

# 2024

## SECONDARY EDUCATION

CHILDREN, EDUCATION AND  
HOME AFFAIRS SCRUTINY PANEL  
FULL REPORT



Island Global Research

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

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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.

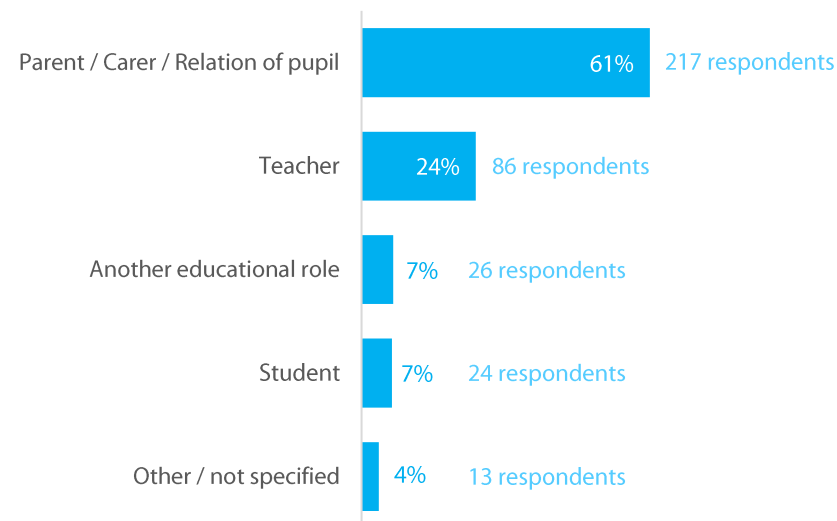
7% of respondents (26 people) currently hold or have previously held another role within education. For example: School Governor, teaching assistant, key worker, and other roles involved with special educational needs or student welfare. This includes 2 respondents who were both a parent and hold this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

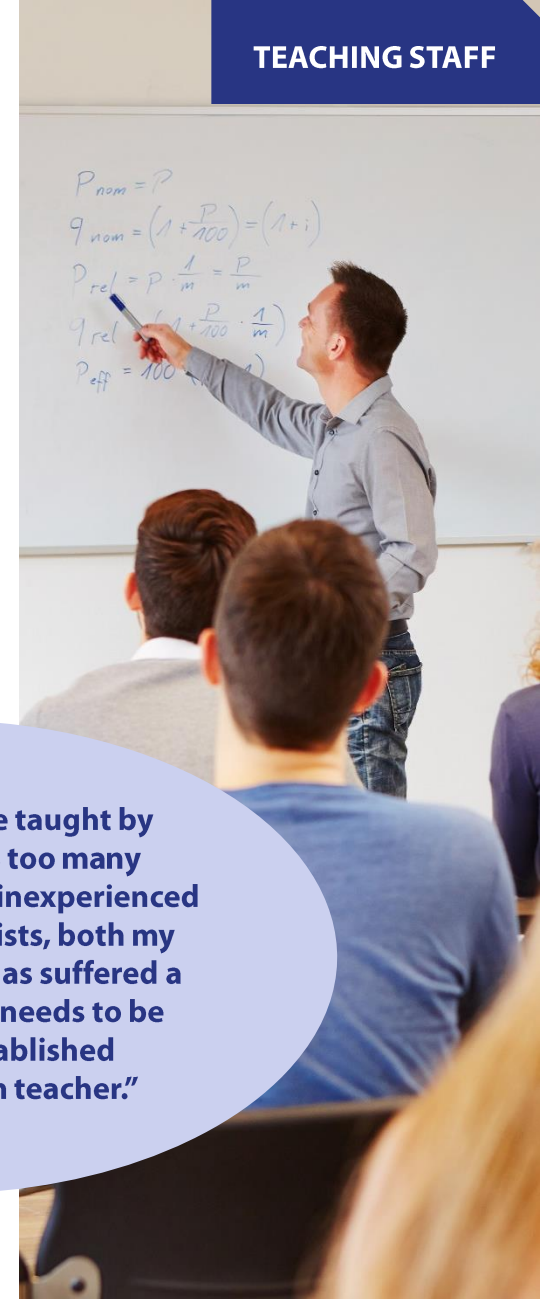
Around 1 in 10 comments specifically highlighted the importance of having qualified teachers who are specialists in their subjects. This was raised by teachers, parents / carers and those in other educational roles.

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”**



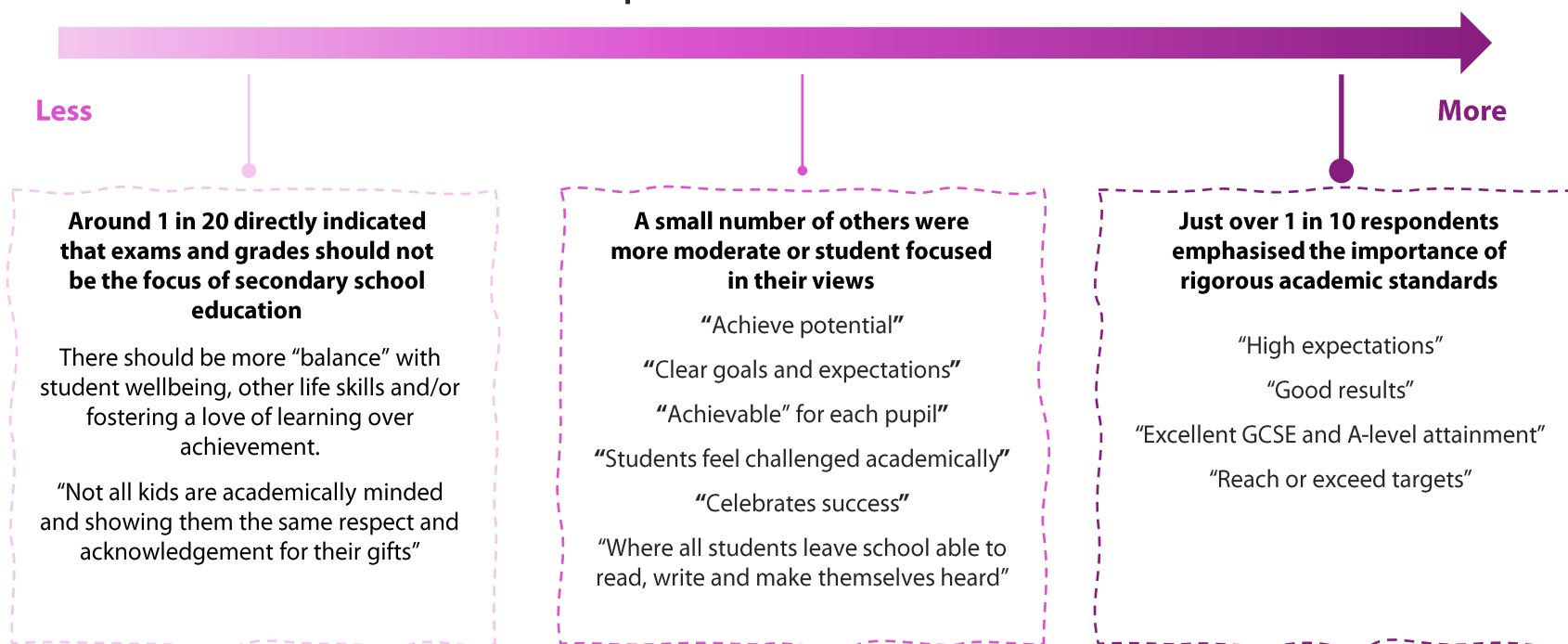
# ESSENTIAL FEATURES: CURRICULUM

## 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.

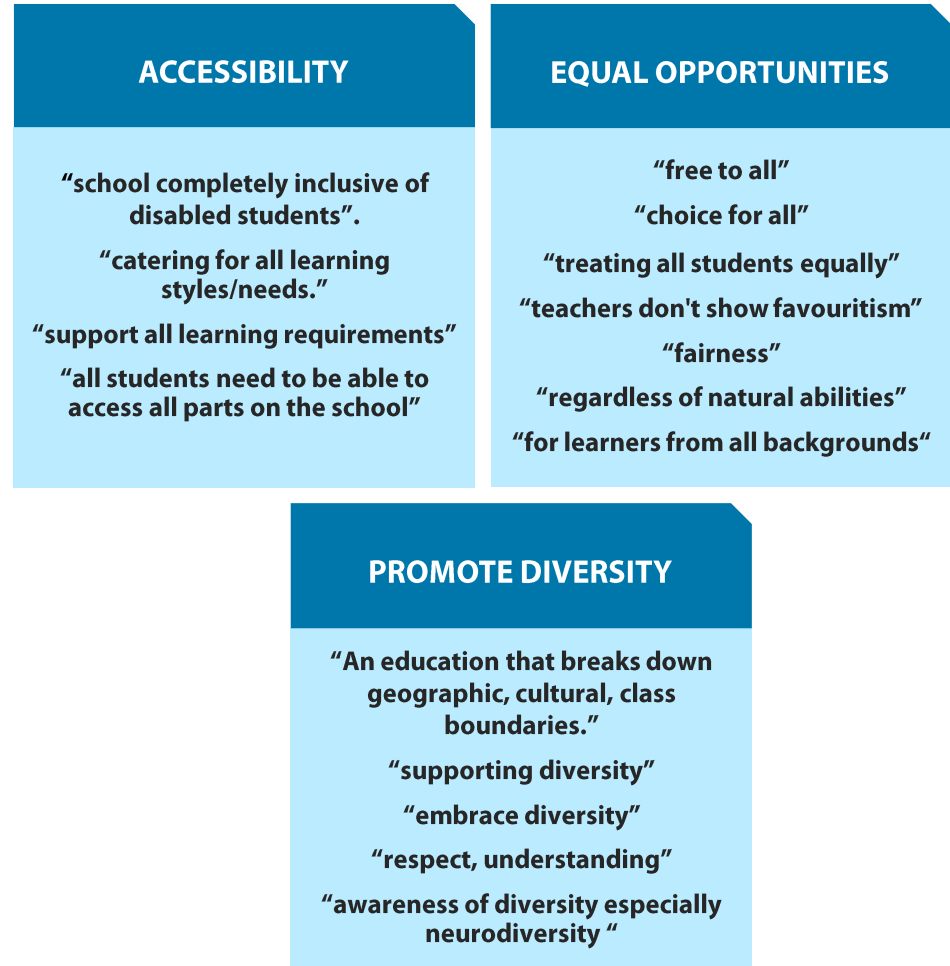
Others expanded on the concept. Three broad themes have been identified in looking to understand more specifically what respondents meant by inclusion, although there is overlap between them.

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

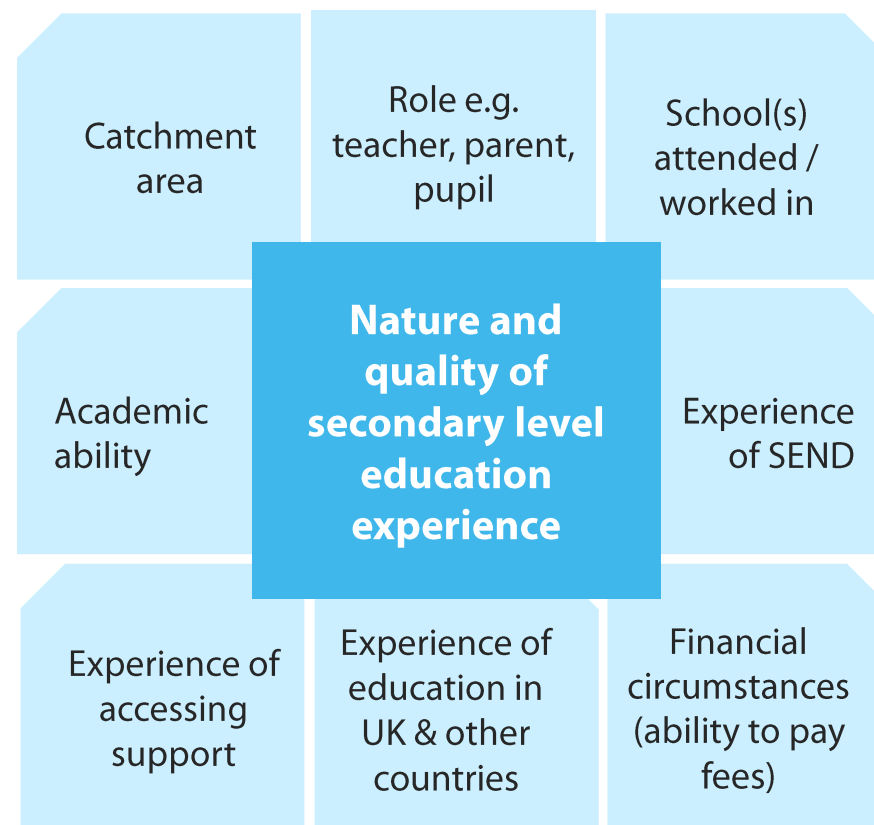
Respondents' views on secondary level education in Jersey are likely to be impacted by background factors, including those outlined to the right.

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.

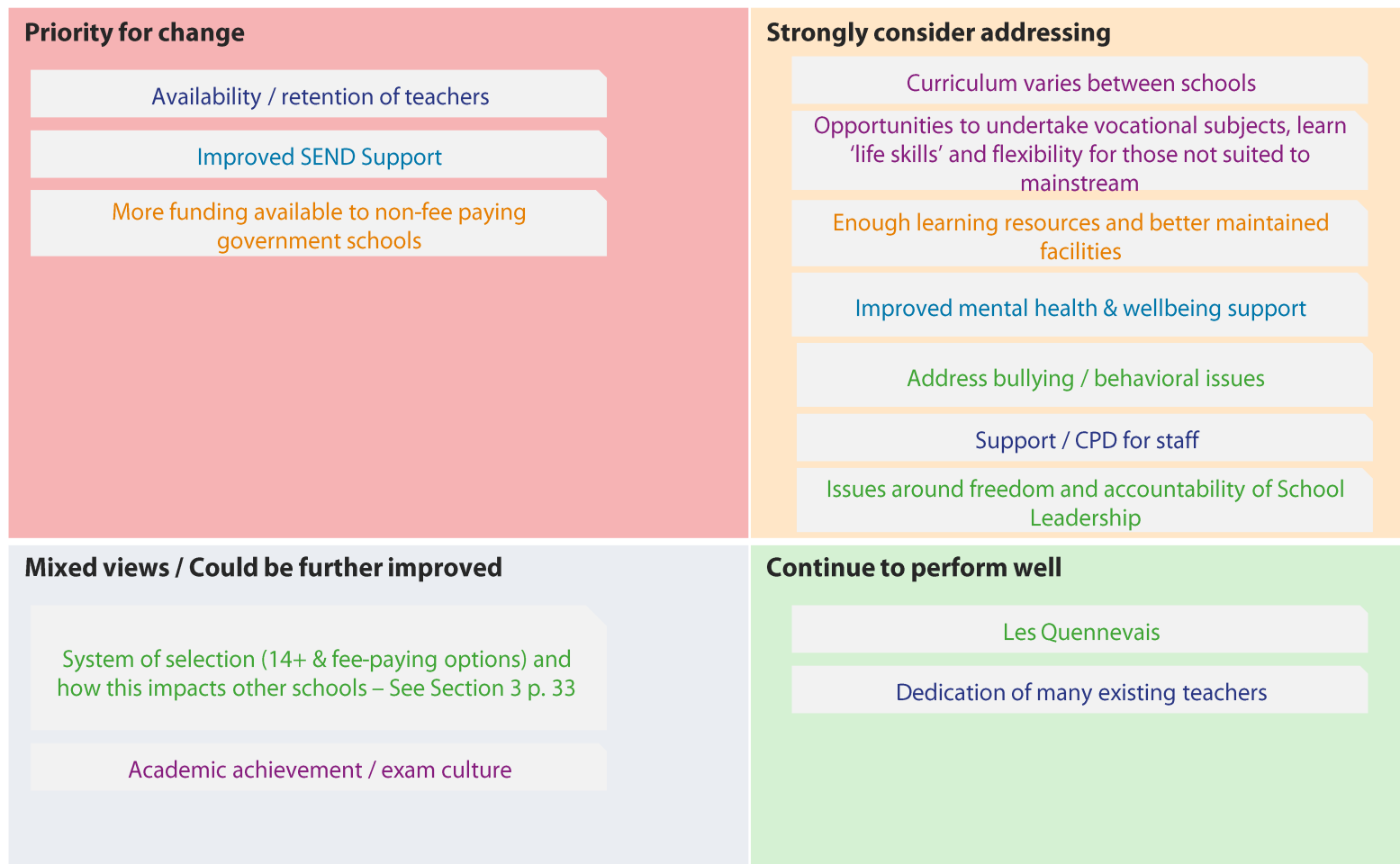
Based on responses to questions 3 and 4:

- 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:

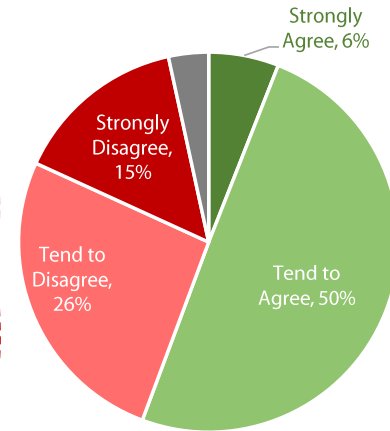
- The 56% who tended to or strongly agreed thought the current system was good in the main, but often with caveats that things could be better. They tended to be particularly enthusiastic about their experiences of Les Quennevais, but Hautlieu and the other Government schools received more mixed feedback.
- 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"> <li>• Earlier intervention and improved screening for diagnosing learning disabilities</li> <li>• More staff with the appropriate training to support those with additional learning needs.</li> <li>• External audits to ensure SEN provision is abiding by the latest best practice across all settings.</li> <li>• Improved provision to help those with SEN, autism (ARC provisions), SEMH needs and multilingual learners (MLL).</li> <li>• 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'.</li> </ul> <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"> <li>• 'Invest in more counselling in school, more EWOs, more pastoral work, more work with SEMH students.'</li> <li>• 'Stronger links and hubs with multiagency support such as CAMHS, youth service, YES and Mind jersey'</li> <li>• 'More therapeutic arts'</li> </ul> <p><i>See also p.18-19 for the types of services respondents would like to see in secondary education settings.</i></p>   |
|   | OTHER SUPPORT   |
|   | <p>There were smaller calls for other support and improved inclusion for students. These included:</p> <ul style="list-style-type: none"> <li>• 'Improve safeguarding' / 'Supervised buses to protect students'</li> <li>• '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'</li> <li>• 'More consistent experience island wide.'</li> <li>• 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.</li> </ul> |

# 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).

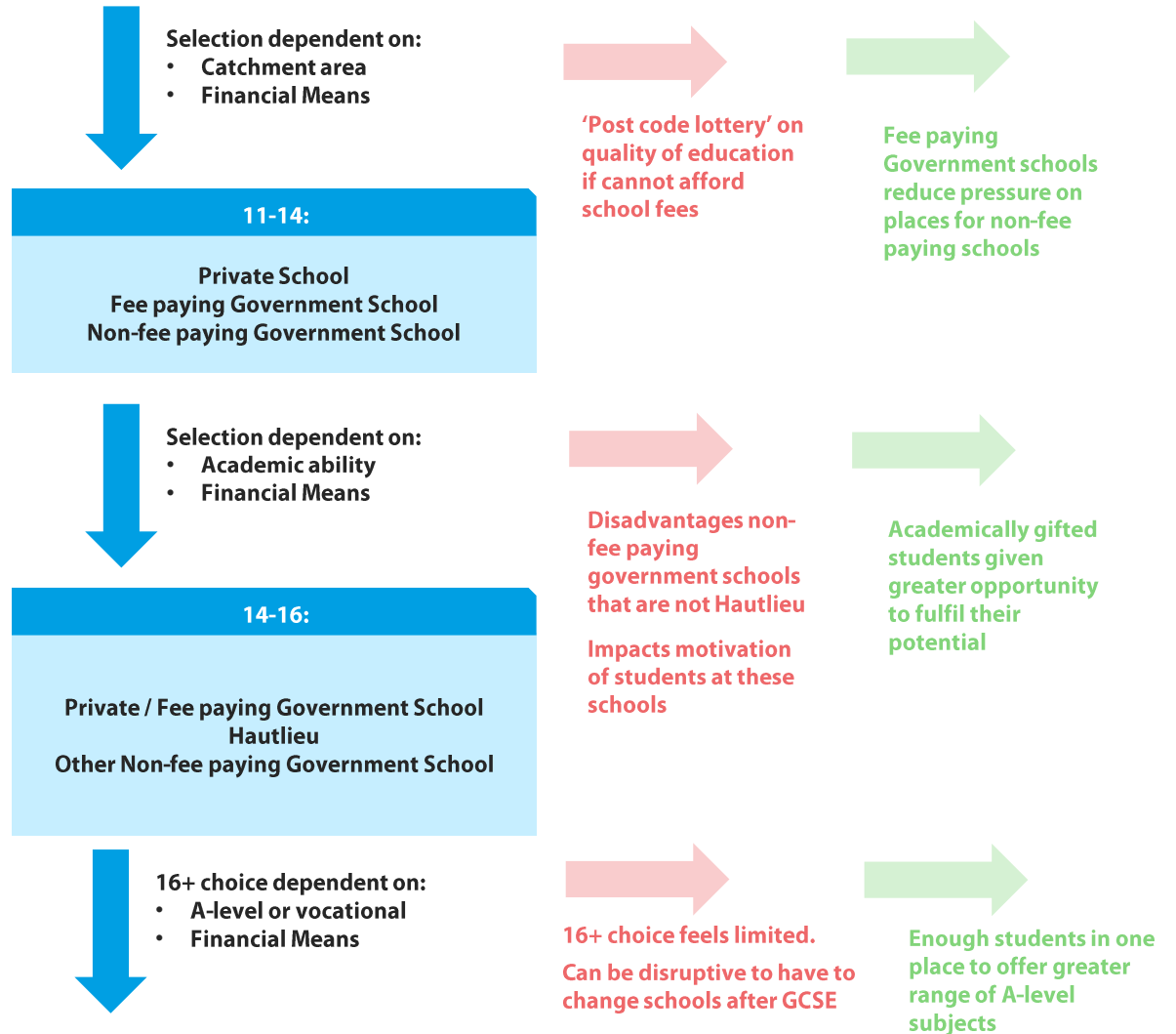
Places are otherwise allocated on a catchment area basis. Therefore, this was frequently described as not having a choice unless you are in a privileged position. It is not clear if the strong sense of frustration in these responses was at the system or the way the question was worded to imply choice.

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.

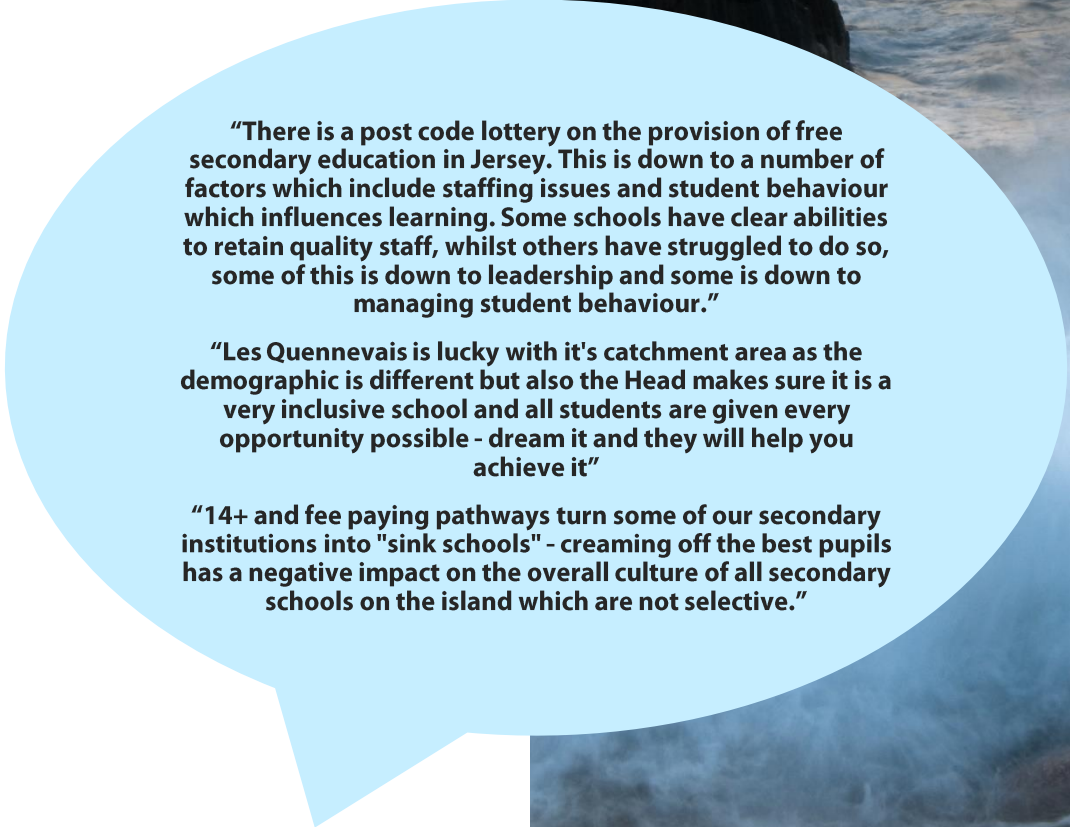
Primarily this appears to be due to perceptions of behavioural issues at the remaining Government schools, but also teaching staff stability.

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.

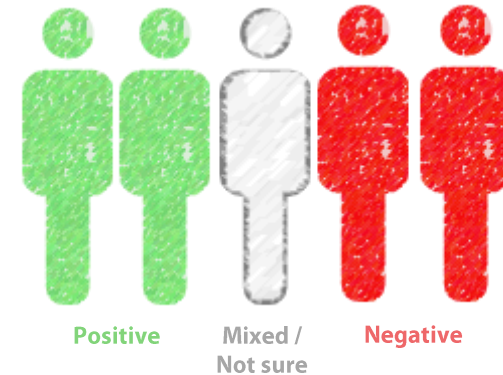
Teachers and students were less likely to have mixed views, with:

- 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.

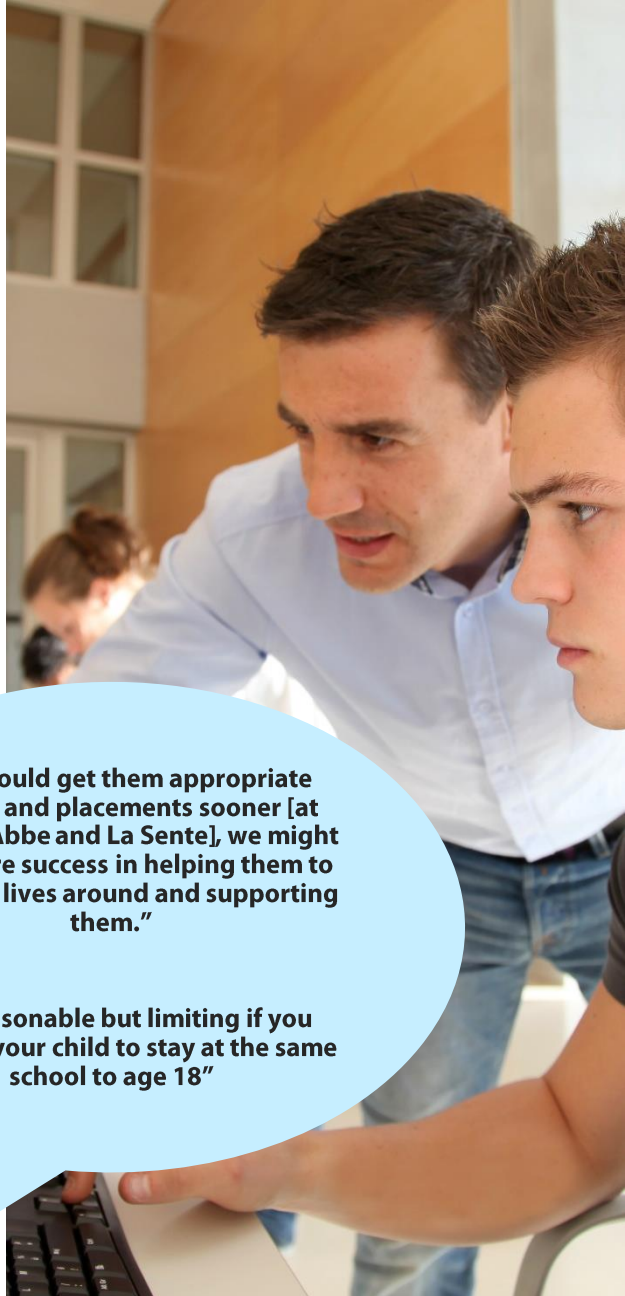
## Choices at 16+

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

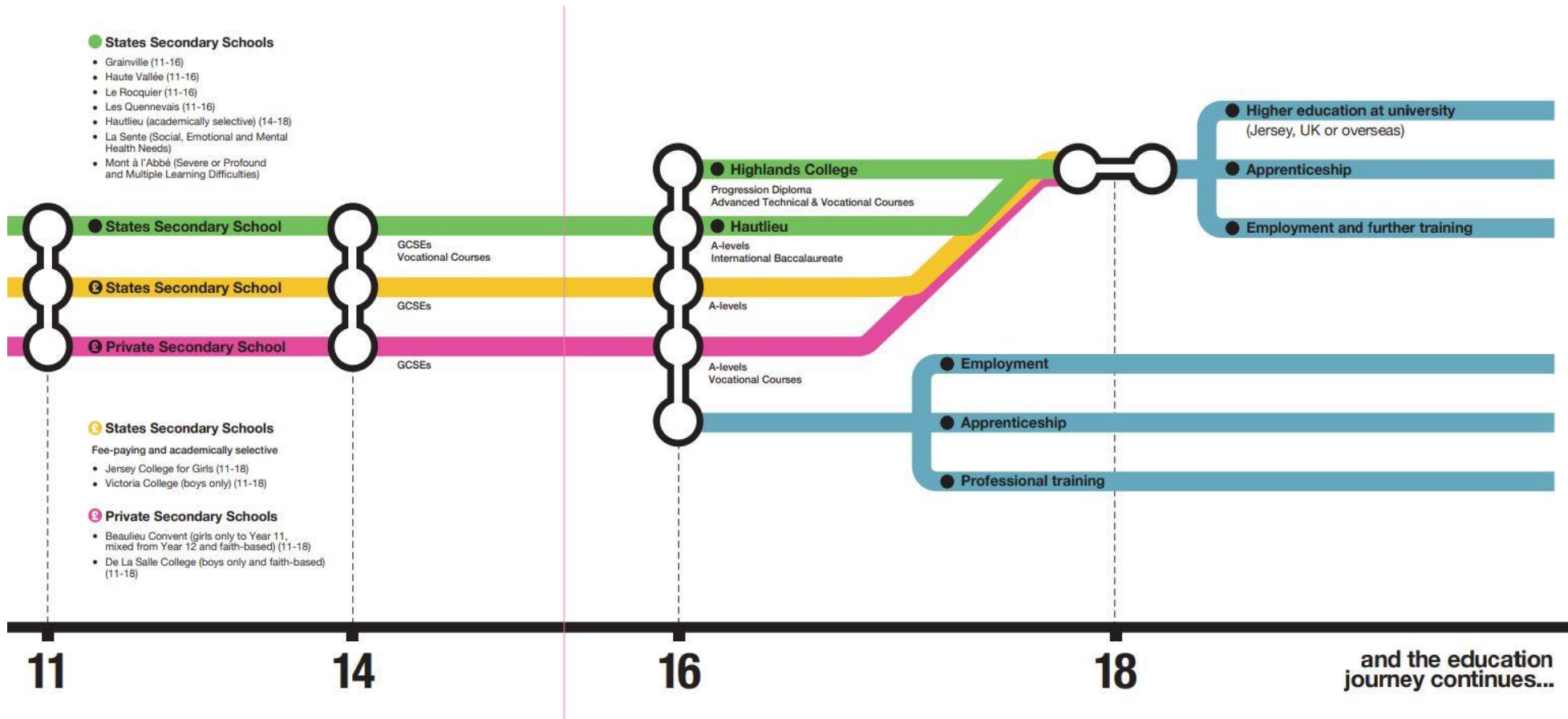
- The Department for Children, Young People, Education and Skills (CYPES) is responsible for education in Jersey. They have responsibility for the government maintained schools on the island, which includes the free schools and the two fee-paying Government schools.
- Government-provided schooling and 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](http://www.gov.je).

**How to find out your catchment area**  
Take a look at our map online at [www.gov.je](http://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](http://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**

|  |           |
|--|-----------|
| <a href="http://www.beaulieu.jersey.sch.uk">www.beaulieu.jersey.sch.uk</a> | t: 731280 |
| <a href="http://www.dls-jersey.co.uk">www.dls-jersey.co.uk</a>             | t: 754100 |
| <a href="http://www.grainville.sch.je">www.grainville.sch.je</a>           | t: 822900 |
| <a href="http://www.hautevallee.sch.je">www.hautevallee.sch.je</a>         | t: 736524 |
| <a href="http://www.hautlieu.co.uk">www.hautlieu.co.uk</a>                 | t: 736242 |
| <a href="http://www.highlands.ac.uk">www.highlands.ac.uk</a>               | t: 608608 |
| <a href="http://www.jcg.je">www.jcg.je</a>                                 | t: 516200 |
| <a href="http://www.lerocquier.com">www.lerocquier.com</a>                 | t: 855876 |
| <a href="http://www.lesquennevais.sch.je">www.lesquennevais.sch.je</a>     | t: 743171 |
| <a href="http://www.victoriacollege.je">www.victoriacollege.je</a>         | t: 638200 |

## Secondary schools

| School   | Website   | Contact number      |
|--|---|---------------------|
| Grainville School                              | <a href="#">Grainville School</a>               | +44 (0) 1534 822952 |
| Haute Vallée School                            | <a href="#">Haute Vallée School</a>             | +44 (0) 1534 736524 |
| Hautlieu School* (from Year 10)                | <a href="#">Hautlieu School</a>                 | +44 (0) 1534 736242 |
| Jersey College for Girls (fee-paying)          | <a href="#">Jersey College for Girls School</a> | +44 (0) 1534 516200 |
| La Sente (referral led admissions)             |   | +44 (0) 1534 445504 |
| Le Rocquier School                             | <a href="#">Le Rocquier School</a>              | +44 (0) 1534 855876 |
| Les Quennevais School                          | <a href="#">Les Quennevais School</a>           | +44 (0) 1534 743171 |
| Mont a l'Abbe School (referral led admissions) | <a href="#">Mont a l'Abbe School</a>            | +44 (0) 1534 617526 |
| Victoria College (fee-paying)                  | <a href="#">Victoria College School</a>         | +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              | <a href="#">Beaulieu Convent Secondary School</a> | +44 (0) 1534 731280 |
| De La Salle College                            | <a href="#">De La Salle College School</a>        | +44 (0) 1534 754100 |
| St Michael's Preparatory School (up to Year 9) | <a href="#">St Michael's School</a>               | +44 (0) 1534 856904 |

## Contact

Children, Young People, Education and Skills Department  
T 01534 445504  
F 01534 445524  
E [education@gov.je](mailto: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](#)

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[List of primary schools](#)

[School admissions appeals process](#)

[Transferring between non-fee paying schools](#)



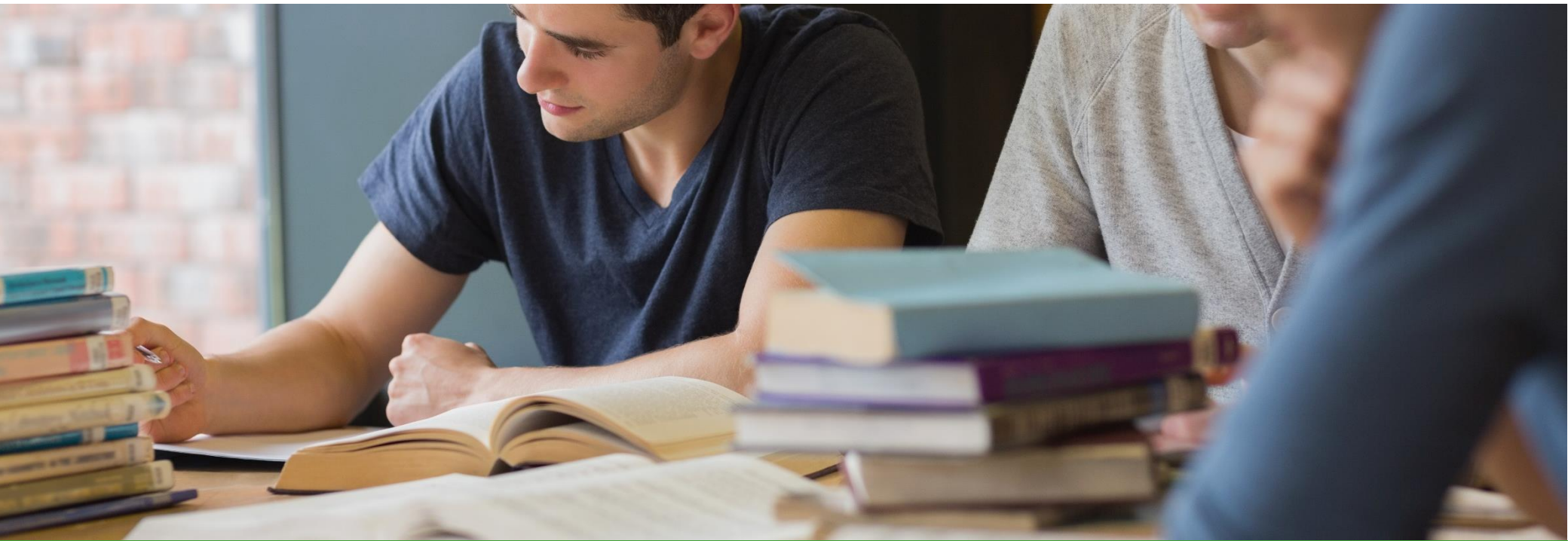
# POST – 16 EDUCATION

## 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

## Island Global Research

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