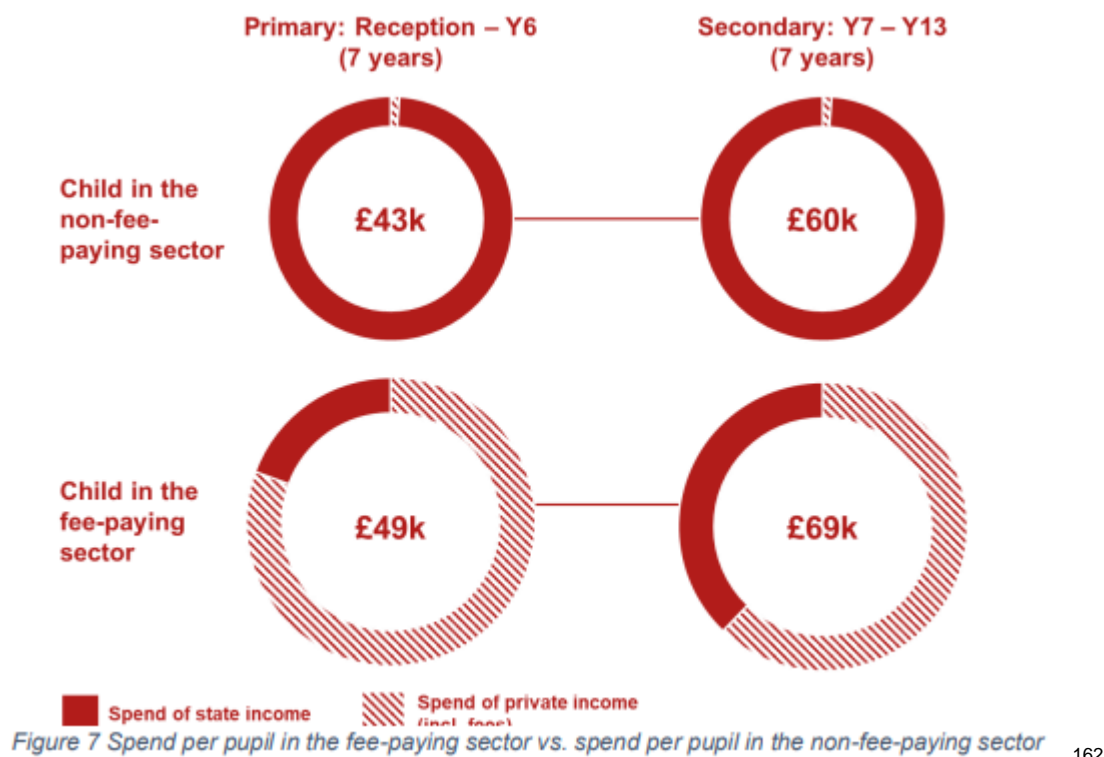
¹⁵⁸ [Transcript](#) – Minister for Education and Lifelong Learning – 20th July 2024, p.19

¹⁵⁹ [Written Submission](#) - Policy Centre Jersey – 23rd July 2024, p.6

¹⁶⁰ [Written Submission](#) - Policy Centre Jersey – 23rd July 2024, p.12

wide and pursue centres of excellence within these, in order to establish better collaboration between schools.

Other points to note with regards to the Government provided non-fee-paying schools were that there was a public perception shared with the Panel that these schools were underfunded and that there was inequality between them. In 2020 the ISFR had found that the total amount of money spent on a child in the non-fee-paying sector was approximately £9,000 less over the course of their secondary school education in comparison to a child in the fee-paying sector¹⁶¹, but that there was a greater percentage of public money spent on that total educational spend:



Whilst the deficit for non-fee-paying provided secondary schools has been reduced following the introduction of the funding formula and further additional funding has been provided by Government for Inclusion support in schools, there remains a perception from the public that schools are underfunded, in some cases this may be due to reflections on the resources and facilities that are available.

As referenced earlier in this report (see page 60) the Policy Centre Jersey highlighted a 2014 report from the Jersey Community Relations Trust which referred to a possible reputational stigma of the non-fee paying schools and it had suggested that this could permeate the labour market¹⁶³. Whilst this report was published in 2014, the Panel noted similar reflections in responses to its survey about school reputations, including implications that there was a

¹⁶¹ 'Independent School Funding Review', 2020 Delivery Ltd for the Government of Jersey, 16th October 2020, p.40

¹⁶² 'Independent School Funding Review', 2020 Delivery Ltd for the Government of Jersey, 16th October 2020, p.40

¹⁶³ 'Equality in the Jersey Education System', Report of the Jersey Community Relations Trust, November 2014, p.12

hierarchy between the different schools, with the non-fee paying schools being viewed less favourably. A summary of this is set out on page 35 of the report attached at Appendix 2.



FINDING 25

The 14 plus transfer to Hautlieu School is a divisive system which is unique to Jersey. There is no evidence to show if it is the optimum way to structure the secondary education system and it is contrary to other aspects of Education policy relating to Inclusion.



FINDING 26

Whilst the deficit for non-fee-paying provided secondary schools has been reduced and further additional funding has been provided by Government for Inclusion support in schools, there remains a perception from the public that schools are underfunded, in some cases may be due to reflections on the resources and facilities that are available.



RECOMMENDATION 20

The system of academically selective transfer at age 14 should be reviewed. The Panel believes that the terms of reference for the review should include a focus on how to improve choice and the whole secondary school experience for pupils attending the non-fee paying Government schools.



RECOMMENDATION 21

As part of any work to review the structure of the secondary education system in Jersey, the Minister for Education and Lifelong Learning should place an emphasis on collaboration between all the schools. The Panel believes that this could be achieved through Government funding free sixth form education where further collaboration can occur between the colleges and current on-fee paying sector.



RECOMMENDATION 22

The Minister for Education and Lifelong Learning should publish regular figures which clarify any differences between the funding of students at the non-fee paying schools and fee-paying schools so that any changes or disparity in the per pupil funding rates, or overall spend per pupil, are open to transparent public scrutiny.

Provided fee-paying schools

The Government provided fee-paying schools, namely Jersey College for Girls (JCG) and Victoria College, do not receive funding based on the Jersey funding formula and they remain funded through a combination of school fees and Government provided funding which is based on 47% of the AWPU formula previously used for all schools.

As detailed in the section on premises and capital expenditure above, the physical infrastructure of JCG and Victoria College is owned by the Government of Jersey and managed by JPH as Corporate Landlord. It has been confirmed that there are no longer any occupancy charges made to the fee paying schools.

The ISFR had suggested a policy option that the relationship should be changed between the Government of Jersey and fee-paying schools, with consideration on means testing support for fees. In 2022 the first version of the Jersey funding formula detailed that work on considering those options was underway and would be presented to Ministers in 2023, however, the Panel understands that this has not been actioned.

At a public hearing in July 2024 the Panel asked whether any elements of the funding formula remained in transition and was advised by the Programme Director for Education Reform that the formula had moved into a continual cycle of improvement and suggested that the next phase of work was possibly related to the schools which remained on the AWPU model of funding. The Minister advised that:

The fee paying grant funding schools remain on the A.W.P.U. model and they are benchmarked against that A.W.P.U. as it would have been and has continued, partly because of a piece of legislation P.41/2017 which sets the levels at 22 per cent and 47 per cent of the A.W.P.U. as States funding and then the rest comes from fees. So for that to change I believe we may have to change that legislation. What we are doing, we will continue that for 2025 the best that we can, the best fit that we can, and then talk about how that may fit into our new formula model from 2026. They are ongoing discussions and we want to just make sure it works in that format.¹⁶⁴

The Panel has previously referenced that the AWPU was found to be a complex system which did not adequately meet the requirements for schools, hence the transition for non-fee-paying Government schools to the funding formula. The Panel questions the suitability of continuing to retain a base formula which has been removed for other parts of the school system.

The Panel noted that a key component of the updated funding formula was the Inclusion funding and asked the Minister to confirm whether fee paying schools received any additional funding for inclusion support for students. The Panel was advised that the schools received 47 % of funding towards a SENCO and, also, the full amount of additional funding for any child who had a RON attending the school¹⁶⁵.

The Panel understands that some schools were previously charged occupancy charges for certain facilities, however, these were removed with the agreement that the school use the funds to invest in the furtherance of inclusion support¹⁶⁶.

As referenced by the Minister, the percentage of 47% of AWPU was set in a proposition to the States Assembly ([P.41/2017](#)) as part of the Medium Term Financial Plan in 2017, which reduced the funding to fee-paying schools by 3% for cost savings purposes. The reduction was gradual. In 2017, schools received 50% of the AWPU, this dropped to 48.5% in 2018 and then 47% in 2019¹⁶⁷.

For the school year 2023-2024 and 2024-2025 there was an 8% increase proposed by the governing bodies of both the fee-paying secondary schools in order to meet increased costs. This had followed an increase of 3.9% in 2022 and 6.7% in 2021 for JCG and 3.5% in both 2022 and 2021 for Victoria College¹⁶⁸.

¹⁶⁴ [Transcript](#) – Minister for Education and Lifelong Learning – 20th July 2024, p.11

¹⁶⁵ [Transcript](#) – Minister for Education and Lifelong Learning – 20th July 2024, p.26

¹⁶⁶ [Transcript](#) – Minister for Education and Lifelong Learning – 20th July 2024, p.27

¹⁶⁷ [Letter](#) - Assistant Minister for Children and Education – 17th July 2023, p.4

¹⁶⁸ [MD-CED-2023-181](#) and [MD-CED-2023-188](#) and [MD-CED-2022-168](#) and [MD-ESC-2021-0007](#) and [MD-ESC-2021-0008](#)

In 2024, for JCG, this meant an increase in the termly fee to £2,666 per term, with a projected additional income for the financial year of £151,000 and £452,000 for 2025¹⁶⁹. Since the 2021-22 academic year (where school fees were £2,198 per term) to the 2024-25 academic year the school fees have increased by approximately 21%.

For Victoria College, in 2024 this meant an increase to termly fees of £2,703 per term, with a projected additional income of £137,000 for 2024 and £411,000 for 2025¹⁷⁰. Since the 2021-22 academic year (where school fees were £2,240 per term) to the 2024-25 academic year the school fees have increased by approximately 20%.

For reference, fees are approved by the Minister in March of each year and, as a comparison the Government's inflation calculator advises that between March 2021 and March 2024 there has been a 26.3% increase in RPI between that time¹⁷¹. Whilst over a longer time period, as detailed earlier in the report (page 32) the increase in Government funding to fee paying schools between 2018 and 2023 was approximately 13%.

The Panel was advised that the Governing Bodies of Highlands College, Jersey College for Girls and Victoria College are all required to request the Minister's approval for fees (and that of the Minister for Treasury and Resources if the increase exceeds 2.5%). In practice these fee requests are reviewed by CYPES and Treasury and Exchequer Officers before the Minister is requested to give approval.¹⁷² The Panel notes that the requirement for the Treasury Minister to approve any rate over 2.5% is to comply with the Anti-Inflation Strategy as part of the Public Finances Manual¹⁷³.



FINDING 27

The Government provided fee-paying schools (Jersey College for Girls and Victoria College) continue to receive Government funding based on a rate of 47% of the Average Weighted Pupil Unit (AWPU) formula, however, this could be changed for 2026 onwards.



FINDING 28

Between the academic years 2021-22 and 2024-25 the school fees for Jersey College for Girls have increased by 21% and the school fees for Victoria College have increased by 20%. These rates are below the Retail Price Index inflation rate.



RECOMMENDATION 23

The Minister for Education and Lifelong Learning should establish a suitable long term and sustainable funding formula for the Government provided fee-paying schools for consideration by the Assembly in 2025. The formula should ensure parity with non-fee paying Government schools for inclusion support.

Grant aided private schools

As with fee-paying schools, non-provided grant-aided (private) secondary schools in Jersey, namely De La Salle College and Beaulieu School, are currently provided grant funding from

¹⁶⁹ [MD-ELL-2024-223](#)

¹⁷⁰ [MD-ELL-2024-225](#)

¹⁷¹ <https://www.gov.je/StatisticsPerformance/BusinessEconomy/pages/inflation.aspx> (accessed September 2024)

¹⁷² [Letter](#) – Assistant Minister for Children and Education – 17th July 2023

¹⁷³ [MD-TR-2023-152](#)

the States of Jersey based on 47% of the AWPU formula, as per the proposition ([P.41/2017](#)). As with the fee-paying-schools this had been reduced from 50% in 2017. The majority of the income for private schools comes from parental fees.

The total grant figures to Private Schools for 2020 to 2021 were published in a report by the Minister for Treasury and Resources in 2024 ([R.155/2024](#)) and are recorded as:

Grant year	Beaulieu (£)	De La Salle (£)
2020	2,209,000	1,911,000
2021	2,315,000	1,953,000
2022	2,389,000	1,945,000

The States of Jersey Group 2023 Annual Report and Accounts indicate that CYPES made the following grants to private secondary schools in 2023 to support the operation of the schools in delivering the Jersey Curriculum to its students¹⁷⁴:

Grant year	Beaulieu (£)	De La Salle (£)
2023	2,367,000	1,889,00

As a recipient of a significant grant from the States of Jersey (i.e. in the sum over £75,000) the Annual Accounts for De La Salle College are made publicly available, as per the requirements in the Public Finances Manual. The Annual Accounts for Beaulieu School have not been made available on the grounds of commercial sensitivity.

In addition to the significant grants made by Government, the Panel is aware that there are also areas of additional funding provided. These include:

- £16,000 was given to Beaulieu (as a whole school no Primary / Secondary split available), for parental fees hardship funding as a result of COVID in 2020¹⁷⁵;
- In 2019 the States of Jersey loaned Beaulieu school £7.3 million to support a series of capital projects, including a sports centre;
- an Economic Support / Fiscal stimulus grant of £445,000 to Beaulieu School in 2022; and
- a sum of £424,000 was granted by CYPES in in 2023 for private school bursaries¹⁷⁶. Information is not detailed on how this is split between the private schools, and whether it includes fee-paying provided schools and private schools¹⁷⁷.

FINDING 29



The Government provides grant funding to private secondary schools, namely, Beaulieu School and De La Salle School on the basis of 47% of the Average Weighted Pupil Unit calculation for secondary students. Additional funding has been provided to Beaulieu School through various means since 2019.

¹⁷⁴ [States of Jersey Group 2023 Annual Report and Accounts](#), p.231

¹⁷⁵ [Letter](#) – Assistant Minister for Children and Education – 17th July 2023, p. 9

¹⁷⁶ [States of Jersey Group 2023 Annual Report and Accounts](#), p. 234

¹⁷⁷ During the fact checking process for this report, the Panel was advised that “These relate to JCG and VC and were incorrectly included in the 2023 accounts due to a coding issue arising from the change over to Connect. These are not payments but decisions to waive charges.”



RECOMMENDATION 24

The Minister for Education and Lifelong Learning should commit to making the grant funding and other financial support provided for educational purposes more transparent.

Conclusion

This review has considered how funding from the Government has been used to support secondary schools in Jersey and how that has changed since the introduction of the new funding formula and additional programmes of work, such as the Education Reform Programme. However, the Panel's findings are that, whilst funding has increased - and for non-fee-paying schools, gone some way to address the previously recorded deficit - it has not kept pace with the inflation of Jersey's RPI. As there has been additional funding targeted at inclusion, the Panel surmises that the core budget for secondary schools has continued to be squeezed.

The Panel's recommendations in this review are based on the principle of increasing transparency for the use of public money to fund secondary education and promoting improvements in the secondary education provision to young Islanders, including how this extends beyond the delivery of the Jersey Curriculum in the future.

The system of secondary education in Jersey remains an area where there are strongly held views. One of the divisive elements that continues to be highlighted is about the "choice" of schools available, which is constrained by both academic ability and financial means. The selection of some students to transfer to Hautlieu School at age 14 provides an important opportunity to some, however, others believe that it is a process that disrupts the students that are left behind.

The Panel hopes that the recommendations from this review will have endurance beyond the current Government and prompt public discussion and debate about the secondary education system and wider scrutiny of its funding. It is the responsibility of elected members of the States Assembly to promote education and, if necessary, support Government to initiate change.

Appendix 1

Panel membership

The Panel comprised of the following States Members:



Deputy Catherine
Curtis (Chair)



Connétable Mark
Labey (Vice-Chair)



Deputy Beatriz Porée



Deputy Helen Miles
(Appointed to the Panel
on 17th July 2024)

Terms of Reference

- 1) To assess the funding provided by the Government of Jersey for secondary education and examine how it relates to the requirements and outcomes of the secondary education system.
- 2) To consider the adequacy and practicality of the '*Jersey Funding Formula for Schools*' in relation to Jersey's secondary schools.
- 3) To review the control, governance, and efficiency of the budget for secondary school education.
- 4) To consider how the funding of secondary education is impacted by other contextual factors including, but not limited to:
 - Requirements for addressing and improving student wellbeing;
 - Teacher and school staff remuneration, recruitment and retention;
 - Covid-19 Education recovery;
 - The application of the Jersey Premium;
 - The 14+ secondary transfer system;
 - The fee-paying and private providers;
 - Government 'value for money' savings; and
 - Public expectations.
- 5) To compare Jersey's secondary education budget provision and funding formula with other jurisdictions.
- 6) To consider how secondary education may need to adapt in future and to establish what work the Government is doing to prepare for change.

Evidence considered

Public Hearing

- Public Hearing with the Minister for Education and Lifelong Learning

The transcript from the public hearing can be viewed on the States Assembly website [here](#).

Written correspondence with Ministers

Responses to written questions were received from the following Ministers:

- The Assistant Minister for Children and Education
- The Minister for Education and Lifelong Learning
- The Minister for Infrastructure

The correspondence between the Panel and Ministers can be found [here](#).

Written submissions

All written submission received by the Panel can be viewed [here](#).

Bibliography of sources used for desktop research:

- [Education \(Jersey\) Law 1999](#)
- 'States of Jersey Law 2005: Article 30A – Ministerial Responsibilities' [[R.118/2024](#)], 10th July 2024, Chief Minister
- Reports published on the Jersey School reviews Framework, accessed here: <https://www.gov.je/Education/Schools/ChildLearning/pages/jerseyschoolsreviewframework.aspx>
- Freedom of Information responses already published by the Government of Jersey, accessed here: <https://www.gov.je/Government/FreedomOfInformation/Pages/FOIDisclosureLog.aspx>
- States Assembly written questions, accessed here: <https://statesassembly.je/publications/questions>
- Government Plan / Government Budget information: <https://www.gov.je/government/planningperformance/governmentprogramme/governmentplan/pages/budget2025to2028.aspx>

Government of Jersey reports:

- [Big Education Conversation](#), Government of Jersey, 16th October 2020
- [Inclusive Education and Early Years: Baseline Report](#), Government of Jersey, September 2023
- [Jersey Funding Formula for Schools: Rationale and Calculations 2022](#), Government of Jersey, October 2022
- [Jersey Funding Formula for Schools: Rationale and Calculations 2023](#), Government of Jersey, July 2023
- [Jersey Funding Formula for Schools: Rationale and Calculations 2024](#), Government of Jersey, May 2024
- [States of Jersey Group Annual Report and Accounts 2023](#), States of Jersey
- [Children, Young People and Families Plan 2024 – 2027](#), Government of Jersey, 2024

- [Participation and Engagement Feedback Report](#), Children and Young Families Plan 2024-2027

Government of Jersey policy and information:

- ‘Common Strategic Policy 2024 – 2026’ [[R.115/2024](#)], Government of Jersey
- ‘[Understanding the curriculum](#)’, Government of Jersey webpage, accessed 25th September 2024
- ‘[Applying for a school](#)’, Government of Jersey webpage, accessed on 18th September 2024
- ‘[School Admission Appeals Policy](#)’, CYPES policy, version last updated 30th March 2023 (accessed 18th September 2024)
- ‘[Guidance to support the Functions of the Jersey Curriculum Council](#)’, CYPES policy provided to the Panel in July 2023
- ‘[Jersey Premium](#)’, Government of Jersey webpage, accessed on 25th September 2024
- ‘[Inclusion Policy](#)’, CYPES policy, version last updated August 2021

Other Jersey reports:

- [Public Spending Statistics 2023](#), Statistics Jersey, 27th September 2024
- ‘[Independent School Funding Review](#)’, 2020 Delivery Ltd for the Government of Jersey, 16th October 2020
- ‘[Equality in the Jersey Education System](#)’, Report of the Jersey Community Relations Trust, November 2014

United Kingdom Government:

- [Government launches Curriculum and Assessment Review - GOV.UK \(www.gov.uk\)](#) (accessed 18th September 2024)
- [The national curriculum: Key stage 3 and 4 - GOV.UK](#) (accessed 25/09/2024)

Independent reports relating to secondary education in the United Kingdom:

- ‘[The cost of high-quality professional development for teachers in England](#)’, The Education Policy Institute, July 2021

UNCRC Rights of the Child

- [Supplementary Report of the Commissioner for Children and Young People Jersey UN Committee on the Rights of the Child Examination of the United Kingdom of Great Britain and Northern Ireland](#), December 2022
- [Summary of the UN Convention on the Rights of the Child](#), accessed 18th September 2024

Review costs

The Panel engaged the services of Island Global Research to summarise its survey responses at a cost of £3,990.00.

What is Scrutiny?

Scrutiny Panels and the Public Accounts Committee (PAC) work on behalf of the States Assembly (Jersey’s parliament). Parliamentary Scrutiny examines and investigates the work

of the Government, holding ministers to account for their decisions and actions. They do this by reviewing and publishing reports on a number of areas:

- Government policy;
- new laws and changes to existing laws;
- work and expenditure of the Government;
- issues of public importance.

This helps improve government policies, legislation and public services. If changes are suggested, Scrutiny helps to make sure that the changes are fit for purpose and justified. The Children Education and Home Affairs Scrutiny Panel scrutinise Government on matters within the remits of the Minister for Children and Families, the Minister for Education and Lifelong Learning, and the Minister for Justice and Home Affairs. To learn more about the Panel's work – [Click here](#).

Appendix 2

Public responses: analysis prepared by Island Global Research

2024

SECONDARY EDUCATION

CHILDREN, EDUCATION AND
HOME AFFAIRS SCRUTINY PANEL
FULL REPORT



Island Global Research

CONTENTS

This report presents findings from a survey on secondary education in Jersey undertaken by the Children, Education and Home Affairs Scrutiny Panel in 2023.

Key Findings	3
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About Island Global Research

Island Global Research is a market research and consultancy company with experience in both quantitative and qualitative research methods. We regularly conduct market research for clients in the Crown Dependencies.

Island Global Research is part of the BWCI Group.

KEY FINDINGS

- **Staffing numbers and teacher retention** in Jersey is an issue that respondents have strong concerns about. Respondents' note a lack of subject specialists impacting the quality of education and the inconsistency for students caused by the frequent use of substitute teachers.
- Another key issue in Jersey is the need for **improved support for those with special educational needs and disabilities (SEND)**. This could include more trained staff, improved facilities, earlier intervention, cohesive working with external agencies, and access to facilities outside of mainstream education if needed.
- **Les Quennevais is considered by some to be an example of good practice** in Jersey. The leadership, environment, extra-curricular activities and academic support students receive from teachers all received praise.
- **Non-fee paying Government schools are often considered to be underfunded** in comparison to fee paying schools (Government and private). Perceived inequities in the quality of education and facilities at different types of schools leads to split views as to whether or not fee-paying Government schools should be entitled to Government funding. For those who oppose the status quo, at the crux of the issue is the belief that all students should get the same opportunities even if not in a position of financial or academic privilege.
- **The system of academic selection at aged 14 is similarly divisive**. The benefits for the high achieving students are often, but not universally, recognised. On the other hand there are concerns about the impact of the system on the schools they transfer away from and the students 'left behind'.
- Respondents also indicate a desire for: A **curriculum that prepares students for their future** and reflects the modern world; **investment in school facilities and resources**; and for **behavioural issues in non-fee paying government schools to be addressed**.



INTRODUCTION AND APPROACH

- Introduction
- Profile of Respondents



INTRODUCTION

In summer 2023 the Children, Education and Home Affairs Scrutiny Panel launched a review of Secondary Education Funding in Jersey.

As part of this review the Panel conducted a survey to gauge opinion and sentiment towards secondary education in Jersey. Please contact the Children, Education and Home Affairs Scrutiny Panel for more detail regarding questionnaire design and data collection.

Island Global Research have been appointed to analyse the responses, identifying key themes and sentiment.

There were nine questions in the survey, the majority of which asked for written responses in an open text box.

Overall, there were 353 eligible respondents. To be considered eligible participants must have answered at least one question beyond the profiling question 'What best describes you?'.

Each subsequent question received responses from between 195 and 333 people.

See overleaf for more information on the profile of respondents. This report summarises the views of survey respondents. It is not necessarily representative of the population or particular groups within it.

Question	Type	# of Responses
Q1. What best describes you? (Profiling)	Closed +other	353
Q2. In your opinion, what are the essential features for good secondary school education?	Open	333
Q3a How much do you agree or disagree with the statement: "Jersey's provision of secondary education is good?"	Closed	352
Q3b Please could you provide us with some further detail to support your response above?	Open	283
Q4 How do you think Jersey's provision of secondary school education could improve in future?	Open	317
Q5. Do you have any views about the choice of secondary schools available in Jersey?	Open	284
Q6. Students can transfer from other secondary schools to Hautlieu school for Year 10 and GCSE studies if they achieve a high enough score in the standardised testing. What are your views on this?	Open	329
Q7. What facilities or services, if any, should be available in secondary schools to support student wellbeing?	Open	310
Q8. How do you want to see Jersey's secondary school education evolve over the next 10 years?	Open	301
Q9. Please provide us with any other comments you have that may be relevant to the Scrutiny Panel's review of secondary education funding in Jersey	Open	195

PROFILE OF RESPONDENTS

Respondents were asked what role best describes themselves. To aid with survey analysis we have recategorized these responses as follows. Please note that respondents could fulfil more than one role e.g. teacher and parent. For more information on the full list of responses please see the appendix.

61% of respondents (217 people) filled out the survey from the perspective of a parent or carer. This included parents, carers and close relations (e.g. grandparents) of pupils currently at secondary school; of pupils who have already been through the secondary school system; and of children yet to reach secondary school (e.g. Primary school age).

24% of respondents (86 people) filled out the survey from the perspective of a teacher. In addition to current teachers, this includes those who have retired or left the profession. It includes those at both primary and secondary school level. 10 respondents (3% of sample) were both a teacher and a parent / carer.

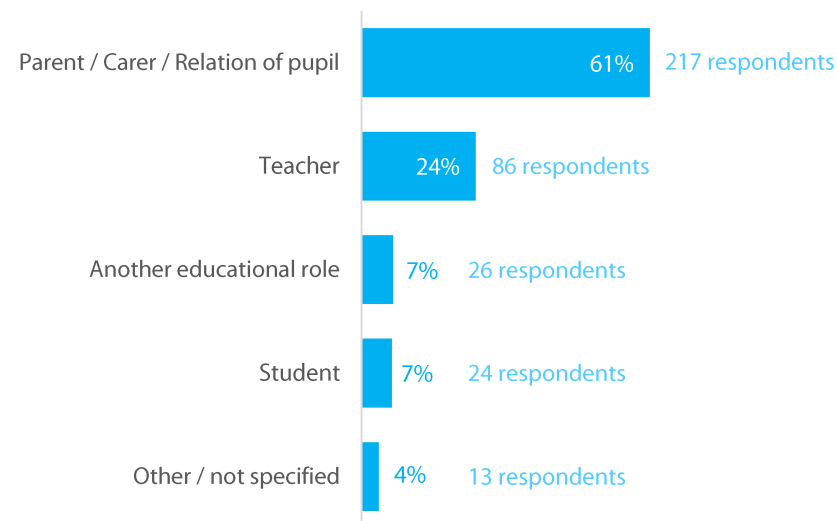
7% of respondents (26 people) currently hold or have previously held another role within education. For example: School Governor, teaching assistant, key worker, and other roles involved with special educational needs or student welfare. This includes 2 respondents who were both a parent and hold this type of role.

A further 7% of respondents (24 people) were current or recent students.

13 respondents did not specify roles directly related to education e.g. Jersey Resident, Health Professional.

Profile of Respondents

Select all that apply



FEATURES OF SECONDARY EDUCATION

- In your opinion, what are the essential features for good secondary school education?
- What facilities or services, if any, should be available in secondary schools to support student wellbeing?

ESSENTIAL FEATURES: KEY THEMES

Respondents were asked “In your opinion, what are the essential features for good secondary school education?”

A summary of the key themes is as follows:

High quality teaching staff.

- Qualities such as being supportive, passionate, inspiring
- Consistently available (i.e. fewer substitute teachers, particular at GCSE level)
- Subject matter experts
- Access to CPD
- Build strong relationships with pupils

A broad curriculum that prepares students for society, as well as enabling each student to fulfil their academic potential.

- A wide choice of subjects
- Practical skills, vocational subjects, digital skills
- Creative subjects
- Soft skills and personal development of students
- Extra-curricular activities available
- High but achievable academic expectations tailored to each child

High quality facilities, the provision of additional resources and small class sizes

- Clean classrooms in buildings that are well maintained and fit for purpose
- Access to outdoor spaces and a library
- Well-equipped facilities for each subject e.g. science labs, music department, drama, sports facilities
- Equipment essential to learning provided e.g. sports equipment, textbooks, appropriate technology

Effective leadership and a positive school ethos. Les Quennevais considered to be an example of good practice.

- Strong leadership
- Safe and happy environment
- Motivates students to love learning
- Effective behaviour management
- Clear communication with parents

Inclusive environment with the provision of strong pastoral care.

- Mental health support including counselling services
- Support for those with special educational needs
- Welfare support (e.g. food, uniform) for those in need

ESSENTIAL FEATURES: TEACHING

A large proportion of the comments noted that they expect a high standard of teaching at secondary school level.

Many of these comments simply called for 'good teachers', 'excellent teaching', or similar.

Others were more specific about the qualities that they believe a good secondary school teacher should have. This includes qualities such as being:

- **'Approachable' and 'caring'**. The responses suggest that a supportive relationship with mutual respect between teachers and pupils is considered important.
- **'Inspiring', 'enthusiastic'** and other similar qualities that may encourage students to engage with their lessons and enjoy learning.
- **'Dedicated' and 'experienced'**. Qualities acknowledging the knowledge and commitment required to provide an effective and stable environment for learning.

**"Relationships
are key to
inspiring a love of
learning and
passion for a
subject."**

Teachers should be...

PROVIDE A SUPPORT NETWORK FOR STUDENTS

"Approachable"
"Caring"
"Supportive"
"Kind"

LESSON PLANS AND PERSONALITIES THAT INSPIRE LEARNING

"Engaging"
"Enthusiastic"
"Happy"
"Inspiring"
"Passionate"

BRING EXPERIENCE AND COMMITMENT TO THE ROLE

"Dedicated"
"Experienced"
"Knowledgeable"
"Professional"
"Motivated"

ESSENTIAL FEATURES: TEACHING

CONTINUED

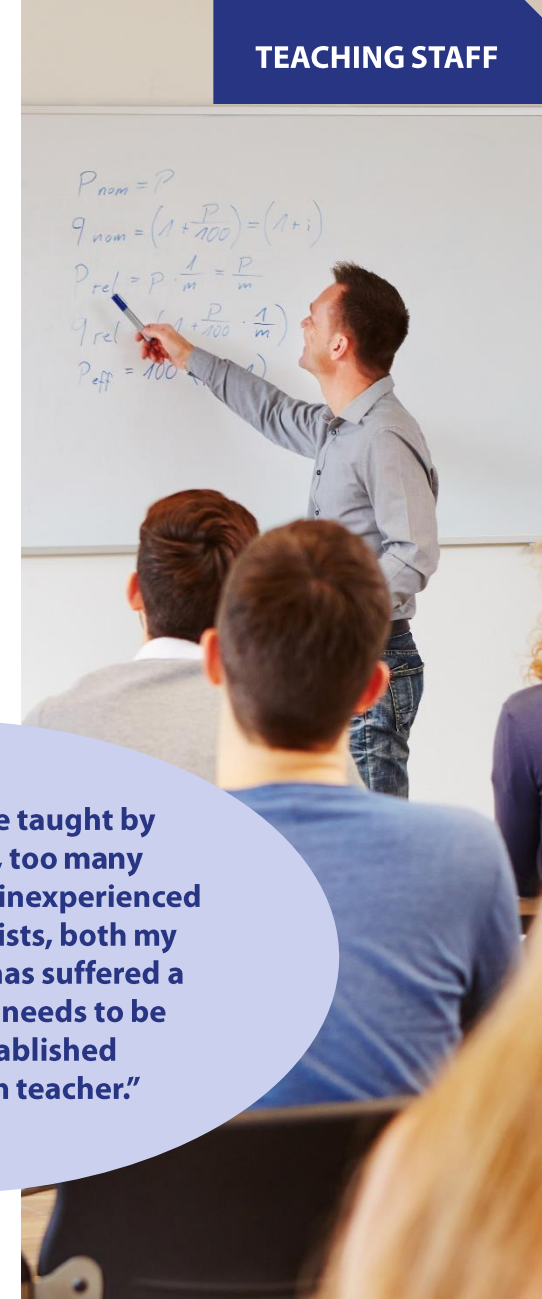
Around 1 in 10 comments specifically highlighted the importance of having qualified teachers who are specialists in their subjects. This was raised by teachers, parents / carers and those in other educational roles.

Similarly, around 1 in 10 commenters called for consistency of teaching staff. This was mainly voiced by parents / carers. A prevalence of substitute teachers at GCSE level is a particular concern for a small number of respondents. Those who raised this issue appeared to feel quite strongly about it.

Related to this were a small number of comments suggesting that retention of staff should be a priority issue, alongside requests for teachers to be appropriately remunerated.

Teachers and others in educational roles also noted that they believe teaching staff should be well supported, enabling them in turn to be more supportive of students.

Finally, the availability of staff training was raised as an essential feature of good secondary education by just under 1 in 10 of those responding to this question. Again, this was suggested by people in a variety of roles and what exactly they meant by this varied slightly, but included CPD for teachers, training for support staff and SENco, as well as training for ancillary members of staff such as reception and business support. This may be on topics directly related to the function of the role, but could also include aspects related to child development and child welfare e.g. "wellbeing, neurodiversity, trauma."



"Students should be taught by specialist teachers, too many supply/cover teachers/inexperienced teachers/non-specialists, both my children's education has suffered a lot due to this. More needs to be done to keep established teachers/long term teacher."

ESSENTIAL FEATURES: CURRICULUM

A wide choice of subjects was commonly called for. All types of respondents described their desire for a “well rounded”, “broad”, “rich” curriculum.

As well as core academic subjects (such as English, Maths and Science), this included opportunities to participate in creative subjects (such as Art, Music, Drama and Dance) and sports / physical education. Similarly, a small number of respondents (mainly but not exclusively parents / carers) highlighted the need for a wide range of extra-curricular activities. These included music, drama, arts, languages, as well as sport.

Several of the comments seemed to suggest that options currently felt limited or were dependent on what school a student attended. The ‘IB’ (International Baccalaureate) was also noted a couple of times, while one student noted that ‘GCSE subjects should be prioritised’.

A number of the comments illustrate the belief that the key aim of any secondary school education should be to prepare students for their future. This includes futures in further education, all types of work environments and in society in general.

With this in mind, a small number of respondents (mainly but not exclusively parents / carers) consider learning alternative skill sets to be an essential part of the curriculum. This includes:

- Digital literacy
- Practical skills. For example, food preparation, financial literacy and budgeting, other skills related to running a household
- Vocational subjects
- Personal development and transferable skills. This included suggestions such as critical thinking, communication, mental wellbeing, social responsibility, empathy, the diversity of society, our relationship with nature.
- Work experience opportunities and closer relationships with industry

“A curriculum that reflects the world we live in now and that young people will be living in in the future.”

“A curriculum which provides a broad education to prepare students for future life and employment “

“How to research a subject, critically evaluate research and communicate thoughts to others”



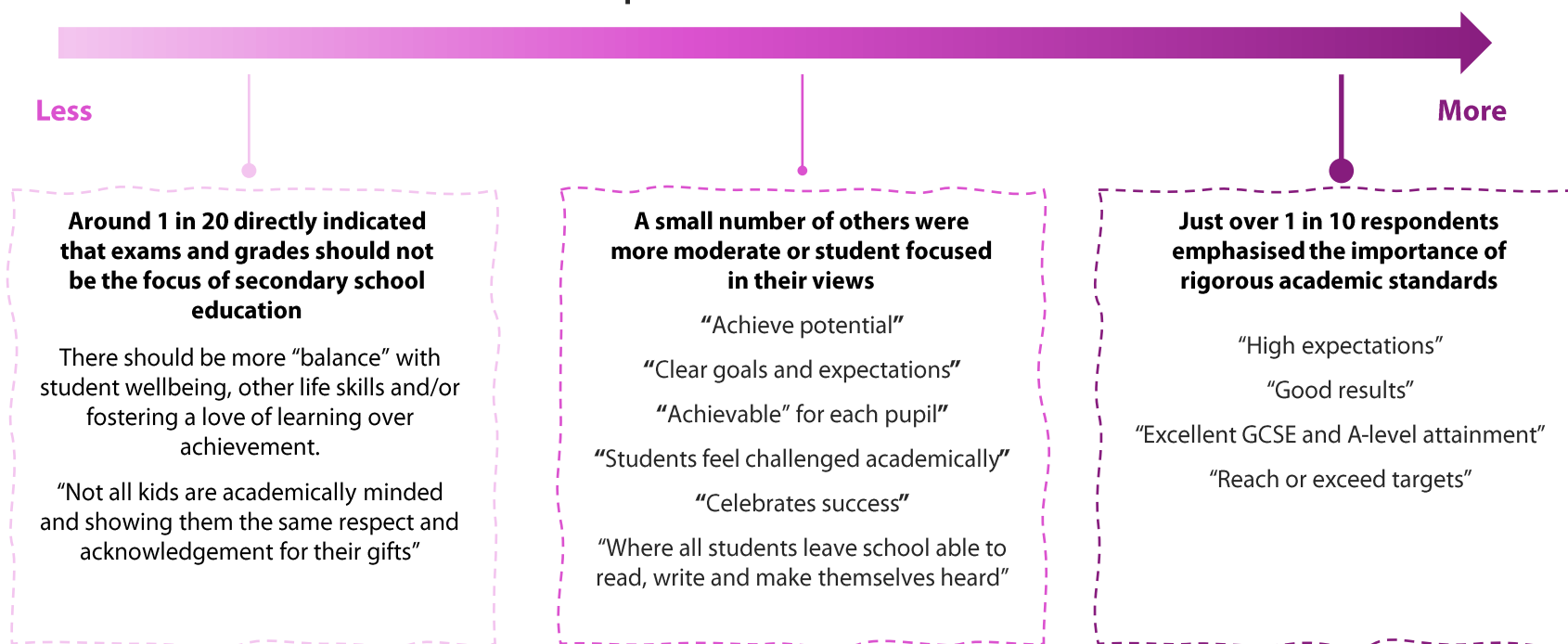
ESSENTIAL FEATURES: CURRICULUM

CONTINUED

A range of views were expressed with regards to academic achievement. Page 8 has summarised views as 'high but achievable academic expectations tailored to each child', but it is important to note that individuals sit across a wide spectrum when it comes to beliefs on how academic and exam focused education at this level should be. Examples of the views expressed are illustrated in the diagram below.

Finally, several respondents felt that the education should expose students to 'new experiences', while a couple of comments indicated that learning experiences outside the classroom were important e.g. visits and interactive experiences.

The Importance of Academic Achievement



ESSENTIAL FEATURES: FACILITIES AND RESOURCES

A large proportion of the comments noted that they expect a high standard of facilities at secondary school level.

This was most often noted in general, but also included some suggestions by parents / carers for:

- Facilities needed to effectively teach specific subjects
- Outdoor space
- Library

The comments also made it clear that the following are important to all respondents (staff as well as parents / carers):

- State of repair of buildings – this comes out through phrases such as ‘modern’, ‘fit for purpose’ and ‘well maintained’
- Cleanliness of the school
- Space – that there is enough room for all students and teachers with classrooms and dining areas that are large enough
- Effective heating and cooling

Around 1 in 10 mentioned resources. Again, this was often in general e.g. “enough resources” and “quality resources”, but with a couple of comments to indicate that they meant resources such as computers / iPads, textbooks and exercise books.

A handful of respondents suggested small class sizes were important. Where reasoning was given, this was to ensure all students received enough individual attention from the teacher. Only two comments specified a maximum number of students they’d like to see in each class – 20 and 25 respectively.

Finally, there were a number of comments indicating it is important secondary schools are well funded but without further clarification on how this funding should be used.

“Good facilities e.g. science labs, music department, sporting facilities, arts and drama etc.”

“clean and maintained with sufficient space”

“adequate heating/cooling systems”

“indoor and outdoor space for students to access at break times”

“all students provided with what they need to learn”



ESSENTIAL FEATURES: LEADERSHIP AND ETHOS

More than 1 in 10 respondents described the importance of strong leadership, by Head Teachers as well as other staff who are members of the Senior Leadership Teams at each school.

What constitutes effective leadership varies, but where respondents specified, the various themes are captured to the right and include:

- Being proactive and forward thinking
- A couple of respondents felt that autonomy is needed to make positive changes e.g. the power to make recruitment decisions. On the other hand, others felt that accountability was important although to whom was not specified.
- Building positive relationships with students and other staff members, by demonstrating qualities such as compassion and the ability to listen.
- Having active teaching experience.

Les Quennevais is considered by some to be an example of good practice in Jersey.

The leadership, environment, extra-curricular activities and academic support students receive from teachers all received praise.

"The positive difference at Les Quennevais...other local schools need to learn from... It is known throughout the island how strong Les Q is, students attain better and it has a wide demographic of abilities and backgrounds but it doesn't hold it back."

"Forward thinking head - open doors to students."

"Lead by a head teacher that listens and is always learning themselves (not just academically)"

Strong Leadership is...

FUTURE FOCUSED

"Aspirations for school"
"Forward thinking"
"Proactive"
"Autonomy"
"Accountable"

POSITIVE RELATIONSHIPS

"Compassionate"
"Fair"
"Genuine"
"Listens"
"Pragmatic"
"Respected"
"Support"
"Cohesive [team of] staff"

EXPERIENCED

"Dedicated"
"Qualified"
"Still teach"

ESSENTIAL FEATURES: LEADERSHIP AND ETHOS CONTINUED

Around 1 in 10 commentors said that it is essential that secondary schools feel safe and/or are a happy environment.

Others talked about the importance of a positive school ethos which nurtures a culture of learning and is student-centred.

There were a small number of comments around the need for effective behaviour management so that learning is not disrupted. There are varied opinions on what this looks like. For example:

- Some want 'discipline' or 'firm behaviour management'
- Others call for 'consistency' and 'clarity' of policies / systems
- While there are also those who advocate for a 'fair and needs led behaviour system, not one approach fits all', or for an approach that helps foster a supportive relationship with mutual respect between teachers and pupil e.g. 'no shouting'.

Finally, open and clear communication between staff, parents and students was considered important by several respondents across all groups. Particularly for 'addressing student and parent concerns promptly'. Similarly, a couple of people also indicated the importance of having parents who engage with their child's education and encourage them at home.

"To develop a consistent school ethos where all students know their boundaries and feel safe."

"Learning culture"



ESSENTIAL FEATURES: INCLUSION AND SUPPORT

Inclusion was a fairly common theme arising. A number of respondents simply suggested 'inclusion', 'inclusivity' or being 'inclusive' was essential to secondary school education.

Others expanded on the concept. Three broad themes have been identified in looking to understand more specifically what respondents meant by inclusion, although there is overlap between them.

Most commonly it centers on either:

- a. **Accessibility** - this included physical access, as well as support for all learning needs, or
- b. **The idea of equal opportunity** - regardless of background or ability, or of accessibility.

Additionally there were a small number of comments calling for an education that promotes diversity and breaks down boundaries.

The boxes to the left are illustrative of the range of comments under each theme.



ESSENTIAL FEATURES: INCLUSION AND SUPPORT CONTINUED

Building on the concept of accessibility were a number of comments indicating the importance of provision for special educational needs and disability (SEND) at secondary education level.

- Responding teachers and those with another role in education called specifically for experienced staff, qualified staff and training opportunities, as well as the resources required to fully accommodate neurodiversity. 'BSL' (British Sign Language) and 'fully staffed 'ARC'' were other suggestions.
- However, it should also be noted that a handful of respondents from various backgrounds were concerned about the balance between inclusion of those with special education needs in mainstream schools and the potential for this to have a detrimental impact on learning.

Around 1 in 10 comments, from respondents with a range of backgrounds, highlighted the importance of a robust pastoral support system. They often referred to wellbeing and pastoral support in general, but there were also comments which specifically discussed the need for mental health support. See overleaf for suggestions regarding facilities and services in secondary schools for wellbeing.

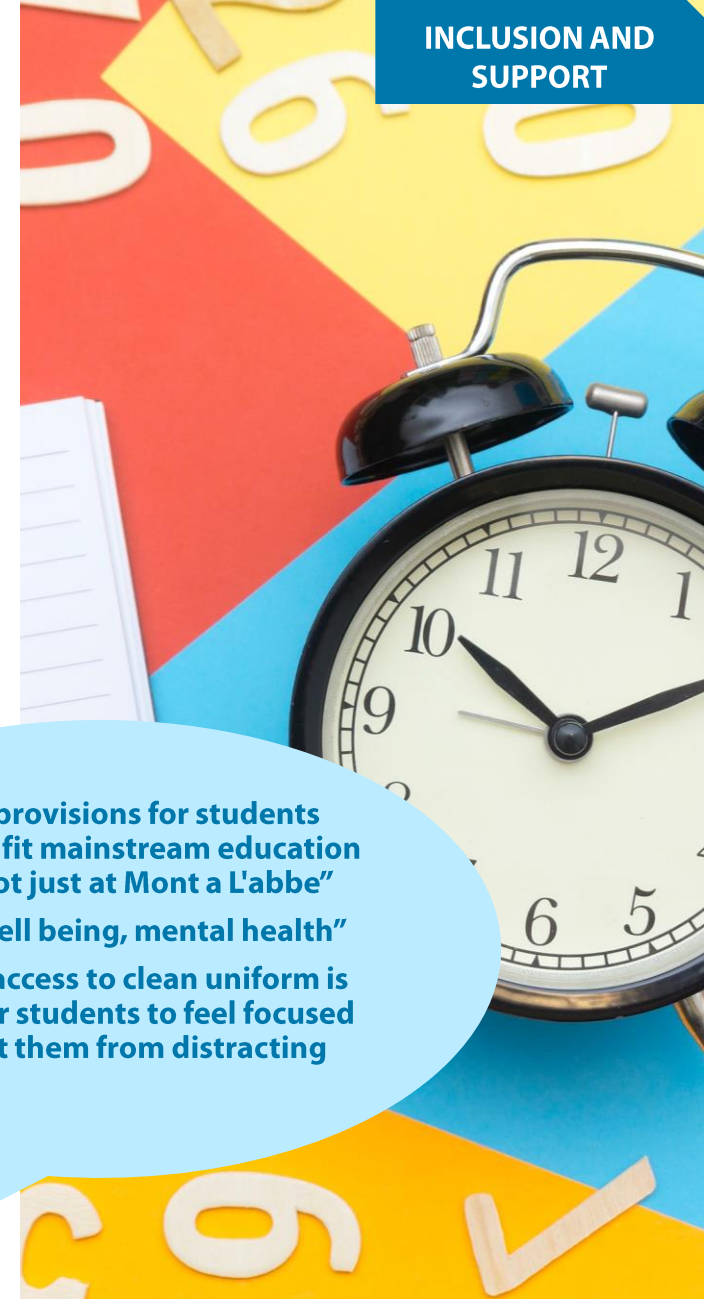
Finally, other welfare considerations were raised by a small number of respondents. These included ideas such as:

- Free school meals and drinks
- Reduced uniform costs
- Ensuring the food provided to all students is high quality and nourishing

“Specialist provisions for students who do not fit mainstream education settings - not just at Mont a L'abbe”

“Support well being, mental health”

“Food and access to clean uniform is essential for students to feel focused and prevent them from distracting others”



FACILITIES AND SERVICES FOR WELLBEING

Respondents were separately asked “What facilities or services, if any, should be available in secondary schools to support student wellbeing?”

There was a fair amount of consistency within the responses from respondents. The main themes to arise were:

- **Counsellors** providing counselling sessions and access to talking therapies in school. Preferably more than one counsellor so a lack of availability does not limit access.
- **A wellbeing team** made up of other trained / qualified staff. This includes ELSAs (Emotional Literacy Support Assistants), mental health nurses, key workers students can access for an informal chat, and more teaching assistants to support those with additional learning needs.

In this context it was noted that:

- Adequate ELSA provision may require additional funding, as well as time set aside for students to access the support.
- Staff require training. This includes those involved in the wellbeing team, but also other teachers, to enable them to spot signs of students that may need additional support.
- Staff wellbeing needs to be looked after too. They need to feel supported, listened to by senior management and that they have enough help in the classroom.
- Parents / families may benefit from more support. This includes effective communication from the school to the carer about their child, and opportunities to learn more e.g. mental health talks for parents / carers.

The role of external agencies was discussed.

Respondents would like close working relationships between schools and CAMHS (Children and Adolescent Mental Health Services).

Several teachers / staff in the education system actively asked for schools to receive more support from external agencies. Others consider schools to be an important gateway – with counsellors onsite for initial conversations, but referrals on to external agencies then made as appropriate. Referrals to external services when needed should be quick with information sharing to benefit the child.

It was noted that there is currently a longer than ideal waiting time for a CAMHS referral. One parent/carer said that this made it more important for support within schools to be well funded so they could provide this service themselves, while others argued that CAMHS should be providing schools with greater professional support e.g. School visits, respite for staff in schools (which may require more support / funding for CAMHS).

There were also those open to opportunities for schools to work more closely alongside charities such as YES (Youth Enquiry Service) and Mind.

FACILITIES AND SERVICES FOR WELLBEING CONTINUED

Also commonly arising were the following suggestions:

- Quiet / sensory spaces for SEND students or others with a mental health need.
- Relaxing break rooms for all students (different to the above).
- High quality, healthy food that is cheap or preferably free.
- Access to the outdoors – fresh air and green spaces. This is during breaks, as well as opportunities for lessons to be away from the classroom.
- Physical health and mindfulness. Suggestions included sports, yoga, meditation, plus any activity outside of PE and competitive sports which encourage children to move their bodies.
- Creative expression through other recreational subjects and extra-curricular provision. For example, Art, drama, music etc.
- Enough time for Personal, social, health and economic education (PSHE) within the curriculum. Inclusion of education on wellbeing, mental health (including suicide), internet safety and other 'life skills' suggested.

Meanwhile a smaller number of respondents raised the following concerns in the context of student wellbeing:

- Pressure due to exams and other academic expectations in the current schooling system. A more flexible approach to exams could benefit some students.
- Meeting children's basic needs first (food, clean clothes, sleep), especially where the family may have financial issues at home.
- Effective behaviour management including more action to tackle bullying.
- The school environment – cleanliness, maintenance.
- A handful of respondents noted that they did not believe schools should focus on wellbeing, however the majority implied or actively stated the importance of student wellbeing for helping individuals to achieve their full potential.

FACILITIES AND SERVICES FOR WELLBEING CONTINUED

"A team of counselors. A brilliant team of support staff /TAs who are paid properly, so they can stay in their job and build experience."

"Constant access to a counselor (counselors to cover when others are on holiday or off sick)"

"Although ELSA is finally becoming more prevalent within secondary, no extra funding is available to facilitate this and other areas of support become impacted. "

"I have seen first-hand the difference a good, properly equipped SENCO can have in helping students who struggle with school to fully take part in it."

"All schools should have a sensory/safe space accessible for asd/anxious students and a person to talk to when needed, at whatever time during school hours (rather than having to be referred and put on a long waiting list). "

"A partnership approach between schools, CAMHS and other services with free movement of information in the best interest of the pupils. Schools should provide access to wider services if needed but also have some initial support e.g. counsellors, on site."

"More support for mental health provision that removes the waiting list at services such as CAMHS students are waiting years for an initial assessment and schools are expected to manage and undiagnosed need."

"Students should have access to healthy food; place to relax during the breaks, ability to exercise, including the more reflective exercises such as yoga. They should have access to skills to improve resilience, deal with tension; how to approach exams so that they can be fully informed and equipped to face the uncertainties life throws at us."

"Better physical disability accessibility and funding to achieve this e.g. priority spaces for wheelchair accessible vehicles, ramps, clos-o-mat wash/dry disabled toilets each end of campus, clear wheelchair routes into all classes, cooling during heatwaves. Alternative technology available/allowed for upper limb mobility impaired to undertake their "writing" work. Space for support workers."



Current and Future provision



GOALS

This section outlines the responses to the following questions:

- How much do you agree or disagree with the statement: "Jersey's provision of secondary education is good?"
- Please could you provide us with some further detail to support your response above?
- How do you think Jersey's provision of secondary school education could improve in future?
- How do you want to see Jersey's secondary school education evolve over the next 10 years?

RESPONDENT BACKGROUND: SURVEY APPEAL

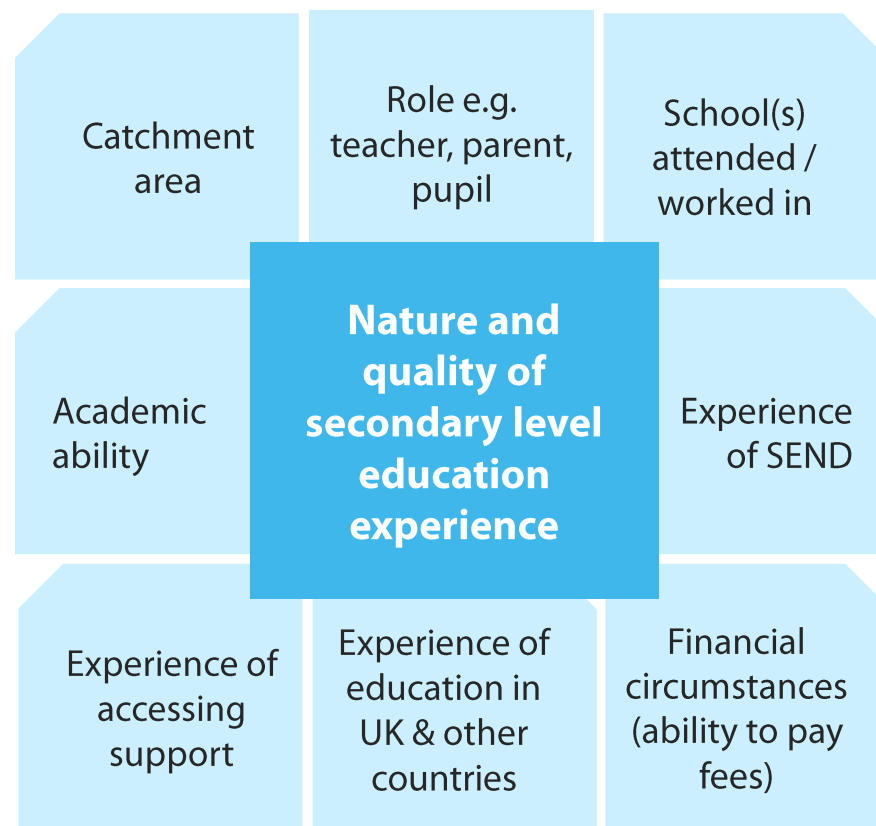
Respondents' views on secondary level education in Jersey are likely to be impacted by background factors, including those outlined to the right.

People can be split into four groups:

1. Satisfied with current provision and have limited improvements to suggest.
2. Satisfied with current provision but feel strongly about area(s) for improvement.
3. Disagree the current provision is good but have limited views on how this could be improved.
4. Disagree the current provision is good and have stronger views on how this could be improved.

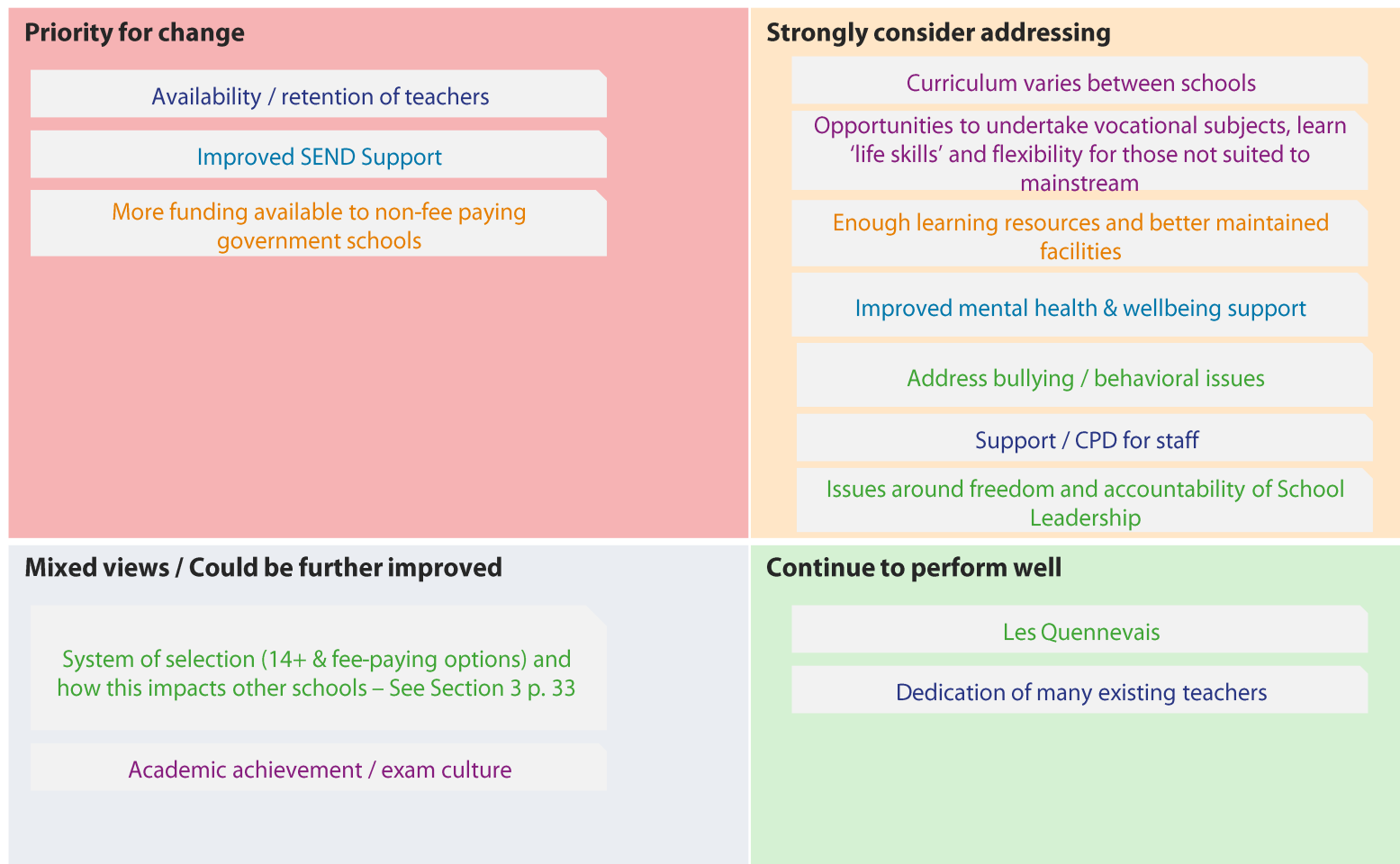
Based on responses to questions 3 and 4:

- The survey appealed to both those who feel Jersey's provision of secondary education is good (56%) and those who don't (41%). However, the small number of responding students were more likely to agree with the statement than other groups, suggesting limited appeal amongst students who are dissatisfied with the system.
- The survey appears to have appealed more to those with stronger views for improvement (groups 2 and 4 above). Around a quarter of respondents had limited suggestions on exactly how secondary education could improve. The remainder had stronger views including just under 2 in 5 respondents who can be categorised as satisfied but with further improvement, and just over a third who can be categorised as dissatisfied and with stronger views on how to improve. Staff were marginally more likely than parents to put forward suggestions for improvement.



SATISFACTION & IMPROVEMENT: KEY THEMES

This diagram summarises which aspects of Jersey's secondary education system respondents flagged for improvement. They have been categorised according to sentiment as well as the number of comments received about each topic.



Topic Key

- Teaching
- Curriculum
- Inclusion / pastoral care
- Facilities / resources
- Leadership /ethos

VIEW ON CURRENT PROVISION

Respondents were asked “How much do you agree or disagree with the statement: “Jersey’s provision of secondary education is good?” They could select from multiple choice answers from strongly agree through to disagree. They were then asked to give further detail if they wished.

The majority of respondents feel that some schools perform better than others:

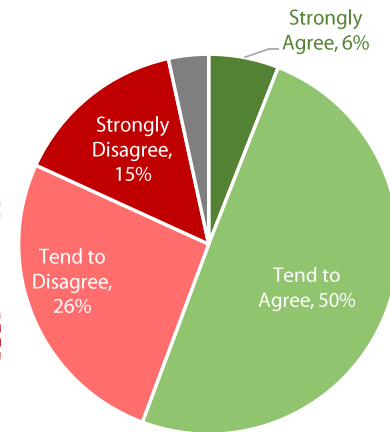
- The 56% who tended to or strongly agreed thought the current system was good in the main, but often with caveats that things could be better. They tended to be particularly enthusiastic about their experiences of Les Quennevais, but Hautlieu and the other Government schools received more mixed feedback.
- The 41% who tended to or strongly disagreed indicated secondary school provision is too variable. This group felt more strongly about how this impacts children, particularly those who attend Government schools and do not have the opportunity to select their school based on financial means or academic performance.

Both groups raised similar issues around teacher retention and support for those with special education needs.

How much do you agree or disagree with the statement: “Jersey’s provision of secondary education is good?”

“If one school is unable to provide a strong provision, then our children are being disadvantaged.”

“On the whole, Jersey’s provision of secondary education is good, however it is threatened by a lack of qualified staff”



Disagree

- Wide variation in quality between schools
- Government schools are underfunded

The main issues raised were...

- Teacher retention impacting consistency of teaching and shortages of staff who are subject specialists
- Lack of SEN support

Also to some extent...

- Curriculum varies between schools and potentially needs updating
- Poor student behaviour in government schools
- Lack of equipment and poorly maintained facilities at some schools
- Academic performance not as high as you would expect for the demographic mix and resources available in Jersey

Agree

- Les Quennevais ‘excellent’
- Students achieve well on the whole
- Compares favourably to UK in relation to facilities; academic achievement; class size
- Range of options available in Jersey
- Dedicated teachers

But...

- Mixed feedback on other schools including Hautlieu
- Teacher retention and availability key issue impacting quality of teaching
- Requests for improved support for those with SEN and mental health needs
- Not everyone feels positively about the financial and academic selection inherent in the system (see next section for more information)

CURRENT AND FUTURE PROVISION: TEACHING STAFF

Staff turnover and recruitment was the greatest respondent concern throughout the answers to these questions.

Current Provision:

It is felt that staffing inconsistency caused by high turnover / lack of recruitment is affecting students' education. This includes a number of comments about lessons being taught by supply teachers or by those who are not subject experts.

Staff currently teaching were often credited as being good quality, however there were a few comments about a lack of training in neurodiversity.

There were also a number of concerns regarding teacher workload. For example, too much time is being taken up by administrative duties.

Suggested Improvements:

The main improvement suggested was more staff, particularly subject specialists, and better teacher retention.

A popular opinion within the responses from both teachers and parents /carers was to increase the wages of teachers and teaching assistants. Better pay was often thought to be an incentive that would improve recruitment and retention by making the role more attractive to professionals. Other incentives to reduce living costs were suggested such as gym memberships, subsidised accommodation, as well as more flexibility in working hours.

Respondents also want teachers to be better supported through a reduction in workload and more time allocated to plan, prepare lessons and mark completed work.

A small number suggested more training, in particular to improve understanding of neurodiverse students, as well as making more opportunities for career development available to staff.

WE
CARE

"Better recruitment of teachers and incentives for them in order to increase the standard of teaching, keep talented people in teaching & ultimately increasing the standard of education."

"A better understanding of why staff leave and how to prevent this."

CURRENT AND FUTURE PROVISION: CURRICULUM

Although a less prominent theme than teaching staff, there was a wide range of comments on the curriculum and academic achievement. The variety of concerns and suggestions for how they could be improved are laid out below:

Current Provision:

- Certain subjects are not available to everyone as the offering differs by school.
- The programme of study could benefit from being reviewed to identify how it could be modernised.
- The curriculum is not flexible enough for those who struggle with mainstream education, and there is not enough vocational provision available.
- Although academic achievement was often considered good, including those who believe attainment in Jersey compares favourably to UK exam results, there were also those who actively disagreed with this or indicated there was too much variation in achievement between schools.

“Felt supported to get good exam results.”

“Whilst there is a lot to gain from the current curriculum it needs to be severely updated to give students life skills that they are severely lacking at the moment”

“The curriculum offered to students in the state sector is more limited than in the colleges with even core subjects being taught by non-subject specific staff and LTA’s.”

“There is an issue with some schools where they do not provide the required options to students in order for them to secure their next chosen steps. An example of this is in Music where many schools do not provide the required Level 2 courses in order for students to progress into Level 3.”

“There is a lack of vocational programmes, and everyone is expected to sit GCSEs. This is not inclusive education. It is damaging to students and staff.”

A few respondents expressed an interest in being independent from the UK educational model. They suggested research into alternative education models from around the world to see what could be adapted to Jersey, with suggestions of Finland as a good model. The Montessori teaching method was also highlighted as a potential option for island teaching. Other countries individuals suggested Jersey could learn from included Germany, Netherlands, Ireland and Canada.

CURRENT AND FUTURE PROVISION: CURRICULUM

Suggested Improvements:

- A broader set of options for all students regarding subjects and qualifications (i.e. not limited by which school they attend).
- A curriculum that is fit for the future. Including more lessons focusing on 'life skills', allowing student to prepare for their future, and modernisation of teaching of other subjects where appropriate.
- The idea of 'one size does not fit all' encapsulates opinions on teaching methods, with calls to increase flexibility within the education model to reflect each individual child's needs, whether they are academically gifted or require additional support in learning. Many feel the system is too rigid and focused only on schools' academic results instead of helping students reach their individual potential. Academic achievement was still considered important, with academic selection or streaming to teach pupils of similar abilities together often considered suitable. However, concerns about exam pressure and an emphasis on assessment over fostering a love of learning were noted alongside a small call for examinations to be reduced.
- A move towards more vocational learning from an earlier age, with the idea that a balance of practical alongside traditional / theoretical subjects better prepares students for the future.
- Careers education could take a more prominent role within the curriculum including more access to work experience and apprenticeships.
- 'Higher expectations' in Government schools
- Greater funding for non-fee paying Government schools.
- Mixed views on selection at 14+, see next section p. 33.

Skills and topics of interest:

Academic / Traditional Subjects

- Same subjects available to all
- Core academic skills (e.g. reading, penmanship)
- Languages (e.g. more, from an earlier age, bilingual education, French, Portuguese)
- More opportunities to be creative
- More opportunities to be active (e.g. Compulsory P.E, other exercise such as yoga)

Personal skills & modern topics of education

- Soft skills e.g. communication, problem solving, critical thinking
- PSHE (modern social issues, managing stress/anxiety, mental health, parenting, politics/how to vote)
- Financial education (e.g. opening a bank account, taxes, mortgages, pensions etc.)
- Digital learning (Ai, computer science, modern technology, coding)
- Home economics & Health (cooking, nutrition, household budgeting, first aid)

Vocational training

- Trade Training (through work experience, apprenticeships)
- Job skills (e.g. how to use a till, serve a table, interacting with customers, letter/email etiquette)

CURRENT AND FUTURE PROVISION: FUNDING, FACILITIES AND RESOURCES

School funding was deemed to be inadequate by a number of respondents. It was often perceived to be distributed unequally between the schools, with non-fee paying government schools and provision for those with Special Education Needs (SEN) deemed to be lacking the most. This view fed into opinions on selection by academic and/or financial means and how this might change – see the School Choice section (p. 33) for more detail.

Although only a small number of respondents indicated that views on school facilities and resources had informed their view of the current education provision, more comments on this theme arose when asked about what improvements they would like to see. Current facilities were described as not appropriately maintained, 'dilapidated' and in need of updating. Some staff members described how their department did not have enough funds for essential resources such as stationary. Requests for change included modernising facilities and improving digital resources. It was acknowledged that an increase in funding would be needed to facilitate these types of changes.

Funding Priorities (top of mind in order of priority based on sentiment and number of comments):

1. Staff - including pay, better benefits and recruitment
2. Government Schools (in general)
3. Student support e.g. SEN, Mental Health and pastoral care
4. Infrastructure – building maintenance / renovation
5. Curriculum and opportunities including extracurricular activities
6. Department budgets and resources



Infrastructure and resources (4 & 6)

Most requested:

- Modernise/upgrade school buildings, including air-conditioning in schools and more green spaces
- Expand digital resources, including computers, e-books, iPads
- Improve sports facilities and equipment

Other requests included:

- More and better resources including books
- Improved science provision
- Playground designed for teenagers
- More accessibility equipment (wheelchair ramps etc)

“Within my science lab, I currently have 3 working gas taps out of a total of 17. ... My lab has flooded twice [and] the carpets (which should not even be in a Science lab anyway) have not been replaced and we have had to teach with open windows and doors in the winter months to avoid the smell of sewage. Classrooms in the main building do not have air conditioning or appropriate ventilation, causing the rooms to be far too hot.”

“I have had to buy countless resources - from stationery to wall displays - because of the lack of funding”

“When sports were played against fee paying schools it was plainly obvious they had much better, newer equipment and facilities”

CURRENT AND FUTURE PROVISION: LEADERSHIP

Current Provision:

Of the small number that noted their opinions on current leadership, there was a strong lean towards negativity. Although there were a handful of positive comments on the quality of Head Teachers, more felt strongly that there were failings within leadership, with concerns that those in power are not focused or understanding of students needs and there are 'too many chiefs and not enough teachers on the ground'. Some also reported that there is no accountability for Senior Leadership Teams.

Suggested Improvements:

A call for better leadership across the board, with requests for both more accountability for those in charge and more freedom for Head Teachers to make decisions about what happens in their school. Respondents want the school leadership team to be 'strong', 'proactive' as well as 'supportive', 'experienced' and 'competent'.

Related to this, some respondents want CYPES to do 'better', with those who elaborated more on their comments suggesting CYPES should be reformed and there should be less ministerial influence on schools.

Other comments included a suggestion to bring HR in-house. Another suggested AI (Artificial Intelligence) could be used within admin roles which complemented another comment requesting 'less paperwork.'

The school review system was also mentioned, with requests for more regular reviews of those in leadership roles and schools in general, as well as more transparency over all school performances.

"Head teachers do their utmost within the constraints of the education and funding system to ensure good progress is made by students."

"Elitist...I would rather have knowledgeable and honest people in charge."

"The lack of listening to schools, particularly heads and deputies, leads to a serious disconnect between CYPES and schools themselves. This is especially true on the Inclusion side of things."

"Heads irreplaceable if underperforming."

A small number of comments related to behaviour within schools, with comments suggesting poor behaviour is more prevalent within States Schools. Concerns included bullying, disruptions within classes and inconsistent management of behaviour. Some suggested poor behaviour related to the Hautlieu 14+ transfer whilst others suggested it was due to long waits for support and diagnosing SEN.

Suggestions to mitigate poor behaviour in schools:

- A discipline policy, consistent throughout all schools, that sets higher expectations for behaviour and enables consequences for poor behaviour
- A pupil referral unit (PRU) to provide for those misbehaving in class where they can be supported and no longer disrupt their fellow students
- 'Programs for safe/anonymous bullying tip-offs and bullying management.'
- 'Send teachers/people out to other schools/UK to get more experience in dealing with different styles of behaviours in students'

CURRENT AND FUTURE PROVISION: INCLUSION AND SUPPORT

Current Provision:

Many respondents commented on the current network of support within education. Around two thirds of the comments on this theme focused on the idea that in Jersey schools there is either a lack of support provisions or difficulty accessing it.

Comments largely focused on SEND (Special Educational Needs and Disability) support, with a handful of parents recalling accounts of how they felt their school failed to support their children. Other comments on this theme included 'Teachers not being passed on information of SENco needs' and 'I don't think there's enough provision for students with needs - We have loads of SEN and not enough staff to deal with it.'

Mental Health and wellbeing within schools was also discussed. Comments included, 'Insufficient mental health support, either trivialising issues or catastrophising' and 'There is little provision for students with severe SEMH needs.'

Pastoral care and general academic support were also areas in which some people felt provision lacked.

A very small number of people commented on their perceptions of how the system of selection in Jersey negatively impacts inclusion. For example, 'It is utterly not inclusive and serves only privileged children well' and 'It is elitist and selective and not inclusive.'

Haute Valle was mentioned by one participant, stating the *"level of support, well-being, safeguarding, care has been a positive experience."*

PARENTAL STORIES OF THEIR EXPERIENCES ACCESSING SUPPORT AT SCHOOL

"My daughter was diagnosed with autism after finishing school. School completely disregarded our messages, gave no support to her mental health issues and called us liars."

"From my experience with 3 children needing SEN support the support available is very poor and students needs are not being met. This even includes minor adjustments such as coloured paper!"

"Child 2 has dyslexia and is currently being failed by [school] despite regular parental input requesting school implements recommendations made by educational psychologist. This is a similar story experienced by many parents."

"Many students arriving at Highlands have endured school education without their needs being recognised, assessed and supported. This shocks me."

"Mental well-being of children not given sufficient focus."

"Some children who are waiting to be seen by CAMHS ...are causing disruption in class which is distracting for others. If this process was better more support would be available for them and [it would] reduce the effect it has on other children."

"No provision for disabilities."

CURRENT AND FUTURE PROVISION: INCLUSION AND SUPPORT

Suggested Improvements:

There were strong calls for improvement of the support network within schools, especially in SEN and mental health support. Respondents tended to acknowledge that there is an increasing number of students in mainstream education with more complex needs.

SEND SUPPORT	MENTAL HEALTH & WELLBEING	
<p>Improvements for SEND support include:</p> <ul style="list-style-type: none"> • Earlier intervention and improved screening for diagnosing learning disabilities • More staff with the appropriate training to support those with additional learning needs. • External audits to ensure SEN provision is abiding by the latest best practice across all settings. • Improved provision to help those with SEN, autism (ARC provisions), SEMH needs and multilingual learners (MLL). • Some believe that much of this support should be available outside of mainstream schools. For example: 'I don't like the idea that all schools are going to be expected to be experts in all disabilities, as is going to be the case from September. I think the current ARC set up is much better and better for our students.' and 'Schools are not set up to deal with children with serious mental health needs and the expectation that they should be is flawed'. <p><i>See also p.18-19 for the types of services respondents would like to see in secondary education settings.</i></p>	<p>The majority of those commenting on mental health and wellbeing services in education were non-specific about what improvements they'd like to see. Some expanded on their ideas with the following suggestions:</p> <ul style="list-style-type: none"> • 'Invest in more counselling in school, more EWOs, more pastoral work, more work with SEMH students.' • 'Stronger links and hubs with multiagency support such as CAMHS, youth service, YES and Mind jersey' • 'More therapeutic arts' <p><i>See also p.18-19 for the types of services respondents would like to see in secondary education settings.</i></p>	
	<th data-bbox="791 865 1984 942">OTHER SUPPORT</th>	OTHER SUPPORT
	<p>There were smaller calls for other support and improved inclusion for students. These included:</p> <ul style="list-style-type: none"> • 'Improve safeguarding' / 'Supervised buses to protect students' • 'Improve student outcomes by providing more room for supporting lower ability students and stretching high ability students separately' / 'Extra lesson after school to support study' • 'More consistent experience island wide.' • Improved inclusion for groups including those from different socioeconomic backgrounds, different ethnic groups within Jersey's migrant population, and the transgender community. Those with severe allergies also mentioned. 	

CURRENT AND FUTURE PROVISION: OTHER IDEAS

When asked 'How do you want to see Jersey's secondary school education evolve over the next 10 years?,' most respondents reaffirmed the requests seen on the previous pages. However, some had additional ideas that they wanted to see. Other themes that were mentioned by a handful of respondents include:

Secondary Schools

- **More collaboration between the schools:** Could create the ability to offer more courses and opportunities to students.
- **Opening times:** Look into the best learning hours for the teenage brain; stagger school start times (*to ease the traffic congestion in St Helier*).
- **Uniforms:** Either remove, relax the policy or change to reduce uniform cost.
- **Ethos:** "Make schools happier environments for both students and staff".

Education outside of Secondary

Primary- there were a small number of comments suggesting things like behaviour and curriculum need evaluating at an earlier stage in learning to help improve Secondary outcomes.

Post 18 and Tertiary- the handful of comments on post 18 education predominately considered the benefit of encouraging students to stay in education post 18. These considerations impact choices at Secondary level.


"Hautlieu and Highlands should work closely together to provide a full range of academic and industry-related courses to fully prepare [students] for the future world of work and life in general."

"Research into the physiology and intellectual development of teenagers. Including their sleep patterns and whether or not we should be starting their school days at a later time in order to account for this"

"As part of this we also need to be looking at the curriculum in primary schools"

"support of tertiary education and post 18 options both on and off island to give our young people [opportunity] to develop further post secondary"

SCHOOL CHOICE



$$P_{nom} = P$$
$$q_{nom} = \left(1 + \frac{P}{100}\right) = (1 + i)$$
$$P_{rel} = P \cdot \frac{1}{m} = \frac{P}{m}$$
$$I_{rel} = \left(1 + \frac{P}{100} \cdot \frac{1}{m}\right)$$
$$P_{eff} = 100 \cdot \left(1 + \frac{P}{100} \cdot \frac{1}{m}\right)^m - 100$$

This section outlines the responses to the following questions, with responses to the first often overlapping with the second:

- Do you have any views about the choice of secondary schools available in Jersey?
- Students can transfer from other secondary schools to Hautlieu school for Year 10 and GCSE studies if they achieve a high enough score in the standardised testing. What are your views on this?

VARIETY VS CHOICE

Respondents described a system that has a variety of schools at secondary school level, but active choice at an individual level feels limited because it is dependent on either financial means (ability to pay fees) or academic ability (at 14).

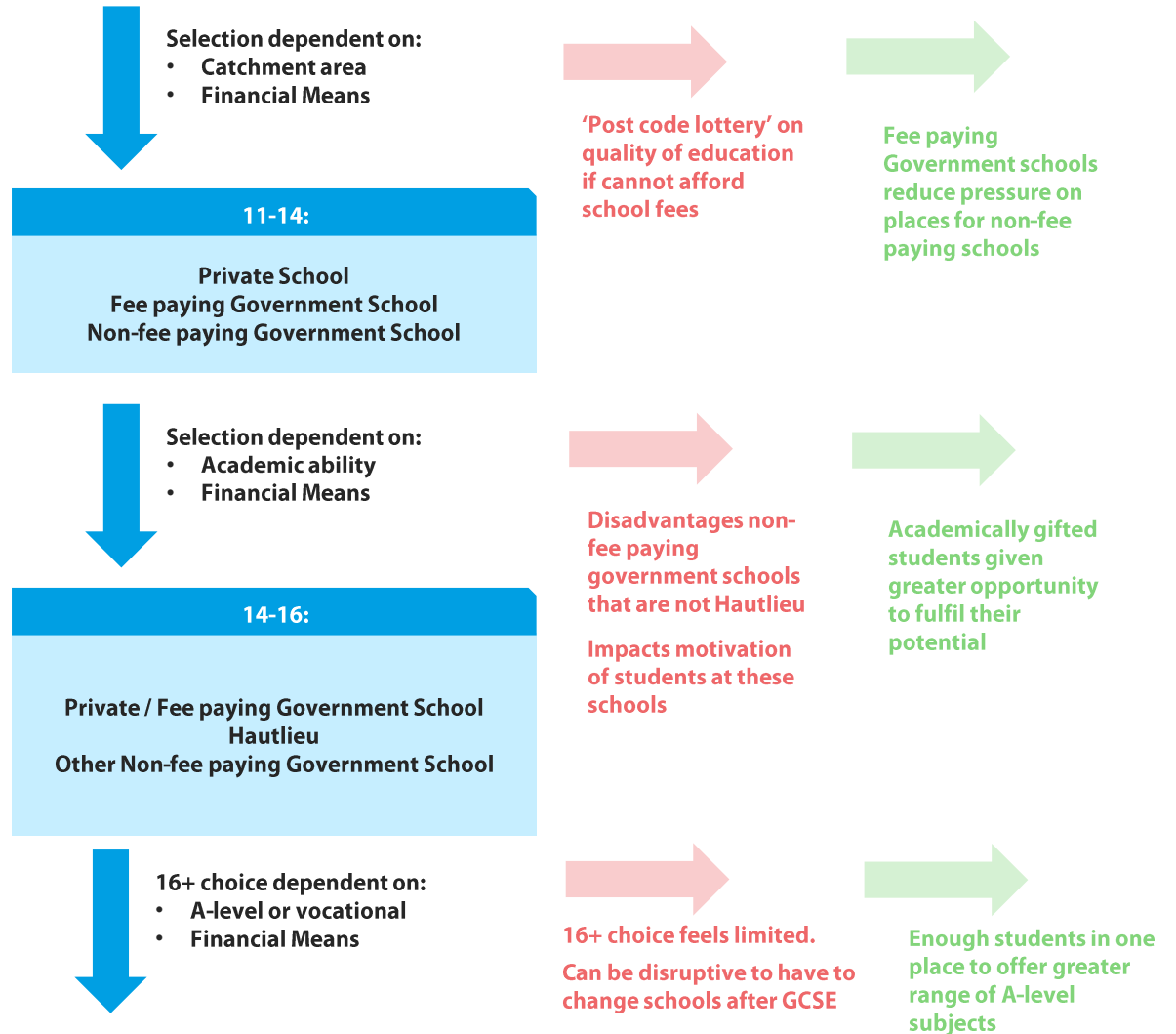
Places are otherwise allocated on a catchment area basis. Therefore, this was frequently described as not having a choice unless you are in a privileged position. It is not clear if the strong sense of frustration in these responses was at the system or the way the question was worded to imply choice.

There were respondents who feel that this system works for them and others that they know. Around 1 in 5 of those who left comments said they feel Jersey has a 'good choice'. This may include those who are financially comfortable, but also includes those who have had a positive experience of the government school system.

Many of the remainder either stated or strongly implied dissatisfaction with one or more elements.

A common concern was that the system of academic and financial selection disadvantages non-fee paying government schools that are not Hautlieu, and the students that attend them.

The current system of selection alongside perceived concerns and benefits



SCHOOL REPUTATIONS

The responses imply a hierarchy, where the private schools are generally considered to have the best reputation, followed by the fee-paying government schools and Hautlieu (from year 10), while the remaining government funded schools are viewed less favourably.

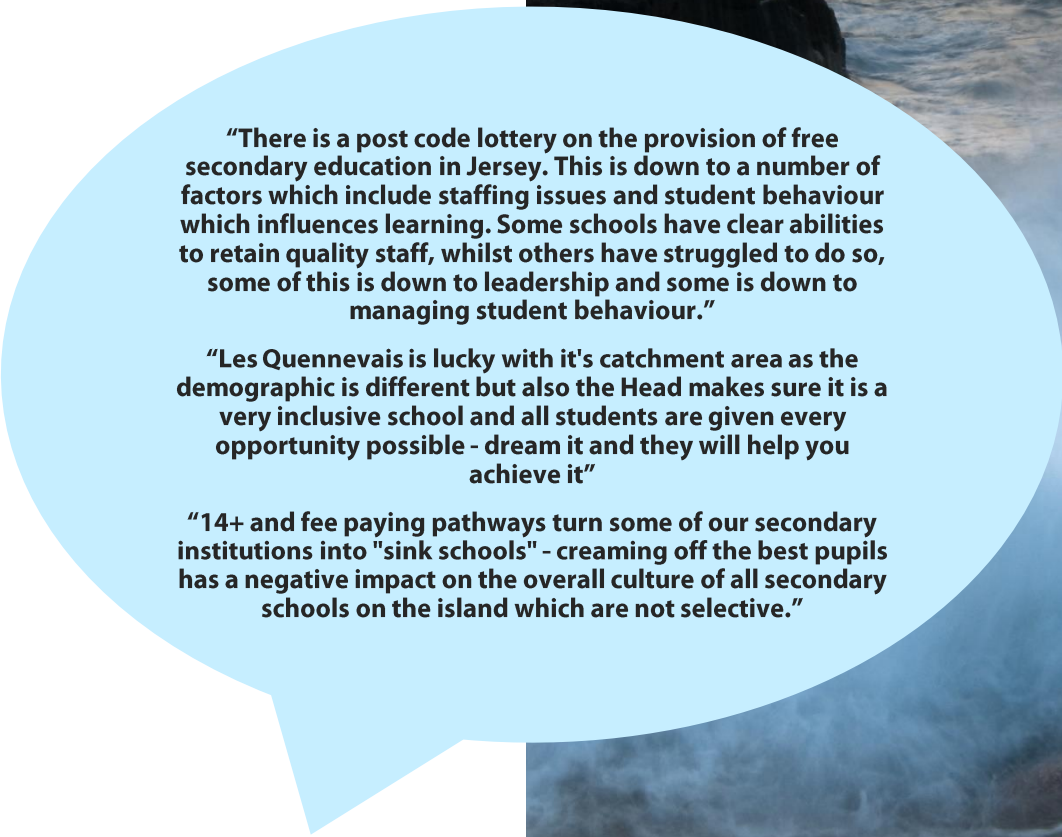
Primarily this appears to be due to perceptions of behavioural issues at the remaining Government schools, but also teaching staff stability.

This means that there is a cohort of students and their parents who are dissatisfied with their 'choice' because they want to be in an environment which better nurtures learning, but they aren't in a position to select their school on either academic merit or financial means.

Les Quennevais is an exception to this – it appears to have a better reputation than its peers. Some respondents put this down to the leadership, while others concede the demographic mix of students is different (e.g. fewer with English as a second language, family on income support etc.) which may impact its ability to perform.

There were respondents who challenged this reputational hierarchy. This included the view that employers in Jersey place too much importance on which school job seeking candidates attended.

Additionally, there were a small number of respondents who felt that the current system doesn't do enough to support those who are less academic. Suggestions included more opportunity for vocational pathways at secondary level.



“There is a post code lottery on the provision of free secondary education in Jersey. This is down to a number of factors which include staffing issues and student behaviour which influences learning. Some schools have clear abilities to retain quality staff, whilst others have struggled to do so, some of this is down to leadership and some is down to managing student behaviour.”

“Les Quennevais is lucky with its catchment area as the demographic is different but also the Head makes sure it is a very inclusive school and all students are given every opportunity possible - dream it and they will help you achieve it”

“14+ and fee paying pathways turn some of our secondary institutions into "sink schools" - creaming off the best pupils has a negative impact on the overall culture of all secondary schools on the island which are not selective.”

CHOICE AT GCSE: DIVIDED VIEWS

There were strong polarized views when respondents were asked directly “Students can transfer from other secondary schools to Hautlieu school for Year 10 and GCSE studies if they achieve a high enough score in the standardised testing. What are your views on this?”.

Of those that left comments:

- Around 2 in 5 felt positively towards the current 14+ system.
- Around 2 in 5 felt negatively towards the current 14+ system.
- Just under 1 in 5 had mixed views – often feeling positively about the system overall, especially for high achieving students, but with recognition that it comes with challenges and an inherent inequity.
- The remainder had no clear feelings.

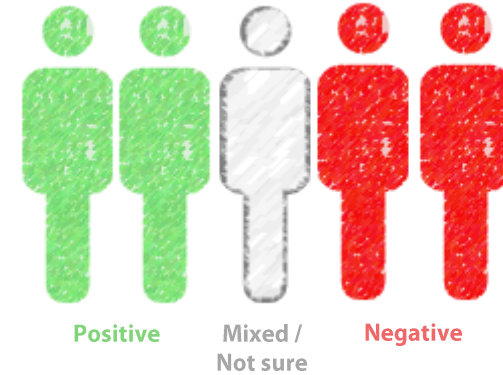
Teachers and students were less likely to have mixed views, with:

- Responding teachers more likely to feel negatively towards the system (around half negative vs around a third positive)
- Responding students more likely to feel positively towards the system (just over half positive vs just under a third negative).

This suggests that these groups feel more informed about the impacts, potentially having direct experience to draw on.

Please note that the extent to which each group feels negatively and positively is reflective of those motivated to respond to the survey.

Views on Hautlieu testing and transfer



“As a teacher, I feel it creams off the high achievers and leaves the others ‘left behind’ feeling like utter failures.

As a parent, I think it’s important for students to be at a school where they are likely to reach their potential.

The process is acknowledging that most of the mainstream schools are not able to support students in reaching their potential. “

CHOICE AT GCSE: PERCIEVED BENEFITS AND CONCERNS

Benefits



The main arguments for selection at 14 are that those who want to learn are able to move away from the more disruptive environments of other Government schools, and that they are able to work with other high achievers. This gives these students a better chance of reaching their full academic potential. It benefits students whose ability may develop later.

It was also noted by respondents that the system:

- Offers a new beginning for those not getting on socially in their current school.
- Enables a wider choice of GSCE courses to be offered to those with academic potential.

The comment that there is only a role for Hautlieu because the other schools aren't delivering quality education came up multiple times.

For some this justifies keeping the system as it is, while others argue that this means the system should be overhauled.

For example, increase funding to improve the other schools for all students up to 16 and make Hautlieu a sixth form college only.

Another suggestion which came up several times but is likely to be divisive as a solution was to allow entry to Hautlieu at 11 with a test (effectively make it into a grammar school). This wouldn't help improve the other schools but would increase choice for parents at an earlier age.

Concerns



The main arguments against selection at 14 are that students who do not achieve the academic standard in the CSAT feel negatively about themselves and their abilities, and that removing the top-tier students isn't fair to or doesn't help the schools they leave. It is an issue of inclusion and equal opportunity.

The variety of concerns expressed are visualised overleaf, and include negative impacts on the:

- **Students 'left behind':** in particular, on their esteem and motivation to work hard.
- **Schools they came from:** in particular, that it is a 'brain drain' leaving the schools with a lack of top tier students. There are concerns that it contributes to behavioural issues, that teachers feel less motivated to teach in such an environment, and it also means that exam results between Hautlieu and the other schools are not truly comparable. It could be argued that this creates a cyclical situation, where high performing students are more likely to want to leave due to their experience in years 7-9, further perpetuating the issues.
- **Students who transfer:** it is a disruptive age and stage of education to make such a significant change.
- There were also questions about whether Hautlieu is an optimal environment for everyone who attends and about the nature of the selection process.

CHOICE AT GCSE: VARIETY OF CONCERNS

Disadvantages other Government schools

- Removal of high achievers contributes to poor behaviour amongst remaining students.
- Potentially demotivating for teachers, who deal with the behavioural issues, no longer get the pleasure of teaching the higher achievers at GCSE, and receive no credit for the foundation they laid in the early years of secondary school.
- Creates a gap between what these schools can offer vs Hautlieu. Good results are harder to attain amongst the remaining the cohort, so league tables are not a fair comparison of performance.

Negative impacts on students 'left behind'

- Feel negatively about themselves and their abilities.
- Demotivating, makes them less likely to embrace a learning mindset.
- Unfair on students who want to learn but aren't academically strong enough to get the score (in part due to the learning environment years 7-9).
- No clear pathway to A-level so students are not encouraged to excel beyond expectations. Potentially exacerbated by limited vocational options too.



Hautlieu and the selection process

- CSAT not a good reflection of ability.
- In practice students with lower scores are said to be accepted on appeal. A sense by some respondents that this undermines the system and dilutes the benefits.
- A couple of comments questioning whether Hautlieu always lives up to its reputation of challenging students.
- Hautlieu more suited to those who thrive on independent learning. Those who need more support or are neurodivergent may find this is not an environment they are best suited to, even if CSAT scores are achieved.

Negative impacts on students who transfer

- Some feel it is disruptive to transfer children away from stability and familiarity at this age.
- A very small number of comments described experiences of students being poorly treated because they wanted to transfer away, or of students being pressured to not consider moving.

FEE-PAYING AND PRIVATE SCHOOLS

Fee-paying government schools

A divisive issue amongst the small number of people who discussed it. It tends to be believed that education at these schools is better than at the non-fee paying government schools.

- There are those who strongly believe this system reduces the pressure on places at other government schools, while benefiting the children who may not otherwise be able to afford private education. They argue the fees would have to increase if government funding was removed, and this would make it unaffordable for some children. Others argue that the fees effectively subsidise the cost of education to the Government, so making them fully government funded would cost the taxpayer more.
- There are others who strongly believe that the current system is inequitable. They argue government funding should be stopped so these schools are wholly reliant on fee-payers. This would free up funding for the other government schools, enabling them to make improvements so all children are getting a similarly good level of education.

“Good choice. I think the fee paying systems for JCG and VCJ works well. Without the subsidy those children would need fully funded States places.”

Choice in the private sector

There were also those who don't feel the choice of private schools in Jersey meet their needs.

Reasons for this included a lack of co-educational private settings, the location of private schools and religious preferences.

There were also a couple of respondents who explained that either the ethos of the private schools did not reflect their values (e.g. too focused on sport) or that they did not live up to their reputation academically.

“The fee paying schools should no longer receive funding. This would then be used to bring the state schools in line with each other and not be dependent on affluence of the catchment area”

MORE VIEWS ON FUNDING AND THE SYSTEM OF EDUCATION IN JERSEY

“School should have enough funding, children are our future.”

“There is a stark divide between private education and states schools, (extra curricula activities, quality of teaching, availability of teachers etc). It’s always been the case but the states schools need more funding and support to make it more equal and ensure each Jersey child has a good start in life.”

“I doubt that the panel, or the minister will dare to remove the funding to JCG & VC etc. But they could be made to do more for their money EG allowing those with SEN into their vaulted halls, having more pupils with E2L. They are exclusive & not inclusive & should not be funded via the states unless they become inclusive.”

“We have two sets of schools, one set is succeeding the other is failing, please improve the failing without taking anything away from the succeeding.”

“Please do not remove parental choice further. Do not throw the baby out with the bath water by closing hautlieu and diminishing support for fee paying schools - the highest achieving students deserve an education too. Level up all schools, do not level down/snare the schools that are achieving good results!”

“If the government does not address the elephant in the room, namely the disparity of money available to the States schools & the States supported private schools, little is likely to change.”

“Read the inclusion report.”

CAPACITY AND A-LEVELS

Capacity

There were only a small number of comments about the number of schools. A few indicated they believed there were enough, but others talked about some government schools being at capacity even for those within the catchment areas, or indicated they think another school is needed in the West of the island to cope with demand from population growth in the area.

There were a couple of comments requesting greater capacity at specialist schools Mont a l'Abbe and La Sente.

Choices at 16+

Although outside of scope (beyond secondary level education) it is worth noting that views on choice at secondary level are, in some cases, directly impacted by how respondents feel about education at 16+.

It was widely noted that 16+ choices feel limited, and that for many students it is not possible to stay at the same school they completed GCSEs at. This can feel disruptive to those who have to move. It also does not encourage less academic students to stay in further education. Therefore, wanting to stay at the same school 11-18 was one reason to be dissatisfied with the choice at secondary level. There were several suggestions that Les Quennevais should have a sixth form centre.

There was, however, some recognition by others that bringing A-level pupils together benefits them by enabling a wider range of A-level subjects to be offered.


It was also suggested by one respondent that it could benefit less academically able students to be able to attend a school that offered both A-level and vocational options, while a couple of others suggested Highlands should expand the range of vocational courses on offer.



"If we could get them appropriate support and placements sooner [at Mont a l'Abbe and La Sente], we might have more success in helping them to turn their lives around and supporting them."

"It's reasonable but limiting if you hope for your child to stay at the same school to age 18"

APPENDIX A



Education
System in
Jersey

JERSEY SECONDARY EDUCATION LANDSCAPE

The Government of Jersey Website lays out the following information about education in Jersey:

There are three types of schools in Jersey:

- Non-fee-paying government schools
- Fee-paying government schools (part government-funded)
- Private fee-paying schools

Compulsory education is from age 4 until 16. The stages of education are:

1. Ages 4 to 11: Primary school Reception to year 6 - covering Early Years Foundation, Key Stage 1 and Key Stage 2
2. Ages 11-14: Secondary school Year 7 to year 9 – covering key stage 3
3. Ages 14-16: Secondary school year 10 and year 11 – covering key stage 4. At the end of Year 11 students typically take GCSE exams or other Level 1 or Level 2 qualifications. [Exam results](#) show how Jersey compares with the UK. Depending on educational attainment, students may get the choice to either attend Hautlieu School or continue at their current secondary school. This is called the 14+ secondary transfer system.

Post-16 education is not compulsory. Students may take A-levels at one of the Sixth Form colleges on the island (Hautlieu School is free, the others are fee-paying) or take other Level 3 qualifications at Highlands College, the FE college on the island.

Oversight and Responsibility

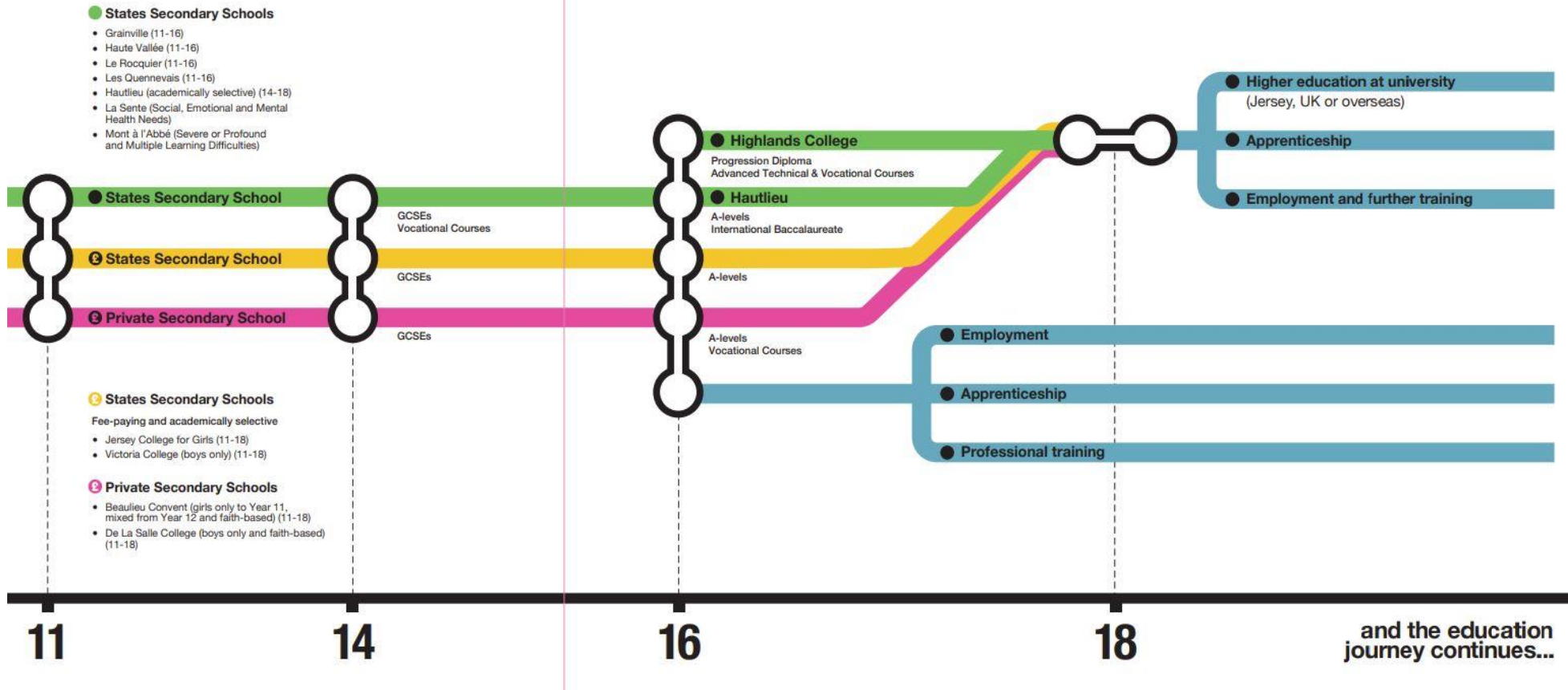
- The Department for Children, Young People, Education and Skills (CYPES) is responsible for education in Jersey. They have responsibility for the government maintained schools on the island, which includes the free schools and the two fee-paying Government schools.
- Government-provided schooling and sixth-form education are paid for by taxes.
- Private faith-based schools include De La Salle College (boys) and Beaulieu Convent School (girls). These schools are independent of the Government and students pay fees to attend these schools.

Admissions

- Catchment area determines which non-fee paying government school a student attends at year 7.
- Hautlieu school manages its own admissions. Entry at year 10 depends on attainment at Key stage 3.
- Fee-paying government schools manage their own admissions. They are academically and financially selective.
- Students apply directly to the independent private schools.

SECONDARY SCHOOL PATHWAYS IN JERSEY

The Government of Jersey provide the following diagram setting these pathways out:



SECONDARY SCHOOLS: ADDITIONAL INFORMATION

The Government of Jersey also set out the following information about the 11-16 system and provides details for each secondary school:

11-16

How to apply to States secondary schools
Places at Grainville, Haute Vallée, Le Rocquier and Les Quennevais are given out according to where you live (a catchment). Admissions are organised by Children, Young People, Education and Skills. You will be contacted when your child is in Year 6. All other applications can be completed online at www.gov.je.

How to find out your catchment area
Take a look at our map online at www.gov.je or call your nearest school.

How to apply to a States fee-paying school
Students who want to move to Victoria College or Jersey College for Girls need to sit an exam – unless they went to Jersey College Preparatory or Victoria College Preparatory Schools. Contact them direct to discuss admissions and current fees.

How to apply to Hautlieu
At 14, all Jersey students who have reached a certain level can apply to go to Hautlieu for Year 10. They need a CAT score of 109 plus above average scores in English and maths tests. Hautlieu has an Open Day in November for students, and applications can be sent straight to the school.

How to apply to a private fee-paying school
Beaulieu Convent and De La Salle College are non-selective Catholic schools. Contact them direct to discuss admissions and current fees.

Special Educational Needs
If your child needs extra support in their education they might need to attend a school that has specialist staff or facilities. Contact Children, Young People, Education and Skills or go to www.gov.je

HOW SECONDARY SCHOOL IS STRUCTURED		
Key Stage 3	Year 7	age 11 to 12
	Year 8	age 12 to 13
	Year 9	age 13 to 14
Key Stage 4	Year 10	age 14 to 15
	Year 11 GCSEs	age 15 to 16
Key Stage 5	Year 12	age 16 to 17
	Year 13 A-levels International Baccalaureate Advanced technical and vocational courses	age 17 to 18

GCSEs
Students take GCSEs at the end of Year 11 and get their results on the third Thursday in August. Their exams will be graded in one of two ways:

- 9 to 0 (9 is the highest)
- A* to U (A* is the highest)

Grade 4 is broadly equivalent to a Grade C. Grade 8 is on a par with a Grade A* and Grade 9 is for very high achievers.

School and college contact details

www.beaulieu.jersey.sch.uk	t: 731280
www.dls-jersey.co.uk	t: 754100
www.grainville.sch.je	t: 822900
www.hautevallee.sch.je	t: 736524
www.hautlieu.co.uk	t: 736242
www.highlands.ac.uk	t: 608608
www.jcg.je	t: 516200
www.lerocquier.com	t: 855876
www.lesquennevais.sch.je	t: 743171
www.victoriacollege.je	t: 638200

Secondary schools

School	Website	Contact number
Grainville School	Grainville School	+44 (0) 1534 822952
Haute Vallée School	Haute Vallée School	+44 (0) 1534 736524
Hautlieu School* (from Year 10)	Hautlieu School	+44 (0) 1534 736242
Jersey College for Girls (fee-paying)	Jersey College for Girls School	+44 (0) 1534 516200
La Sente (referral led admissions)		+44 (0) 1534 445504
Le Rocquier School	Le Rocquier School	+44 (0) 1534 855876
Les Quennevais School	Les Quennevais School	+44 (0) 1534 743171
Mont a l'Abbe School (referral led admissions)	Mont a l'Abbe School	+44 (0) 1534 617526
Victoria College (fee-paying)	Victoria College School	+44 (0) 1534 638200

*Pupils who want to attend Hautlieu in Year 10 must achieve a cognitive ability test (CAT) score of 109 or more in Year 9. They also need a score of 103 in English and mathematics in the islandwide assessments taken in schools in October of Year 9.

Private secondary schools

School	Website	Contact number
Beaulieu Secondary Convent School	Beaulieu Convent Secondary School	+44 (0) 1534 731280
De La Salle College	De La Salle College School	+44 (0) 1534 754100
St Michael's Preparatory School (up to Year 9)	St Michael's School	+44 (0) 1534 856904

Contact

Children, Young People, Education and Skills Department
T 01534 445504
F 01534 445524
E education@gov.je

Monday to Friday, 8.45am to 4.30pm

Children, Young People, Education and Skills Department
PO Box 142
Highlands Campus
Jersey
JE4 8QJ

[Connect to SignVideo](#)

In this section

[Applying for a school](#)

[Find your catchment school](#)

[List of primary schools](#)

[School admissions appeals process](#)

[Transferring between non-fee paying schools](#)

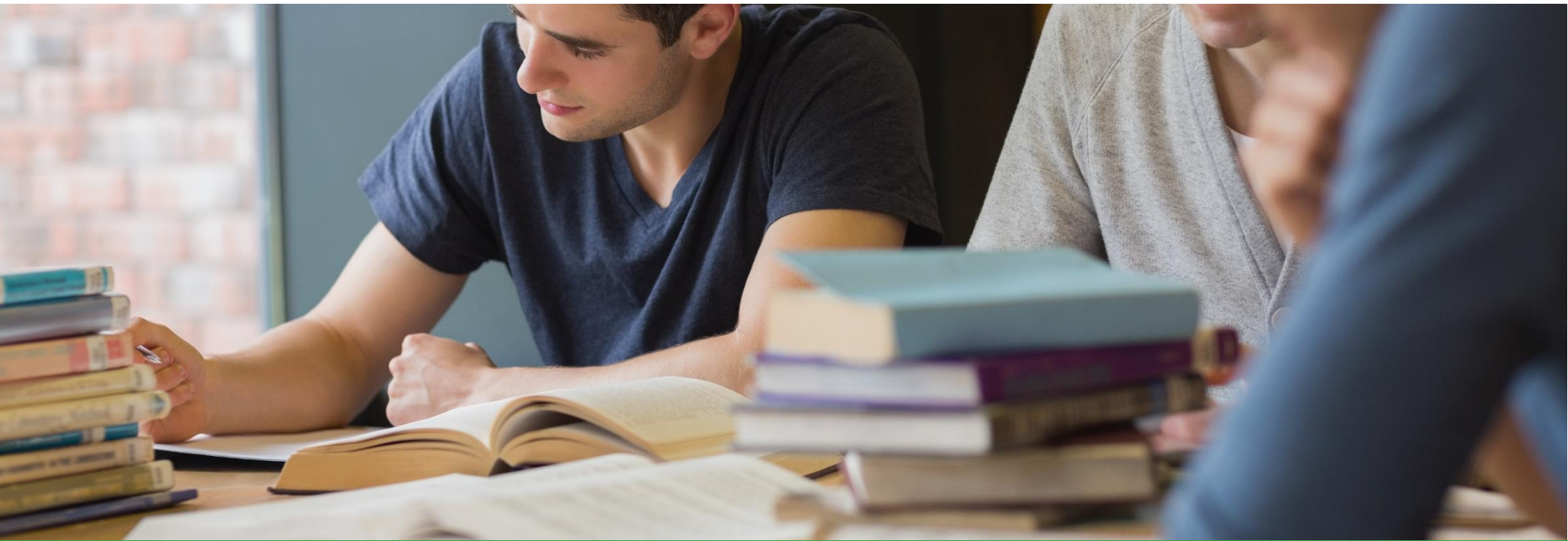
POST – 16 EDUCATION

A-levels are available at:

- Beaulieu Convent (private)
- De La Salle College (private)
- Hautlieu (selective) – also offers the International Baccalaureate
- Jersey College for Girls or Victoria College (selective)

Vocational courses are available at Highlands College, including:

- BTEC
- International Baccalaureate
- NVQ
- City & Guilds





Island Global Research

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