

Future model of secondary education: Results of initial consultations with secondary staff

This document provides a summary of the feedback provided through the **secondary staff** consultation survey about the future model of secondary education. There were 179 responses in total including responses from 137 teachers. This represents 70% of secondary teaching staff.

The States have directed the Committee for Education, Sport & Culture to present a comparison of the two 11-18 colleges model with:

- Three 11-18 colleges
- Two 11-16 colleges and one 11-18 college (with further discussion possible about how closely together the 11-16 and Sixth Form phases of the 11-18 school might operate)
- Three 11-16 colleges and a separate sixth form college on a different site

The Committee is committed to ensuring there is a process of consultation, and therefore has sought the views of staff about the relative importance of different priorities for the new system of education. This input will feed into the analysis of models and will help to provide a starting point for conversations which will take place over the course of the Autumn term.

There are other areas in which there will be further consultation, including those relating to the operational running of the school, which were not included in this survey because they will require further discussion no matter which model of secondary education is chosen.

Results for each question are given as follows:

1. All respondents
2. All teaching staff
3. All respondents at Guernsey Grammar School and Sixth Form Centre (GGS&SFC)
4. All respondents at Les Beaucamps High School (LBHS)
5. All respondents at La Mare de Carteret High School (LMDCHS)
6. All respondents at St Sampson's High School (SSHS)

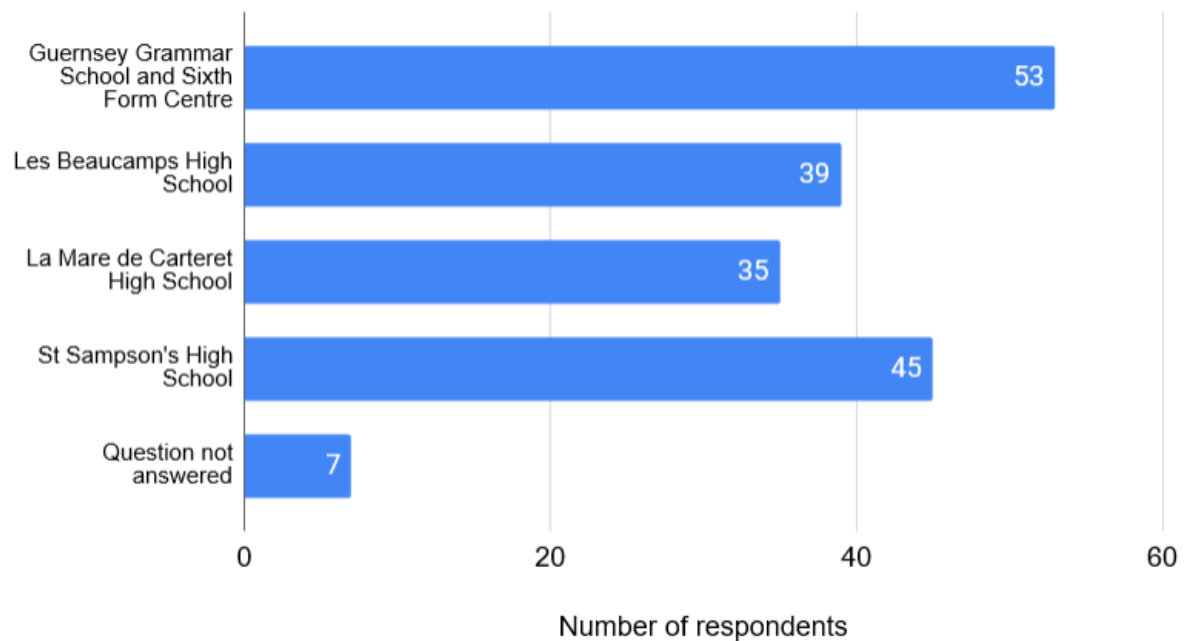
Where appropriate, responses are presented according to the proportion of "essential" or "top priority" responses.

Where appropriate, a dotted blue line shows the 50th percentile line: half of responses fall either side of this line.

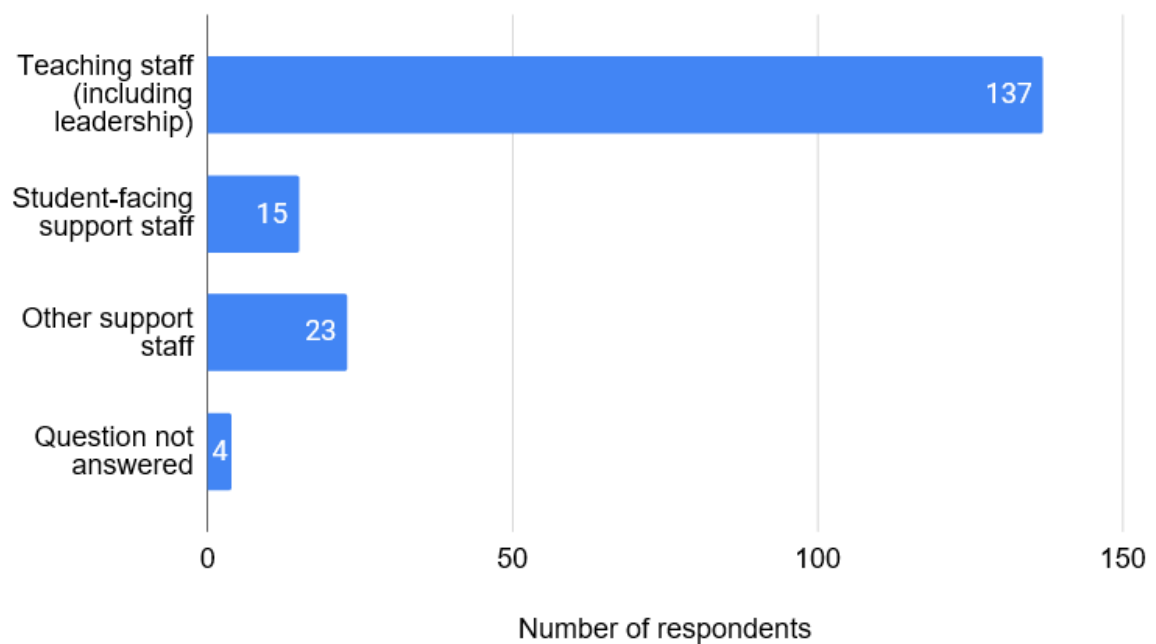
As the analysis of models is carried out there may be further analysis of this data.

1. Profile of responses

All secondary staff: Where do you currently work?

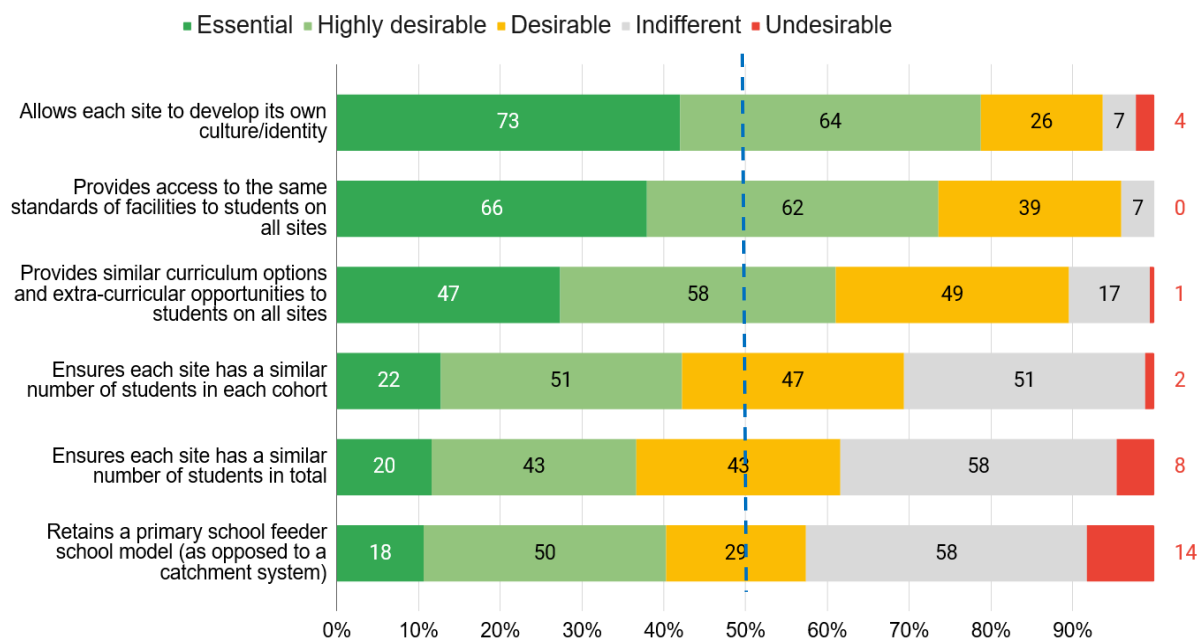


All secondary staff: What is your current role?

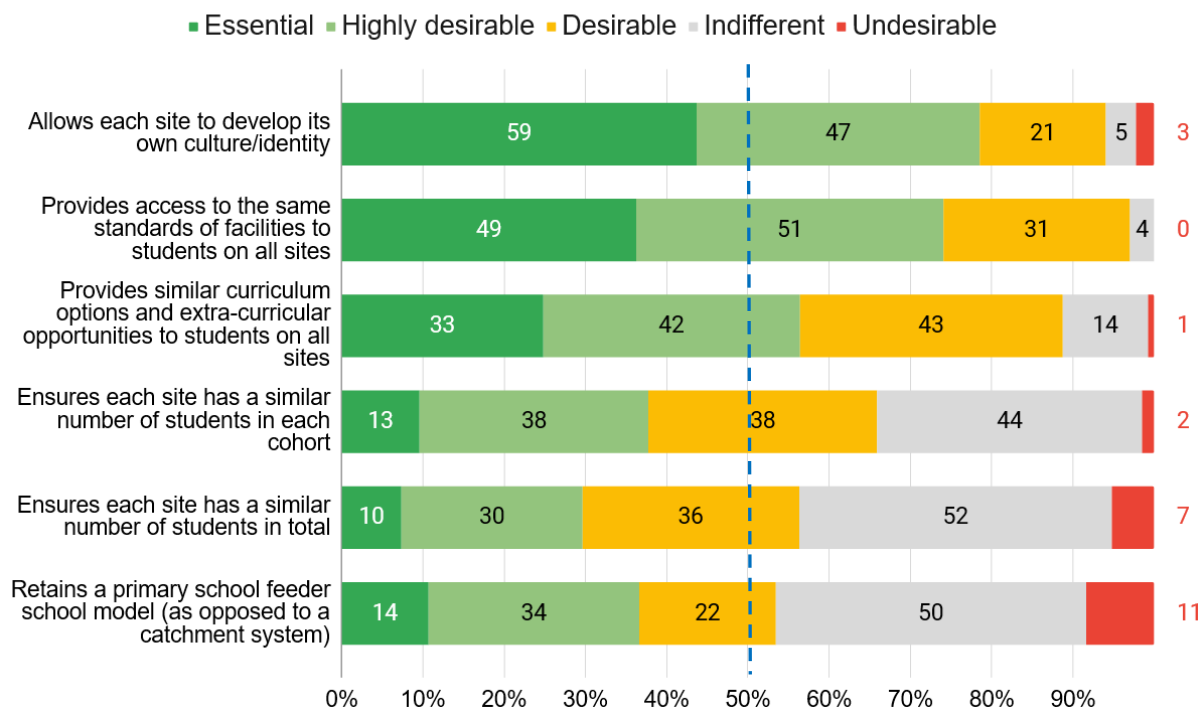


2. Priorities for the future structure of secondary education in Guernsey

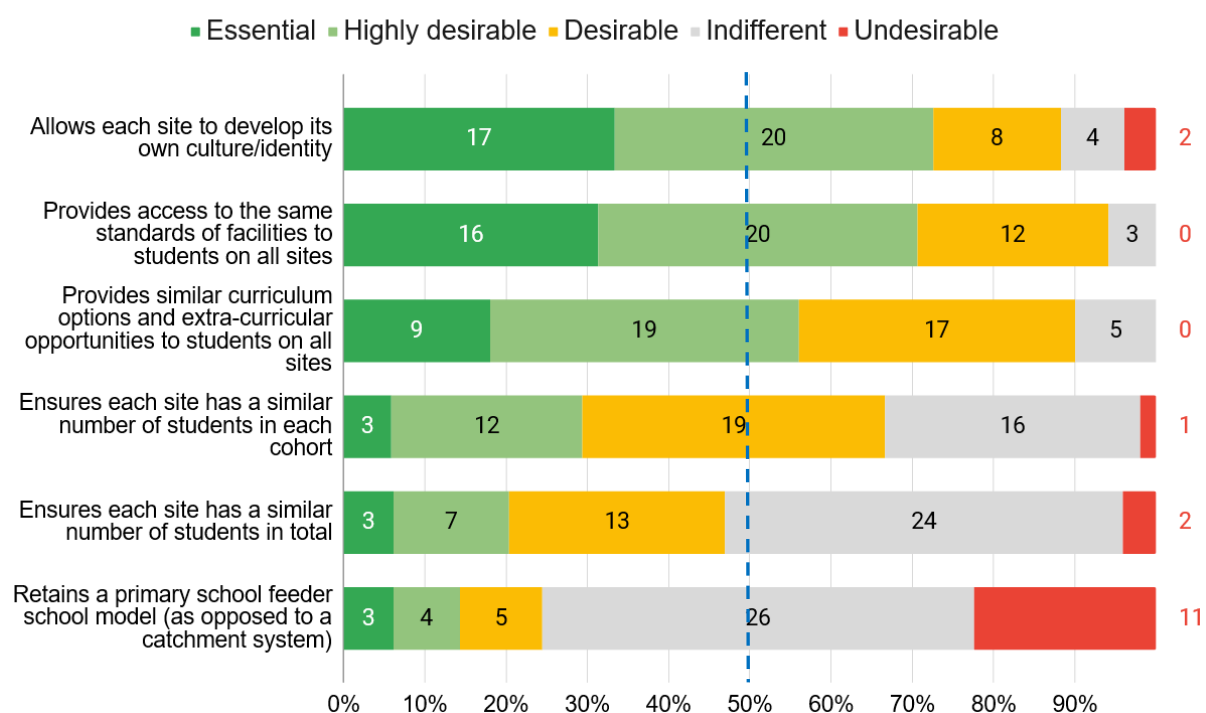
All secondary staff: How important to you is it that the future model of secondary education...



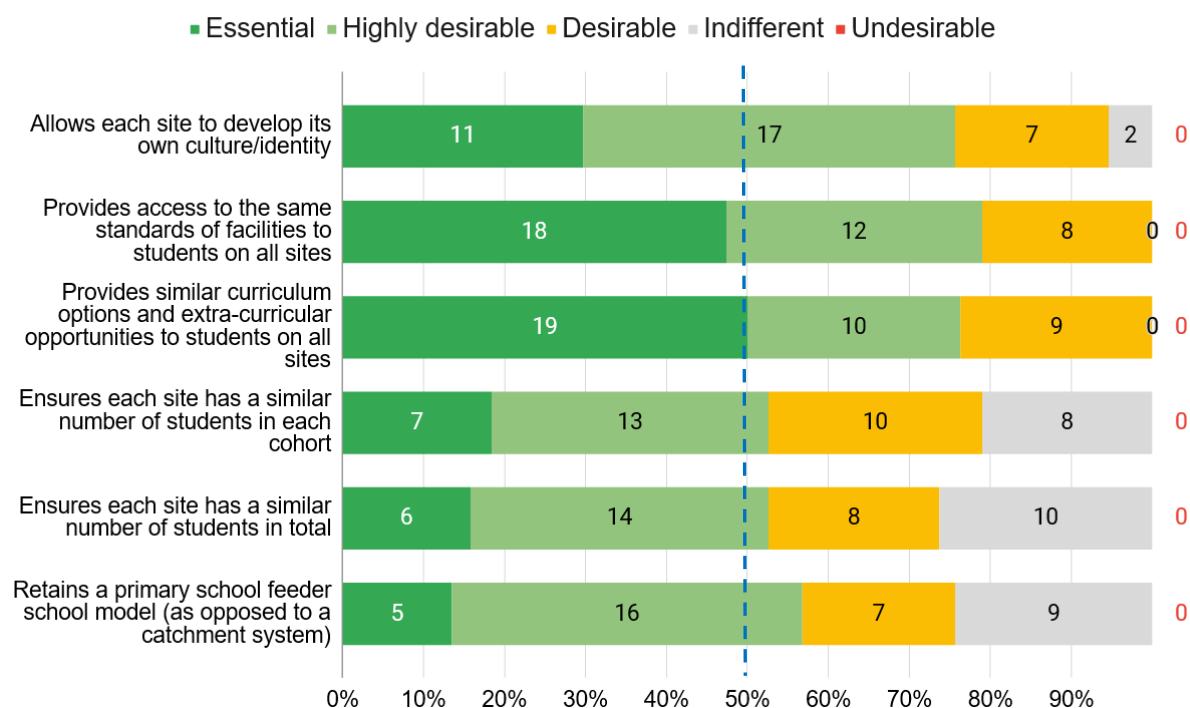
All secondary teachers: How important to you is it that the future model of secondary education...



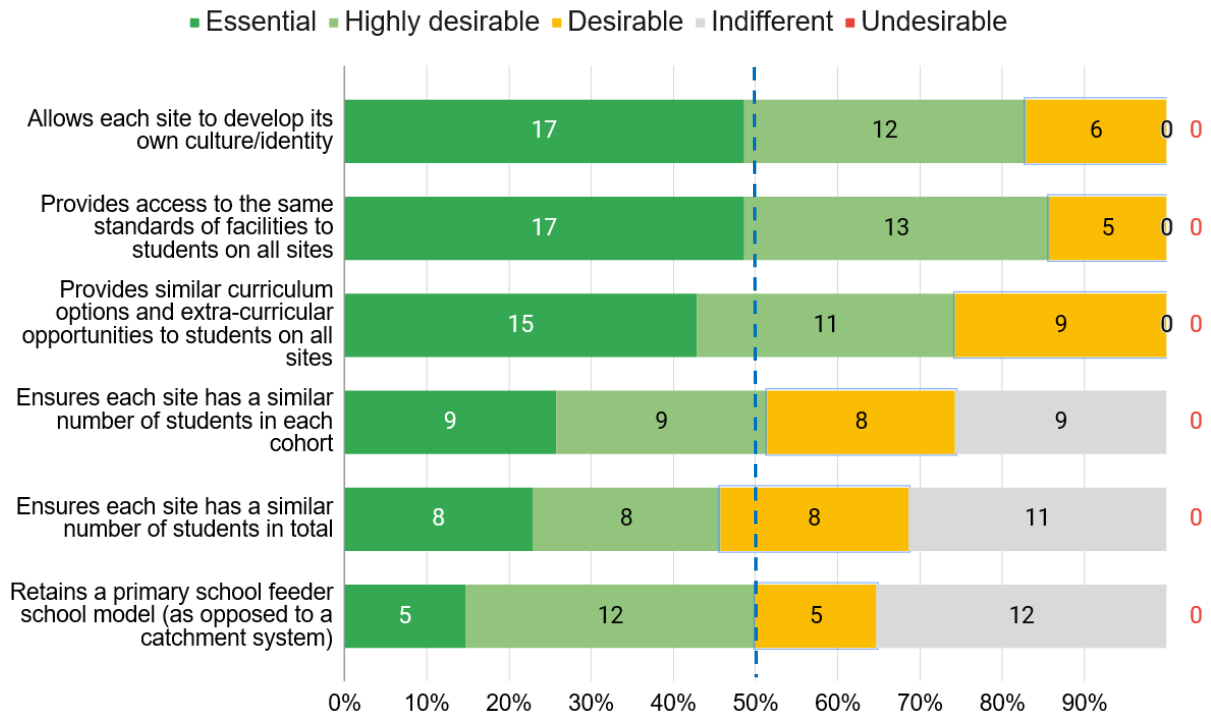
GG&SFC: How important to you is it that the future model of secondary education...



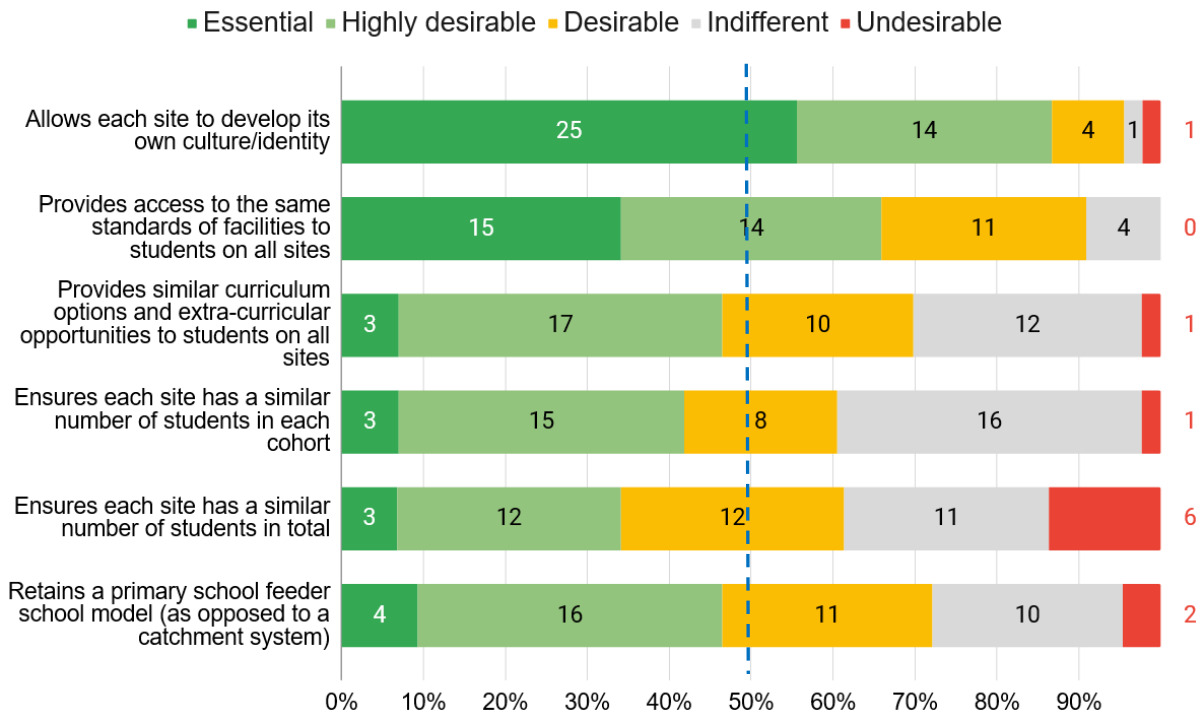
LBHS: How important to you is it that the future model of secondary education...



LMDCHS: How important to you is it that the future model of secondary education...

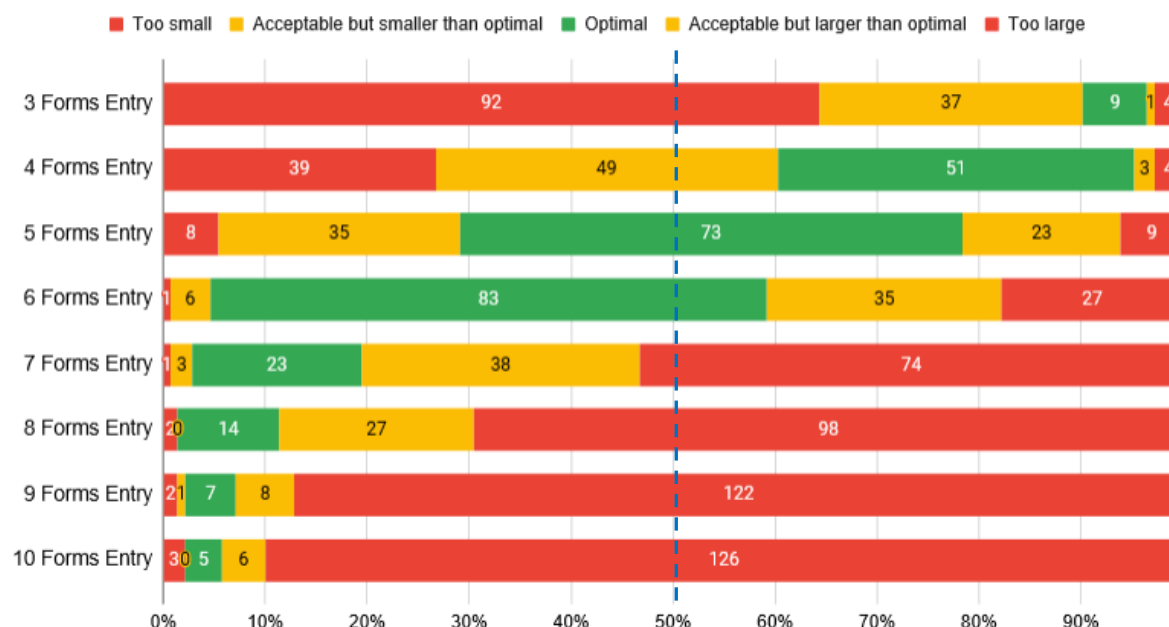


SSHS: How important to you is it that the future model of secondary education...

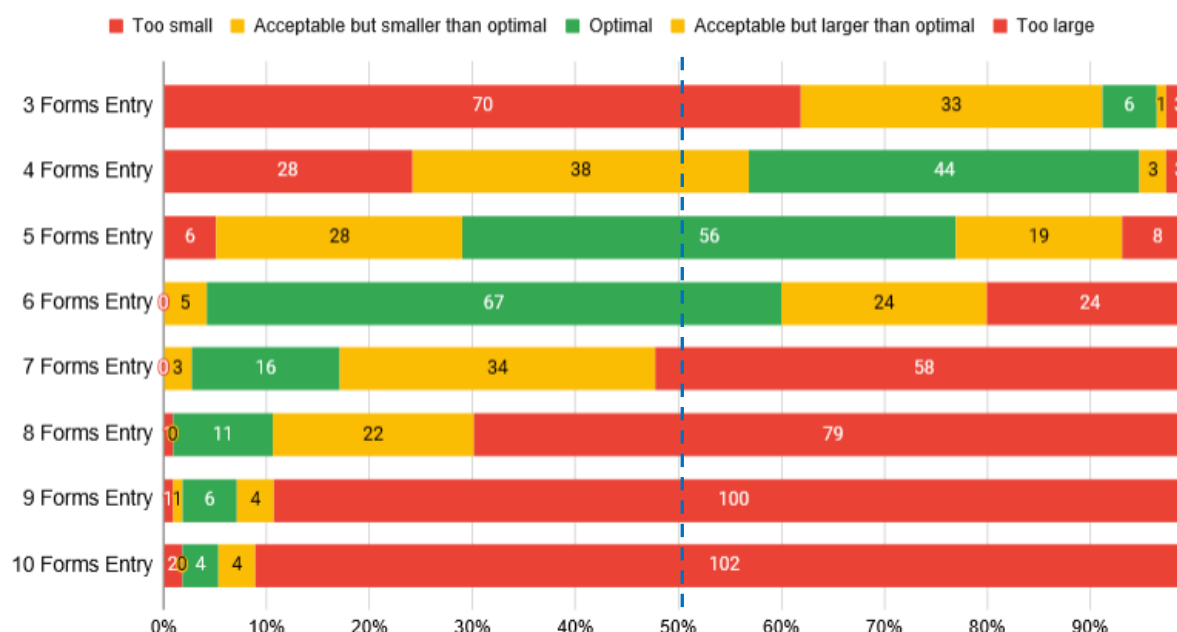


In the following section, respondents were asked to assume that the current average class size of 24 was maintained. So for example, a three form entry cohort would be expected to have 72 students on average.

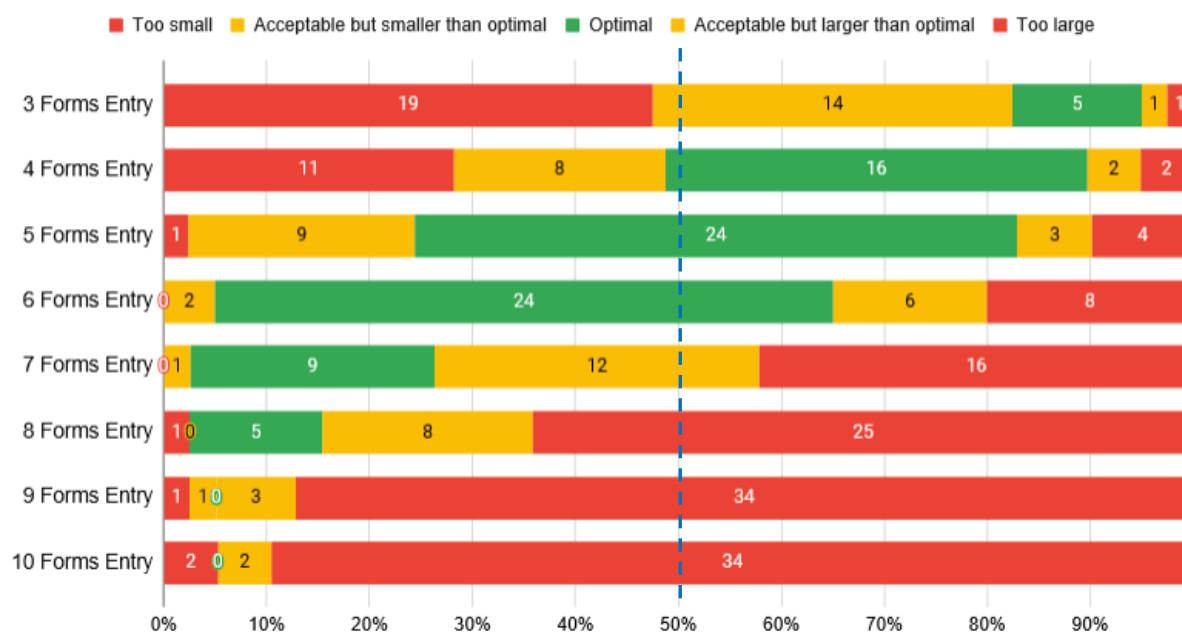
All secondary staff: What do you think is the optimal size of a cohort in Year 7 - Year 11 to provide students with the best possible educational experiences?



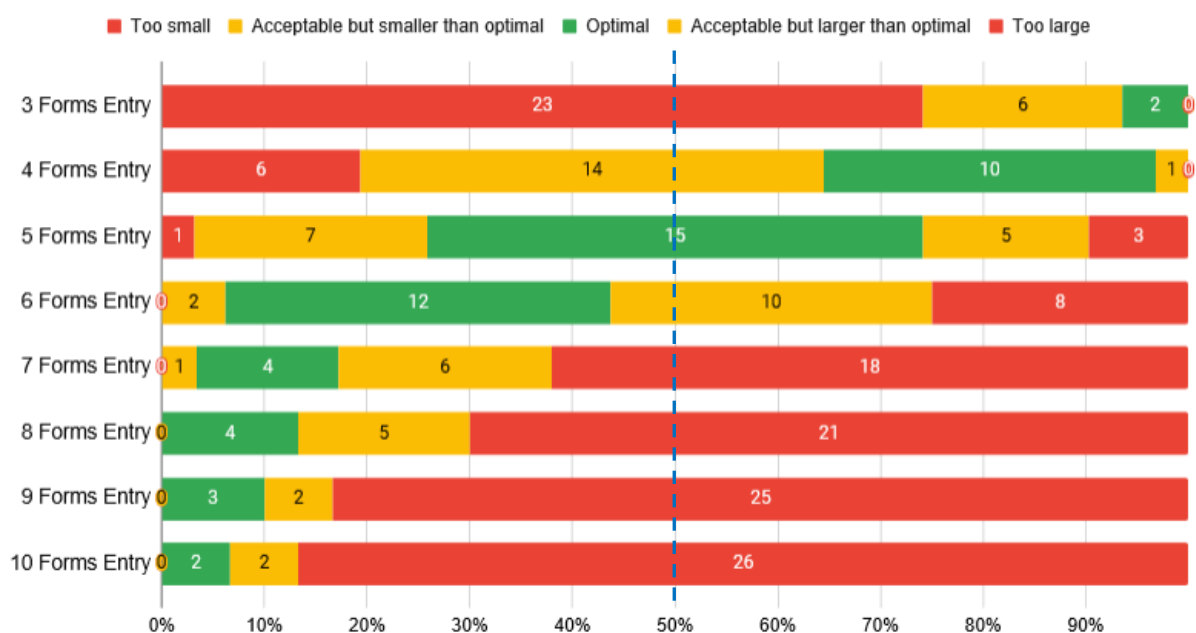
All secondary teachers: What do you think is the optimal size of a cohort in Year 7 - Year 11 to provide students with the best possible educational experiences?



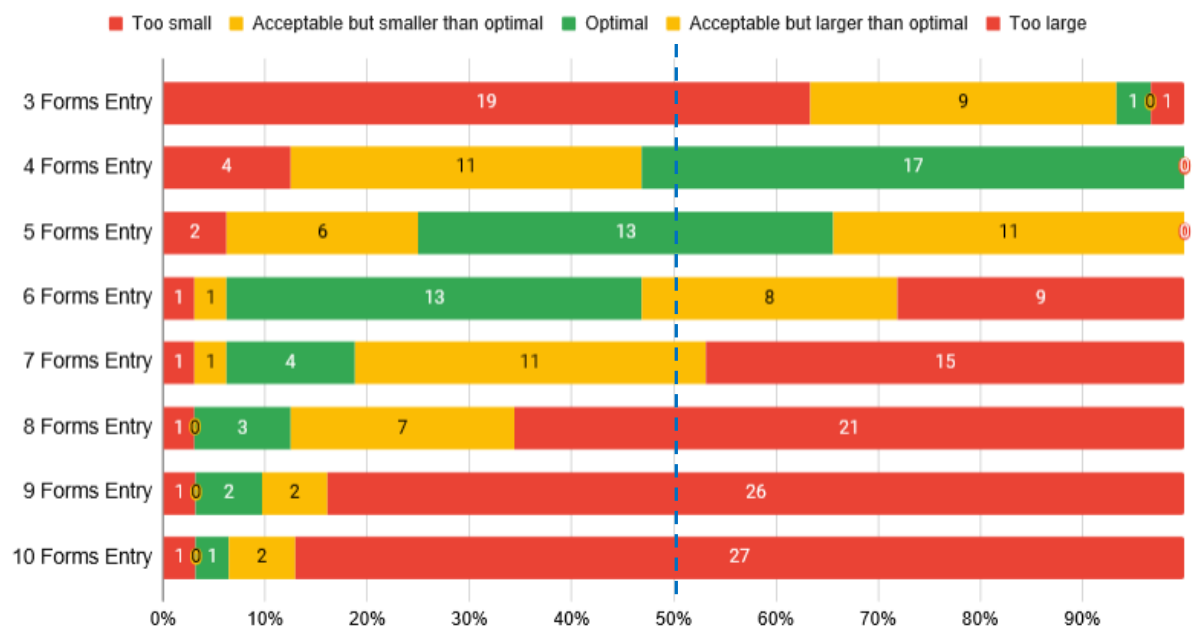
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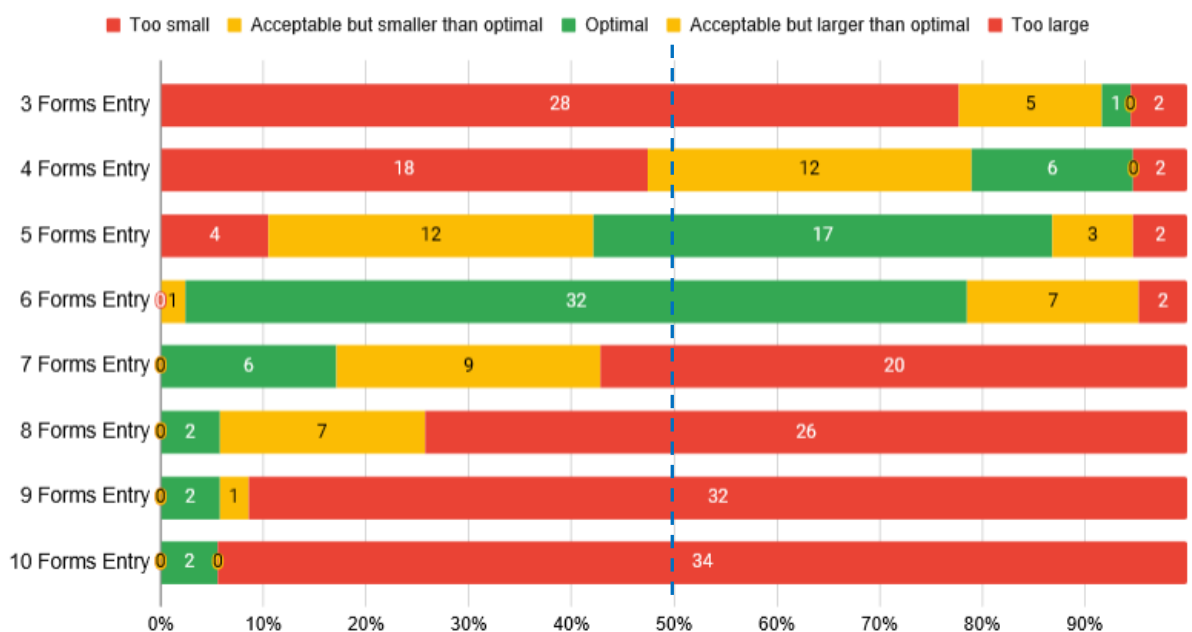
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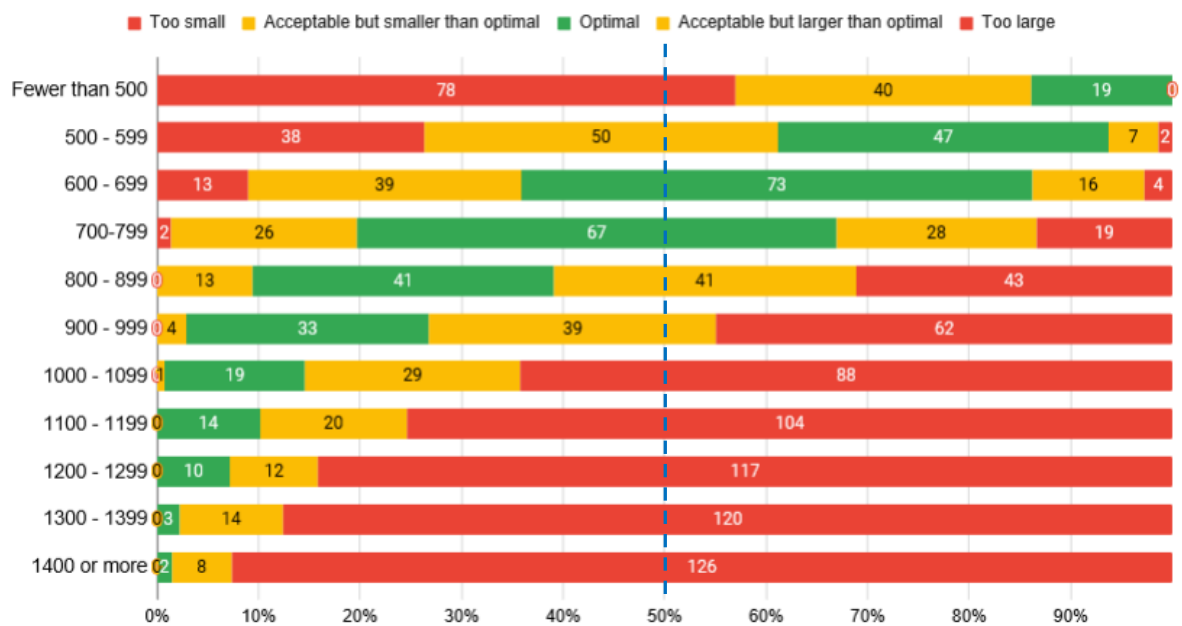
LMDCHS: What do you think is the optimal size of a cohort in Year 7 - Year 11 to provide students with the best possible educational experiences?



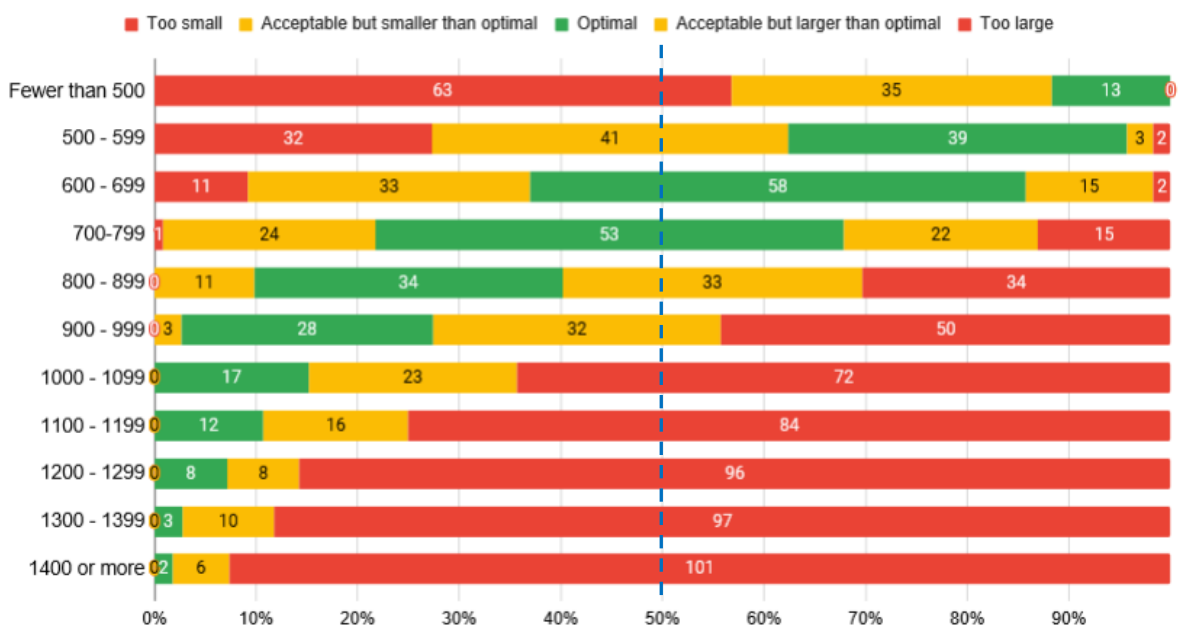
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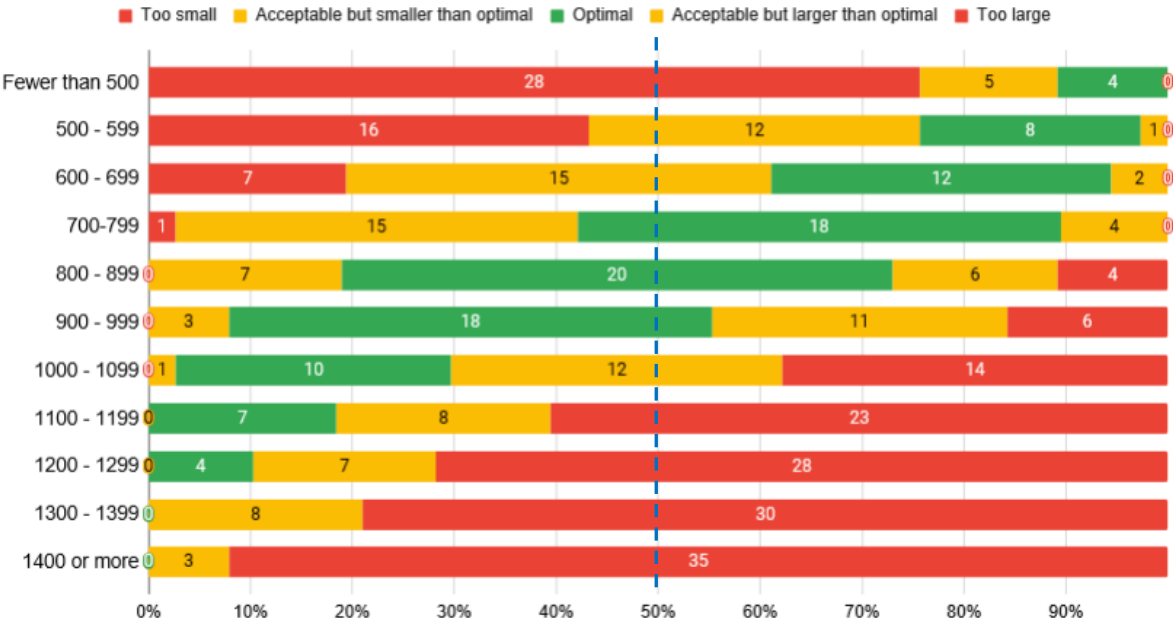
All secondary staff: Assuming sufficient space, what do you think is the optimal total number of students on a site to provide students with the best possible educational experiences?



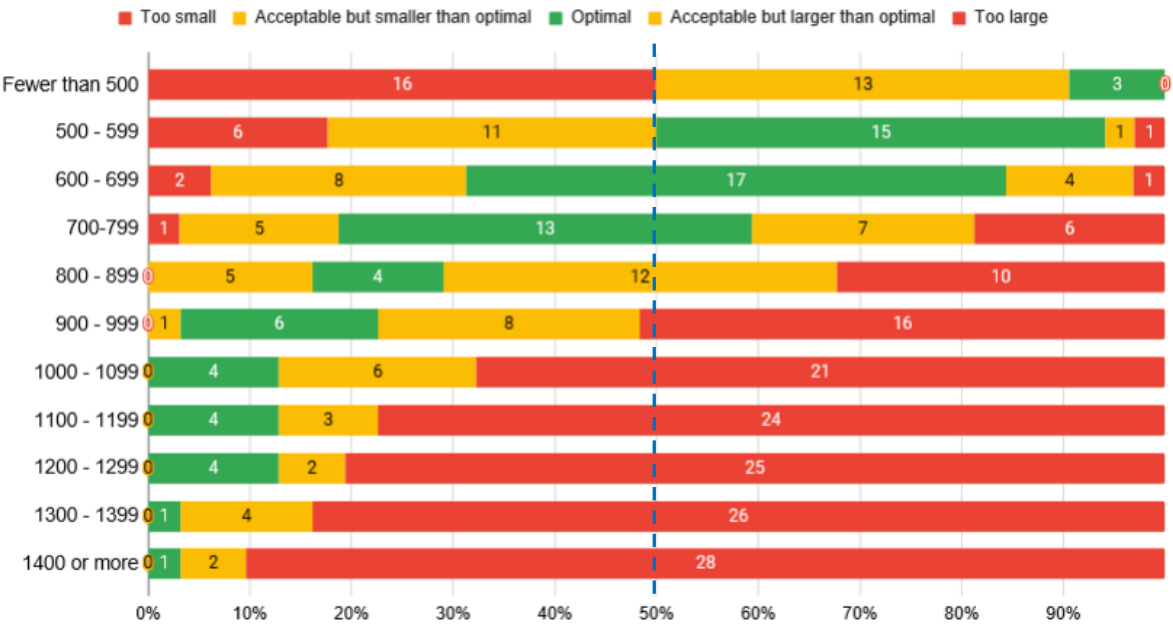
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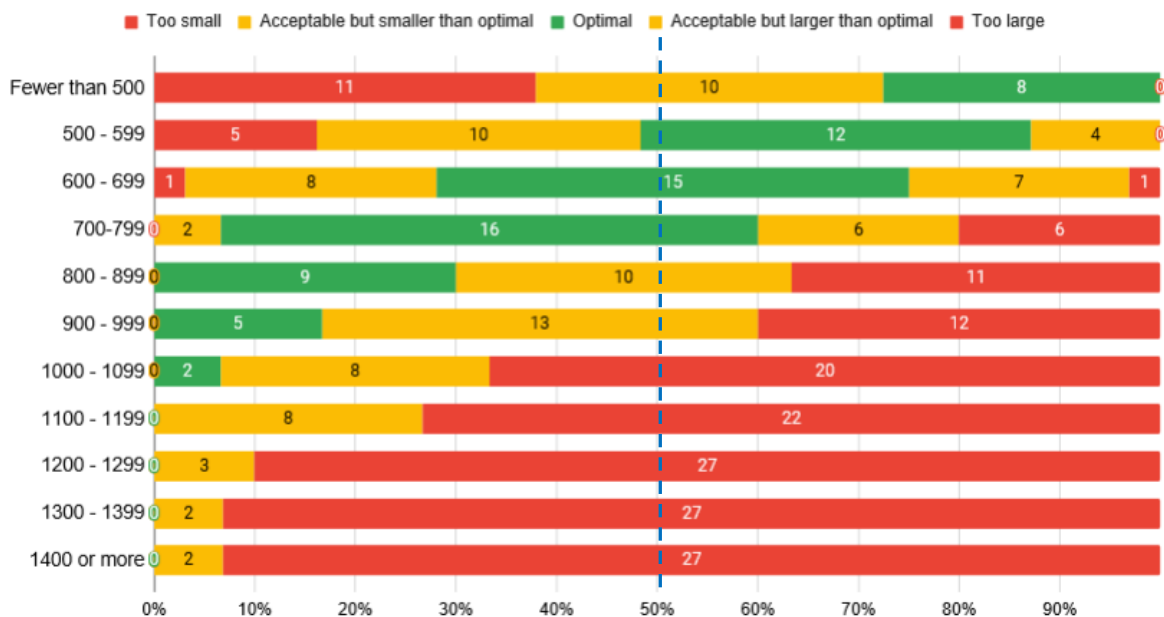
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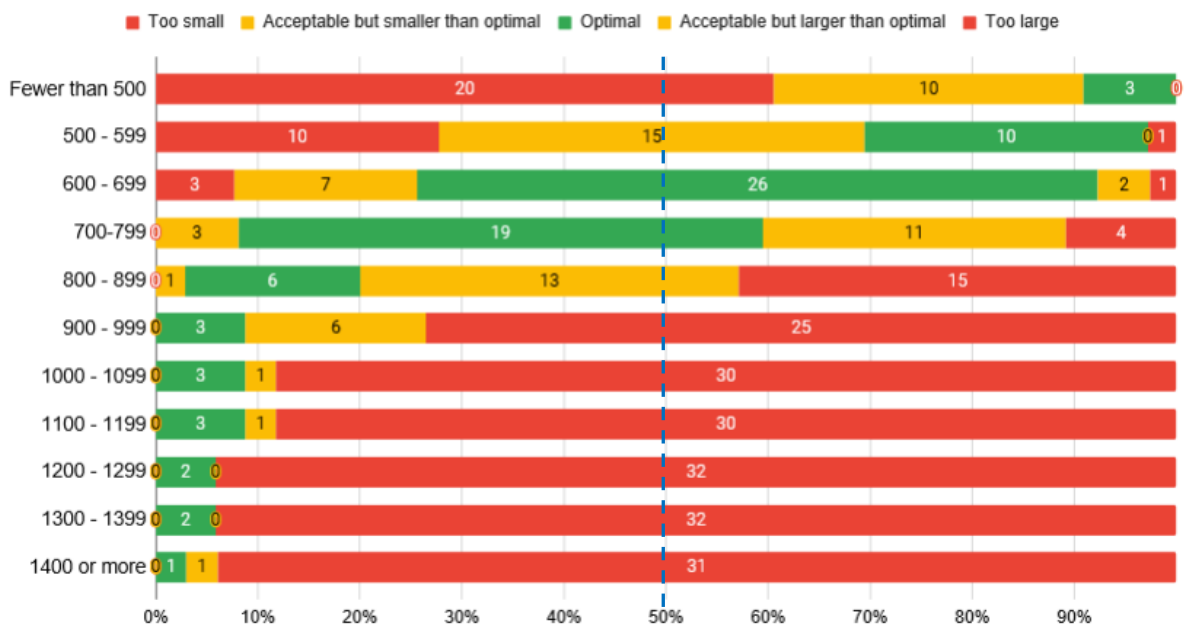
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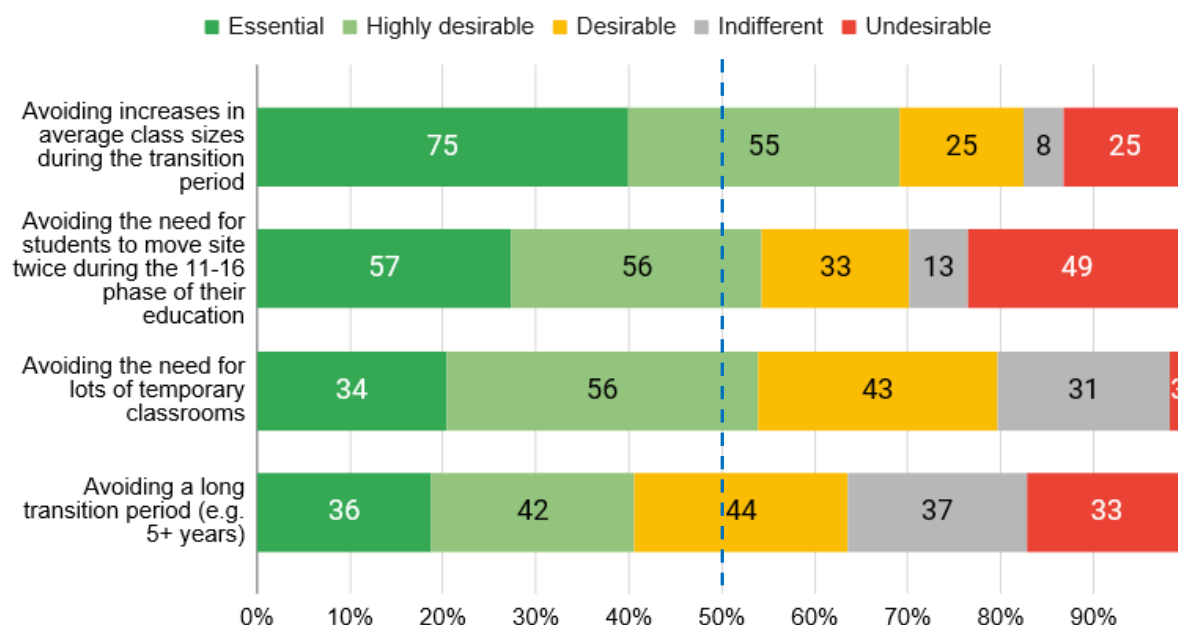
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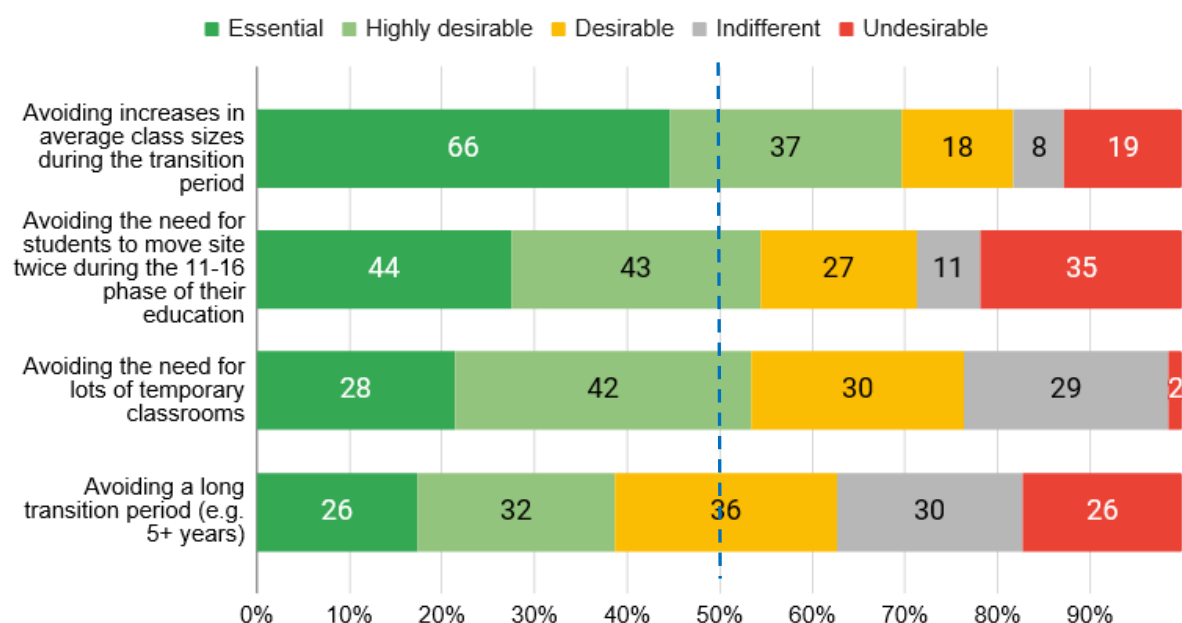
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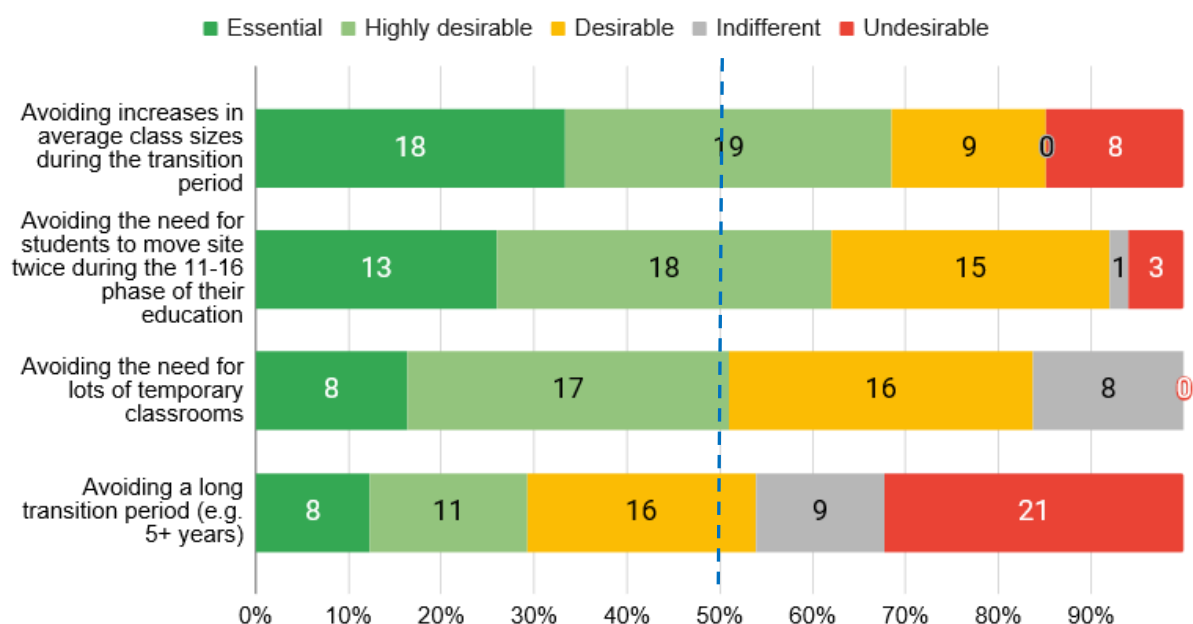
All secondary staff: How important to you are the following aspects in determining the transition model for the new model of secondary education?



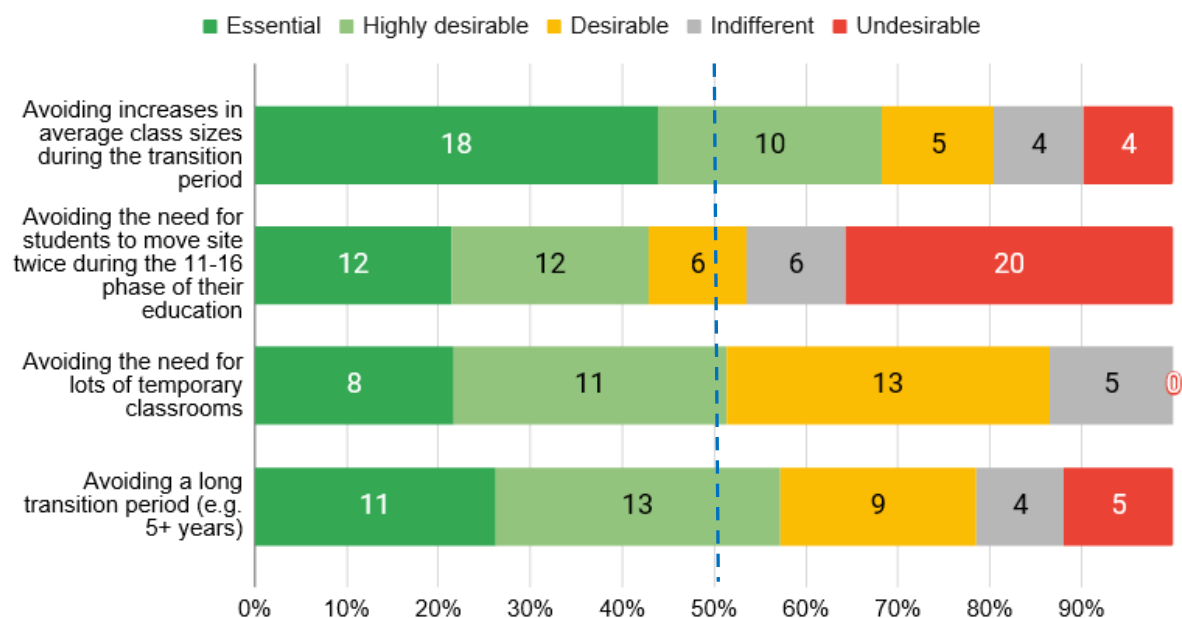
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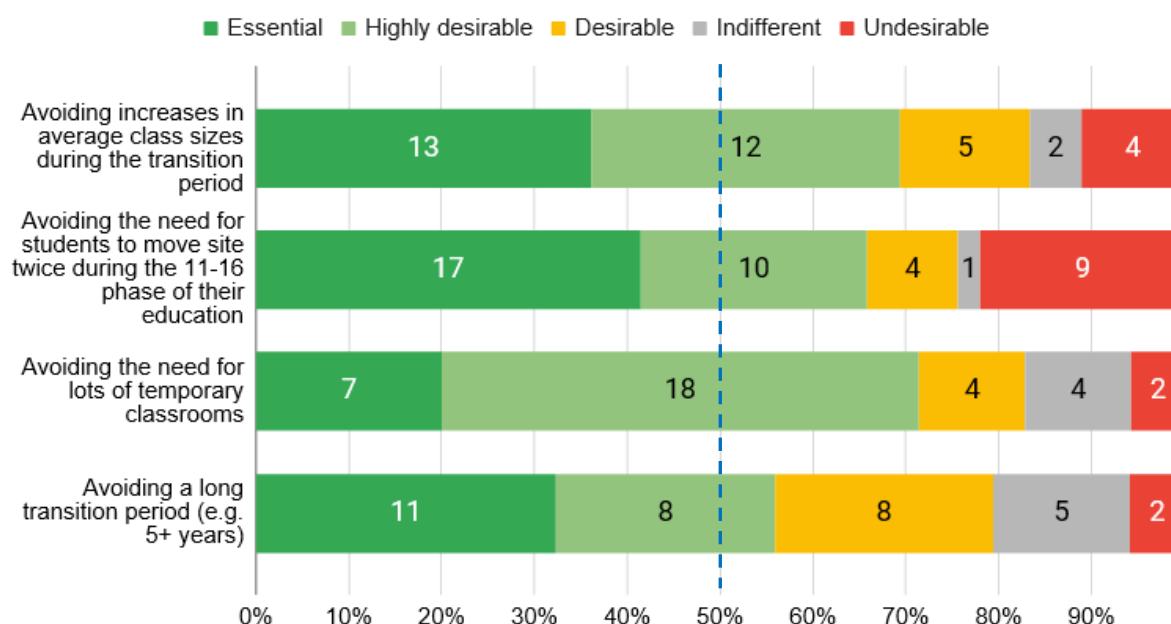
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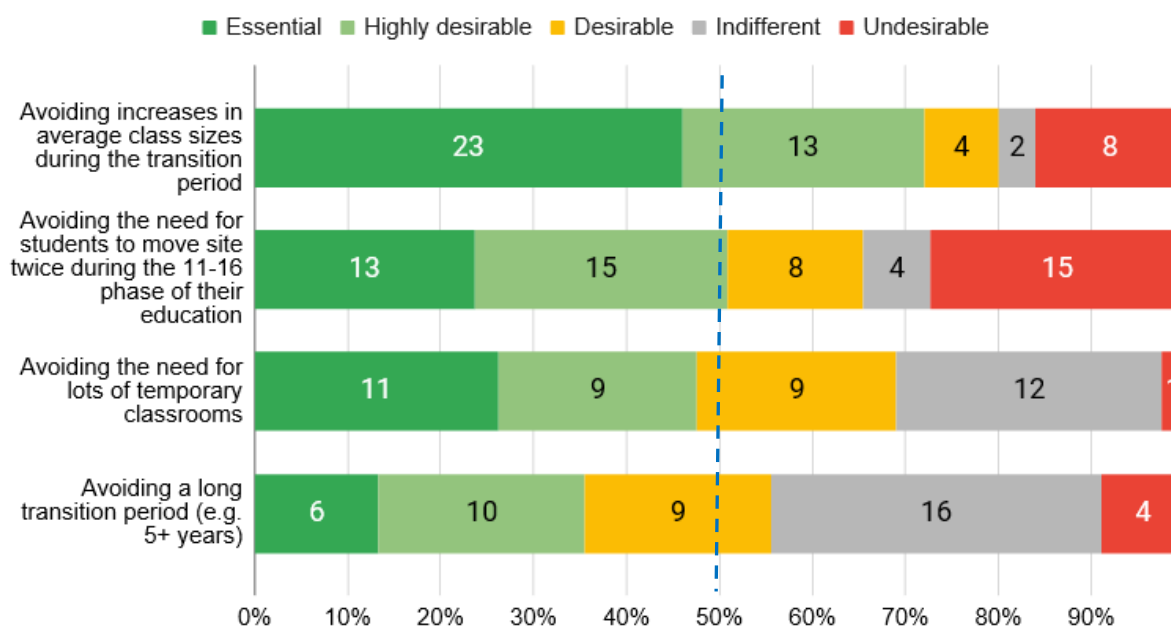
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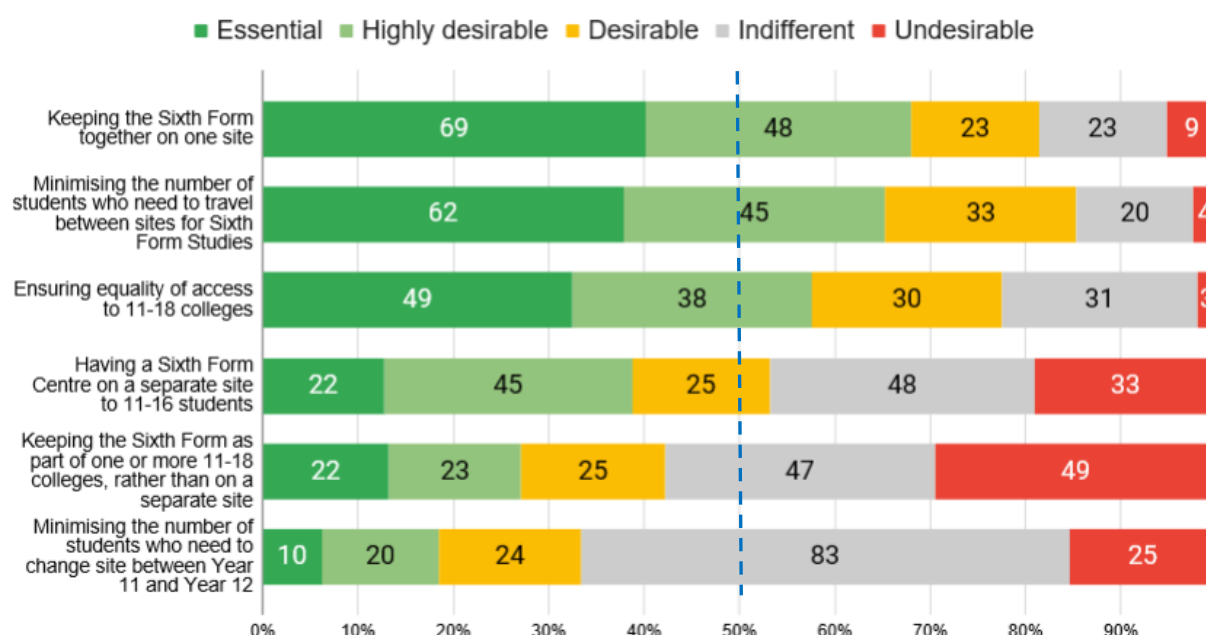
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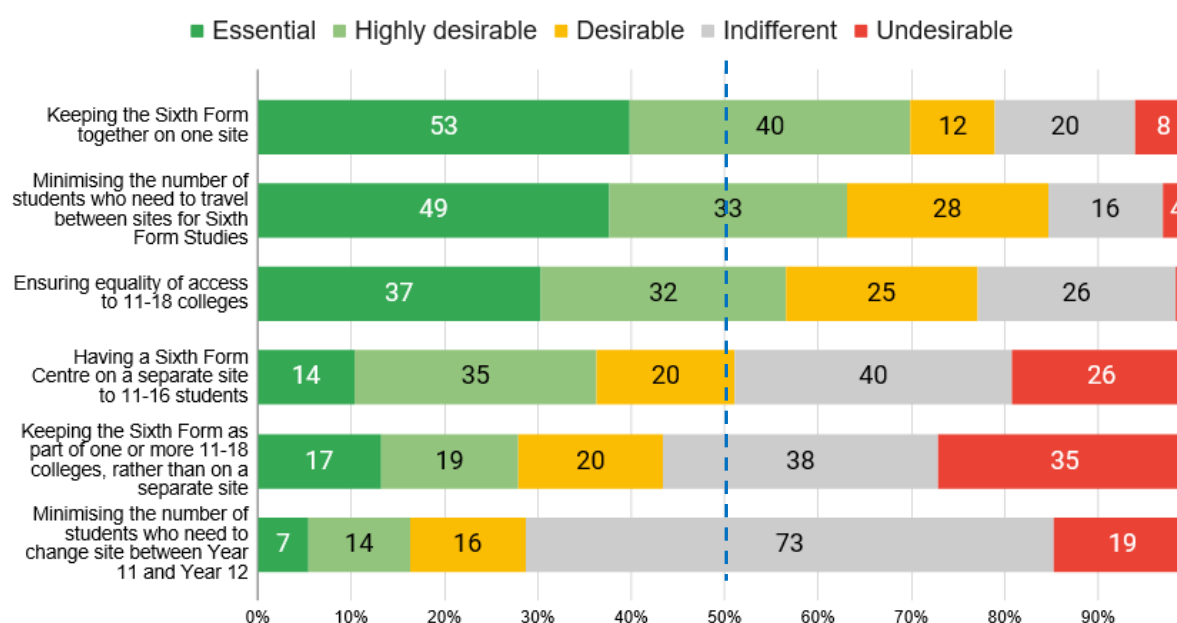
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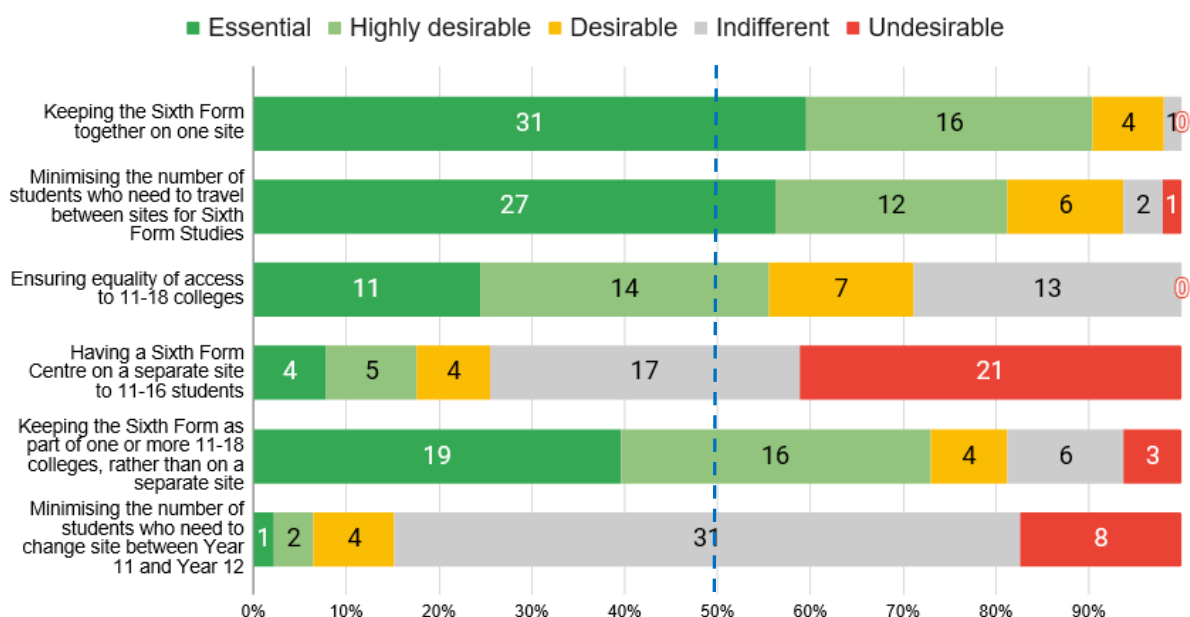
All secondary staff: How important to you are the following considerations relating to the structure of Sixth Form?



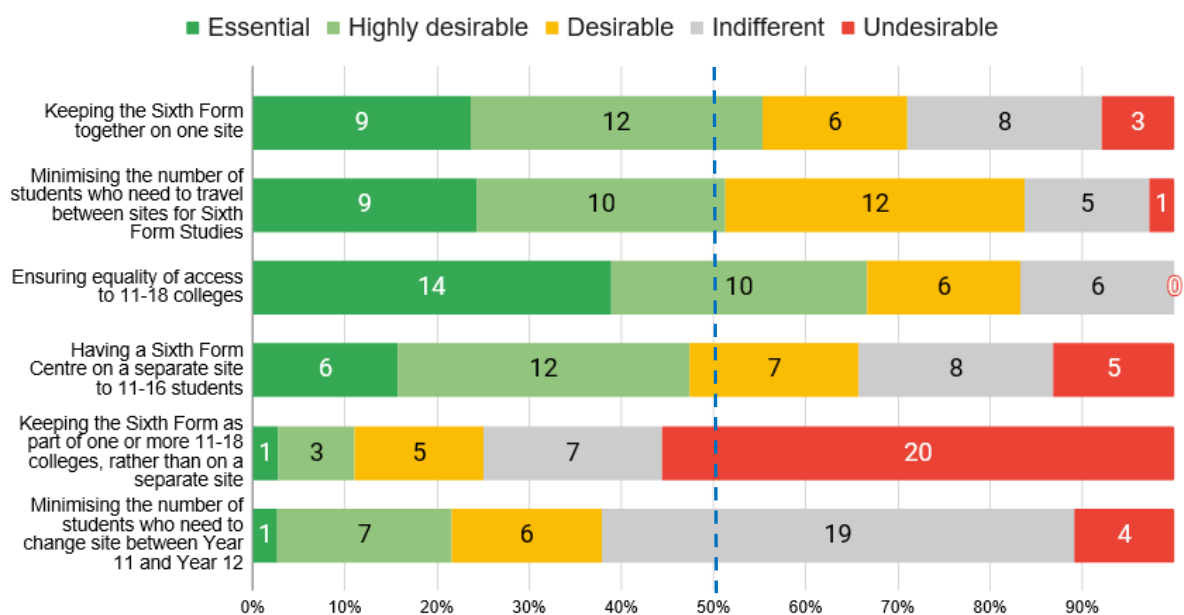
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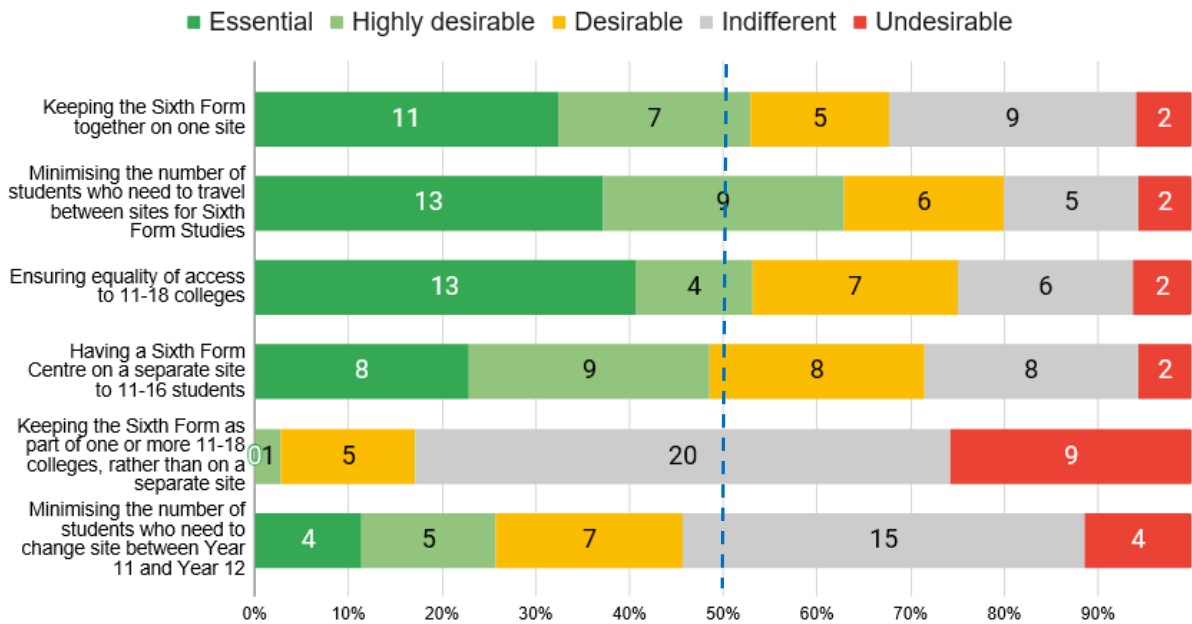
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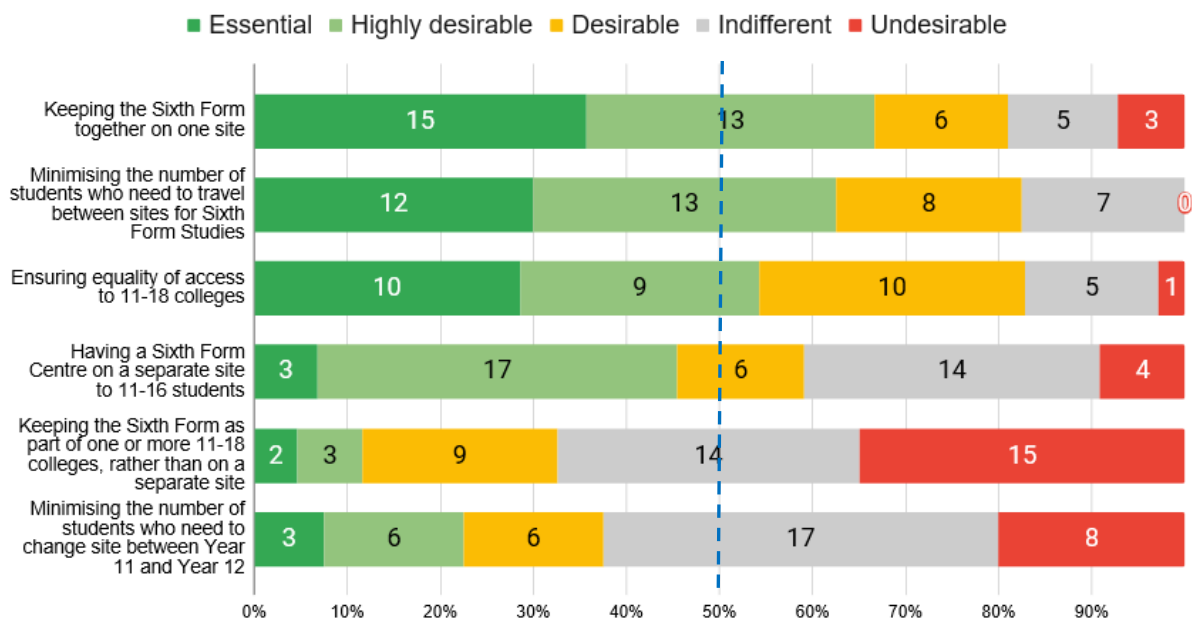
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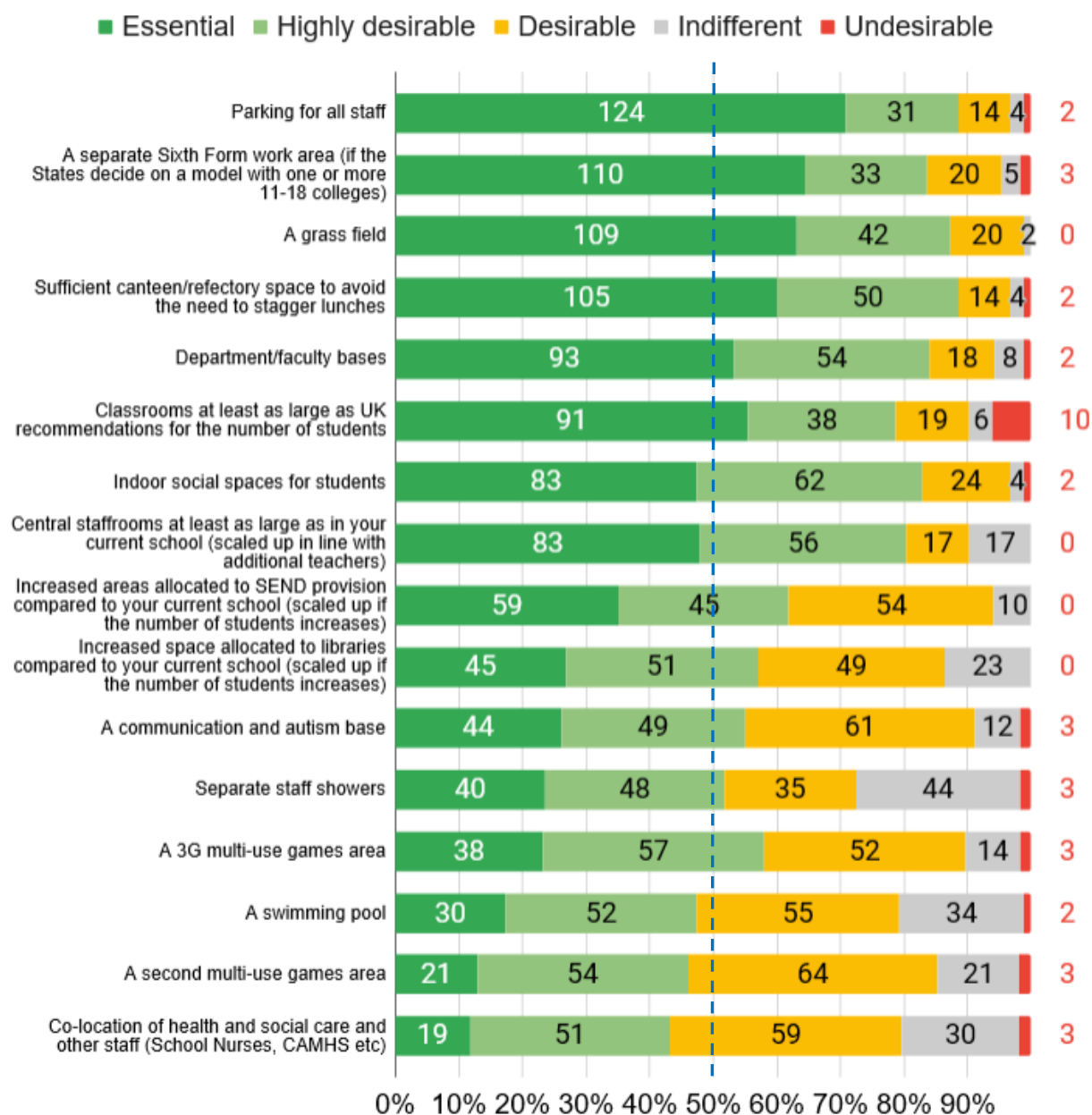


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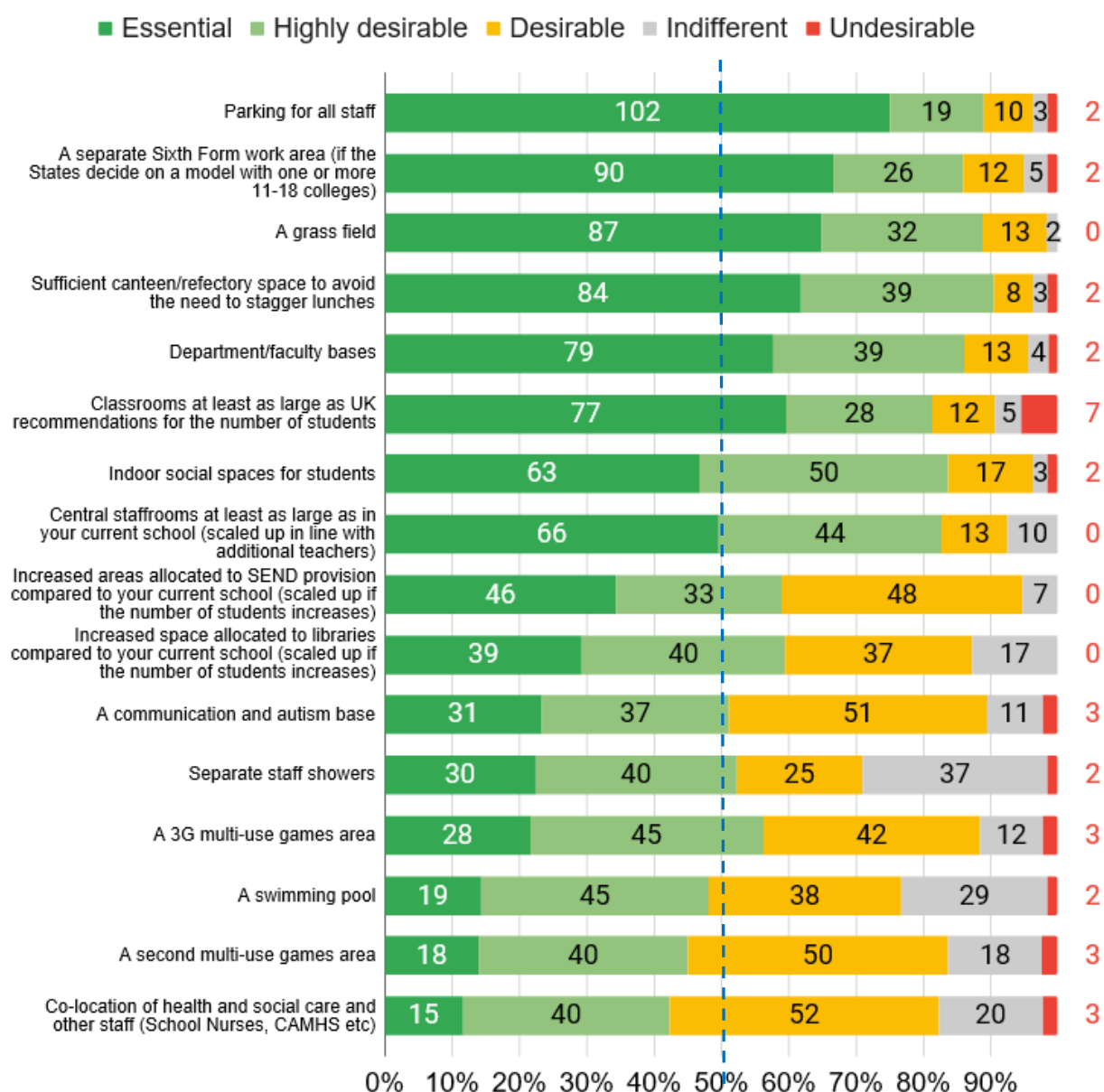


3. Priorities for capital expenditure

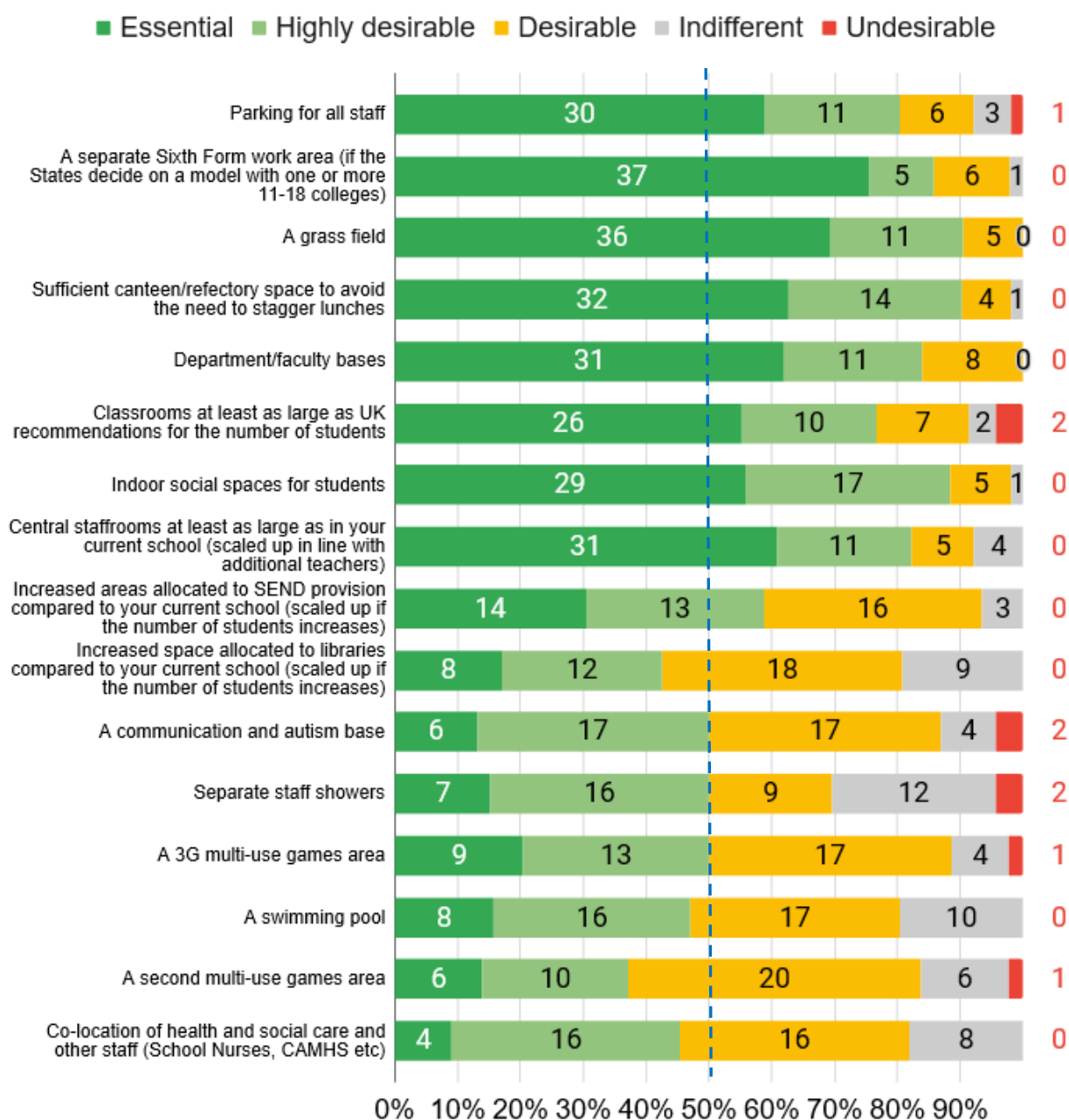
All secondary staff: How important to you is it that every site has the following facilities?



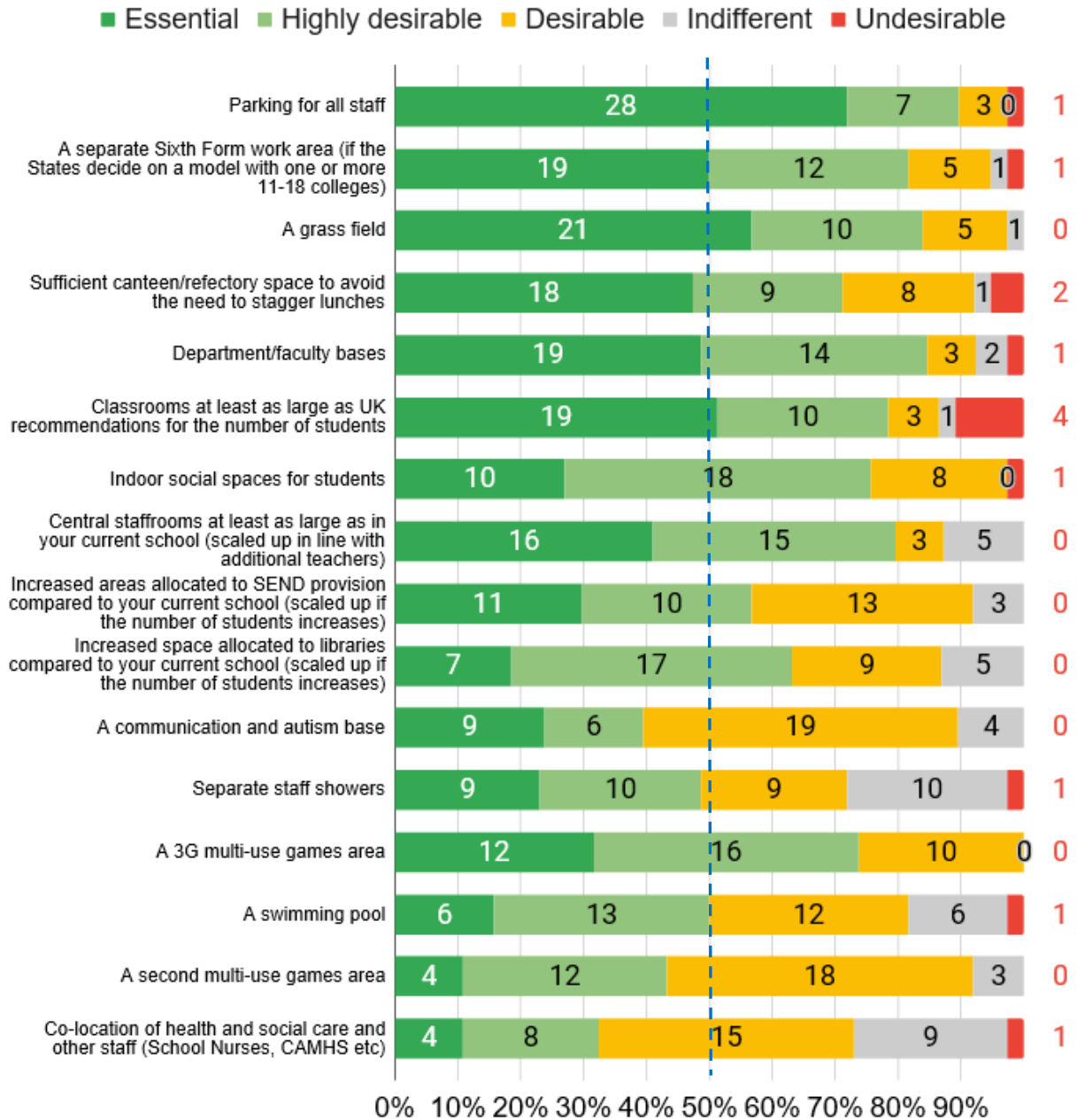
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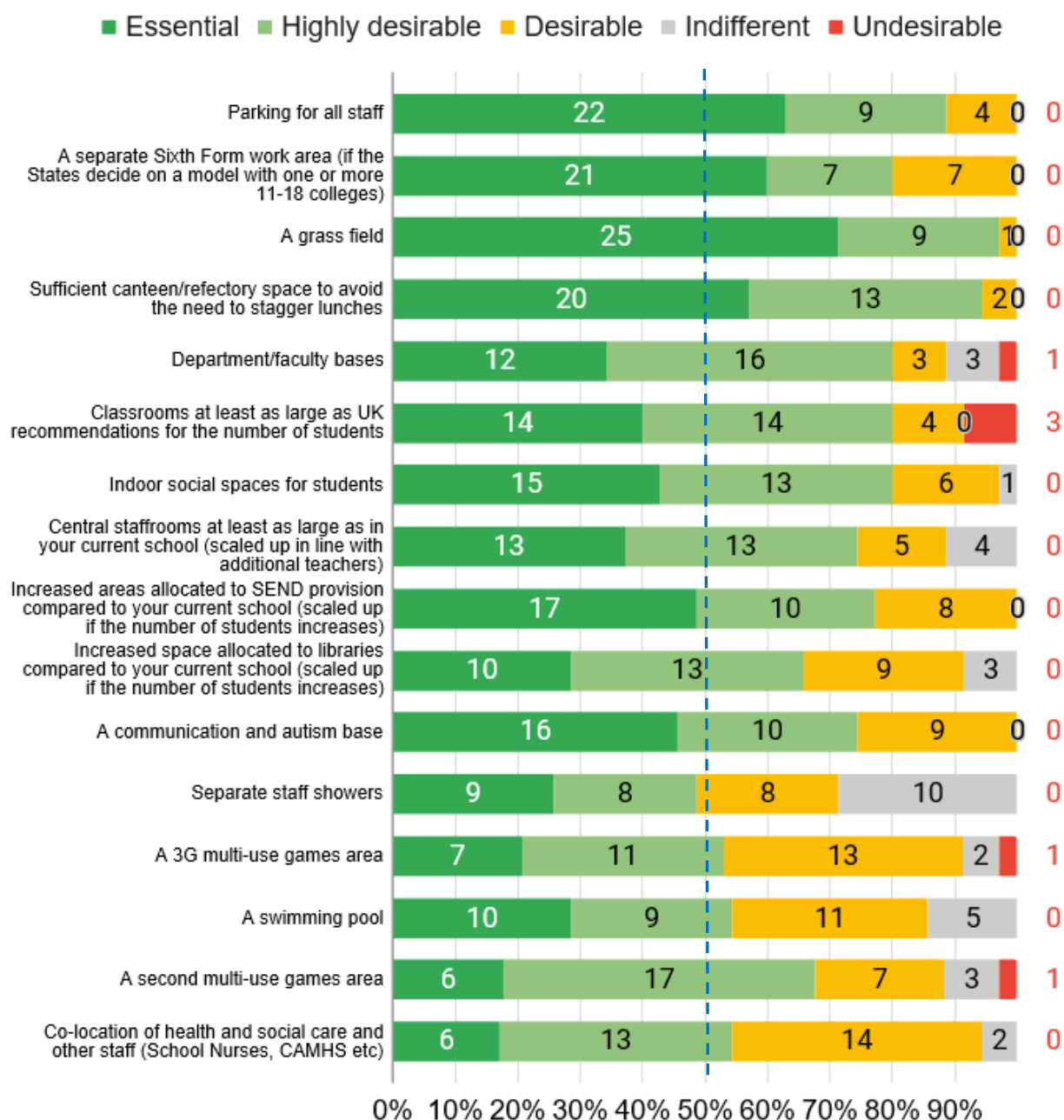
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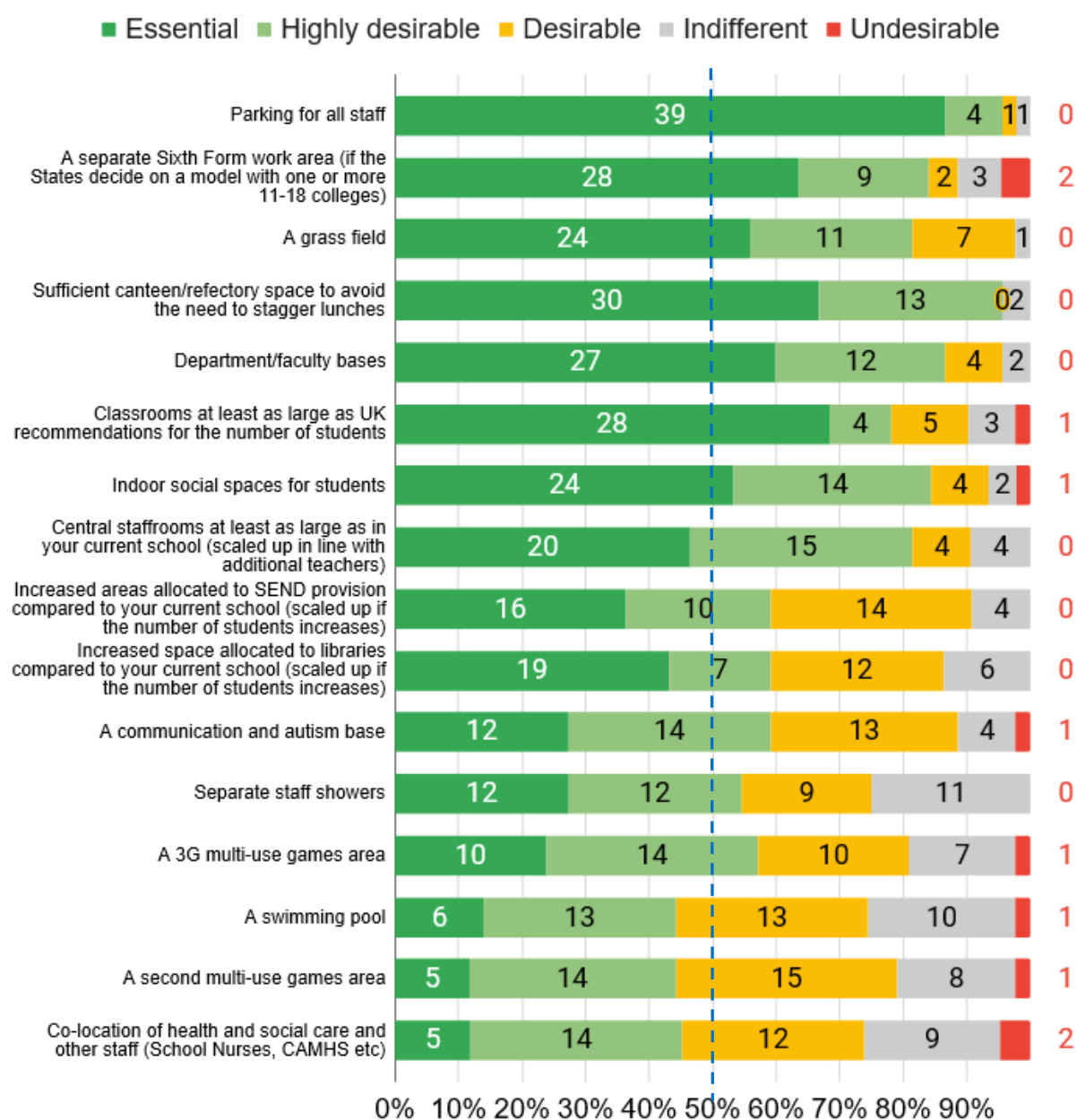
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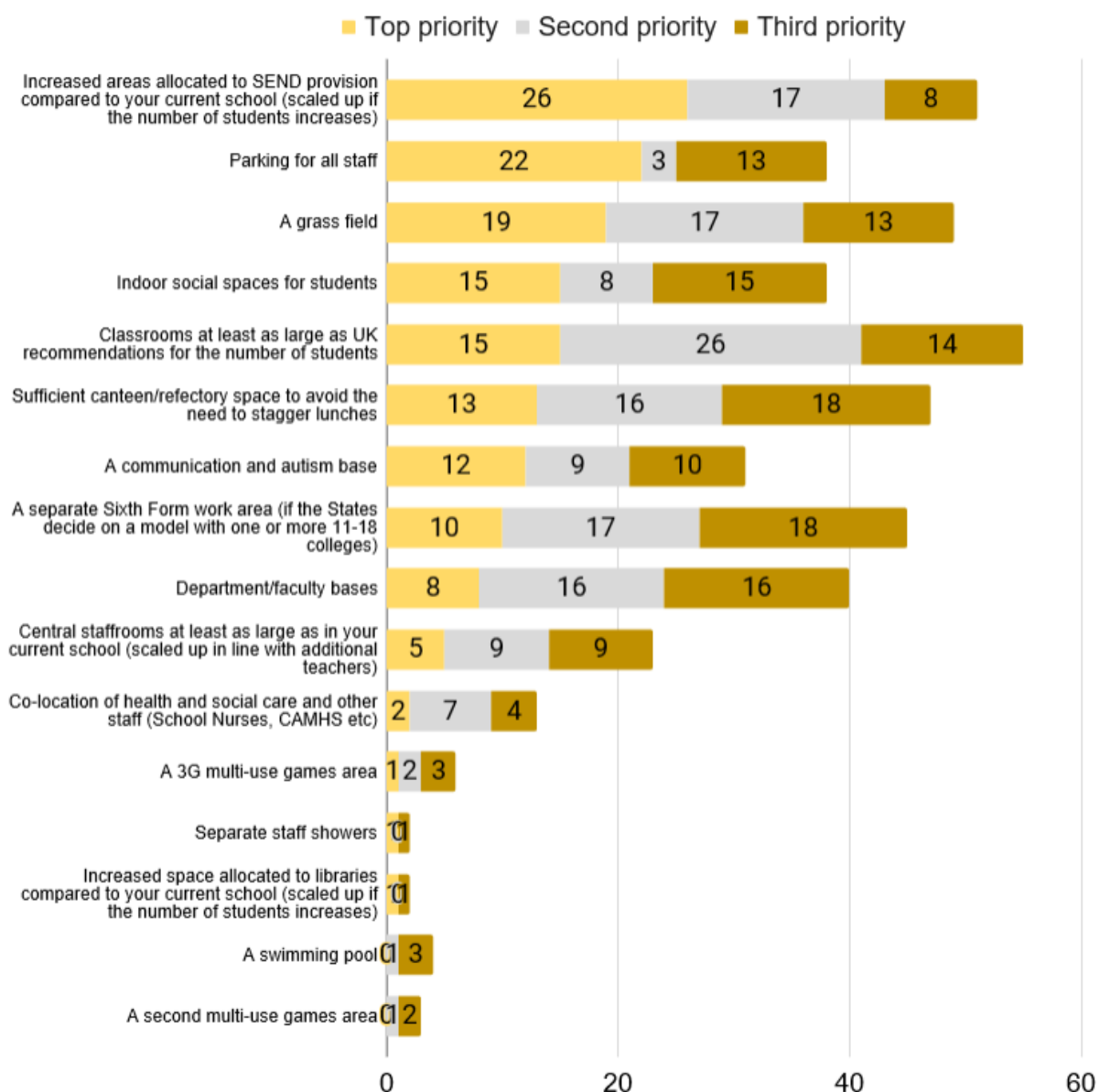
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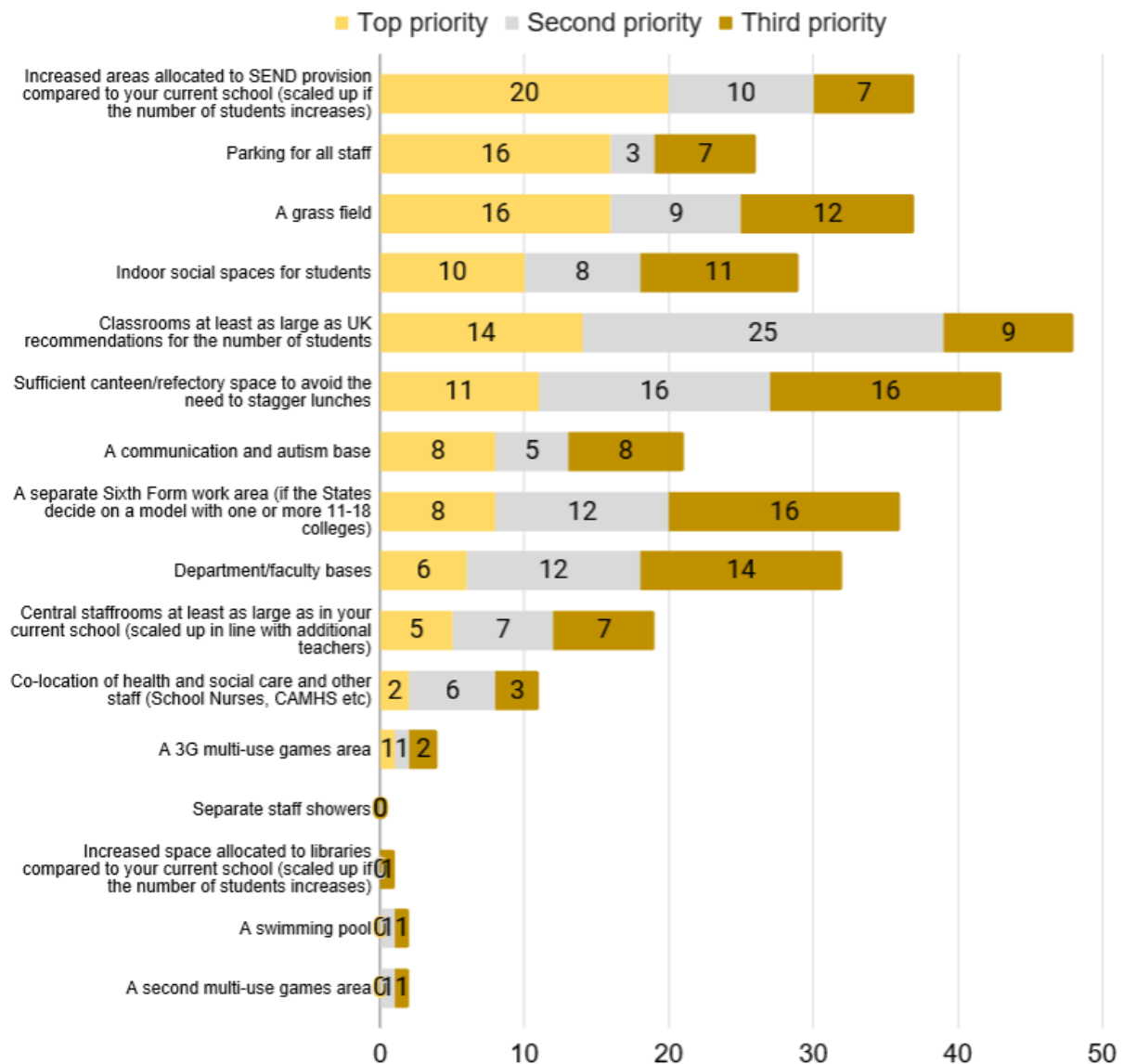
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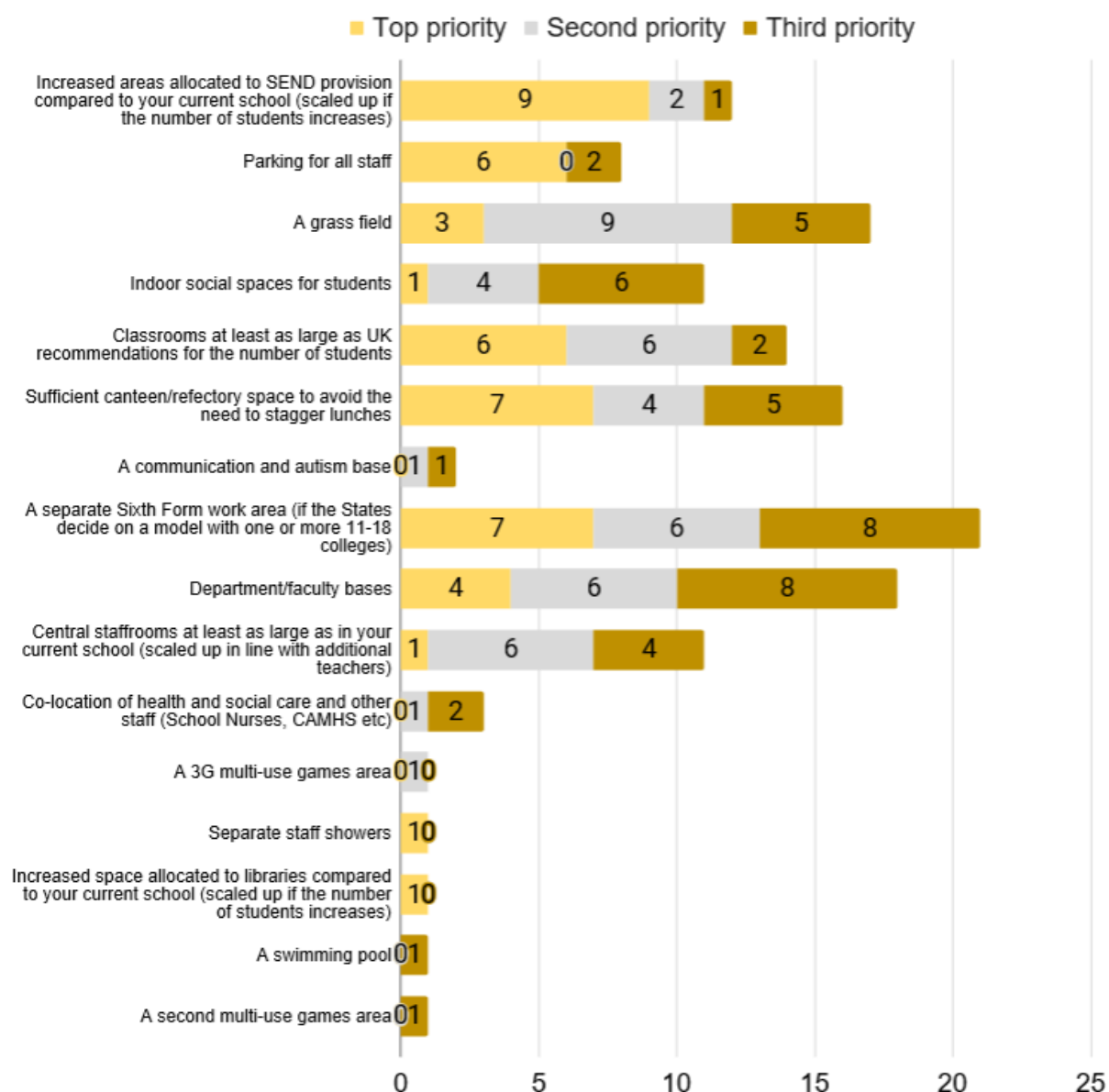
All secondary staff: Of the facilities that you considered essential, which would you consider your top/second/third priority to include on each site?



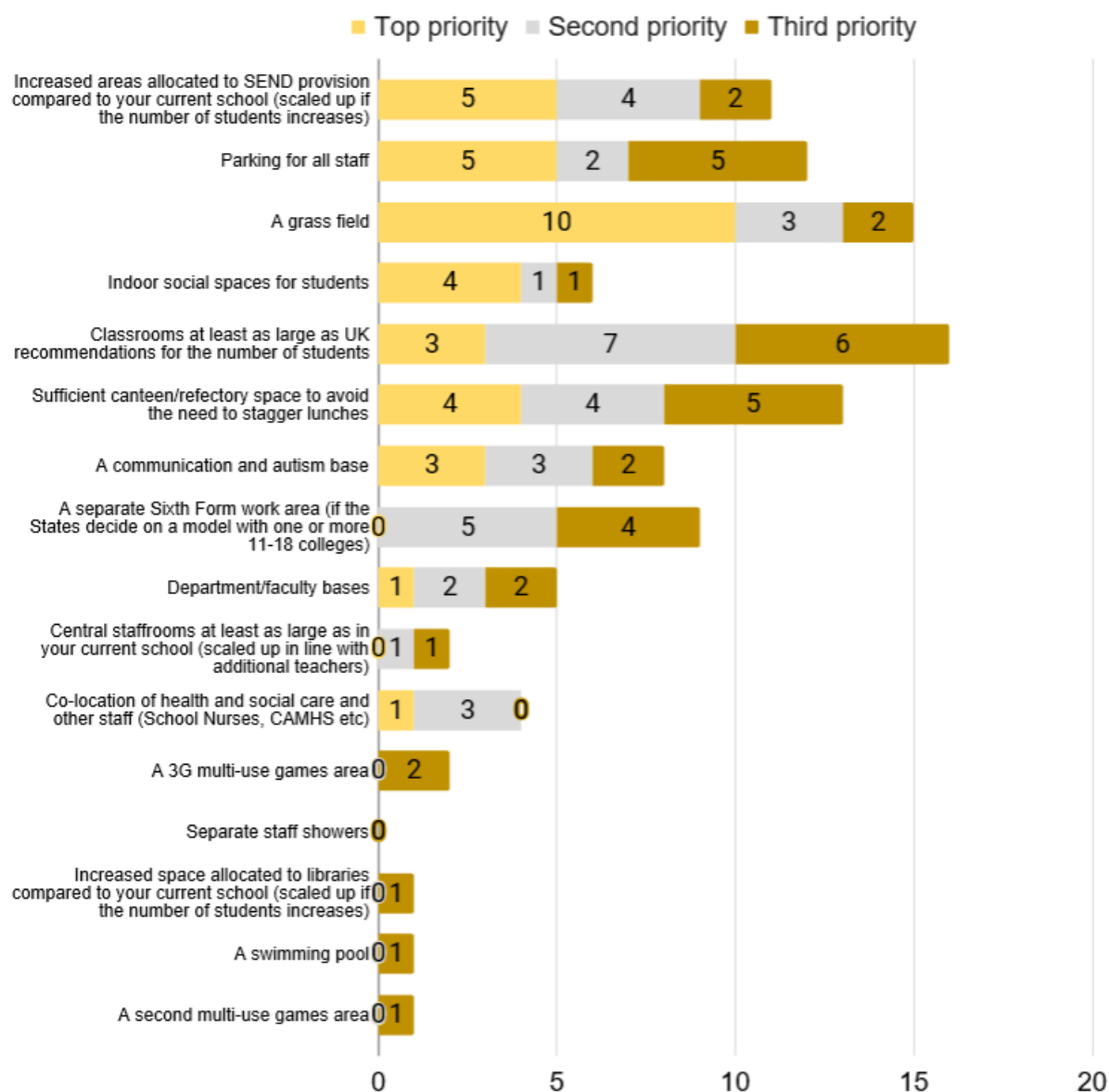
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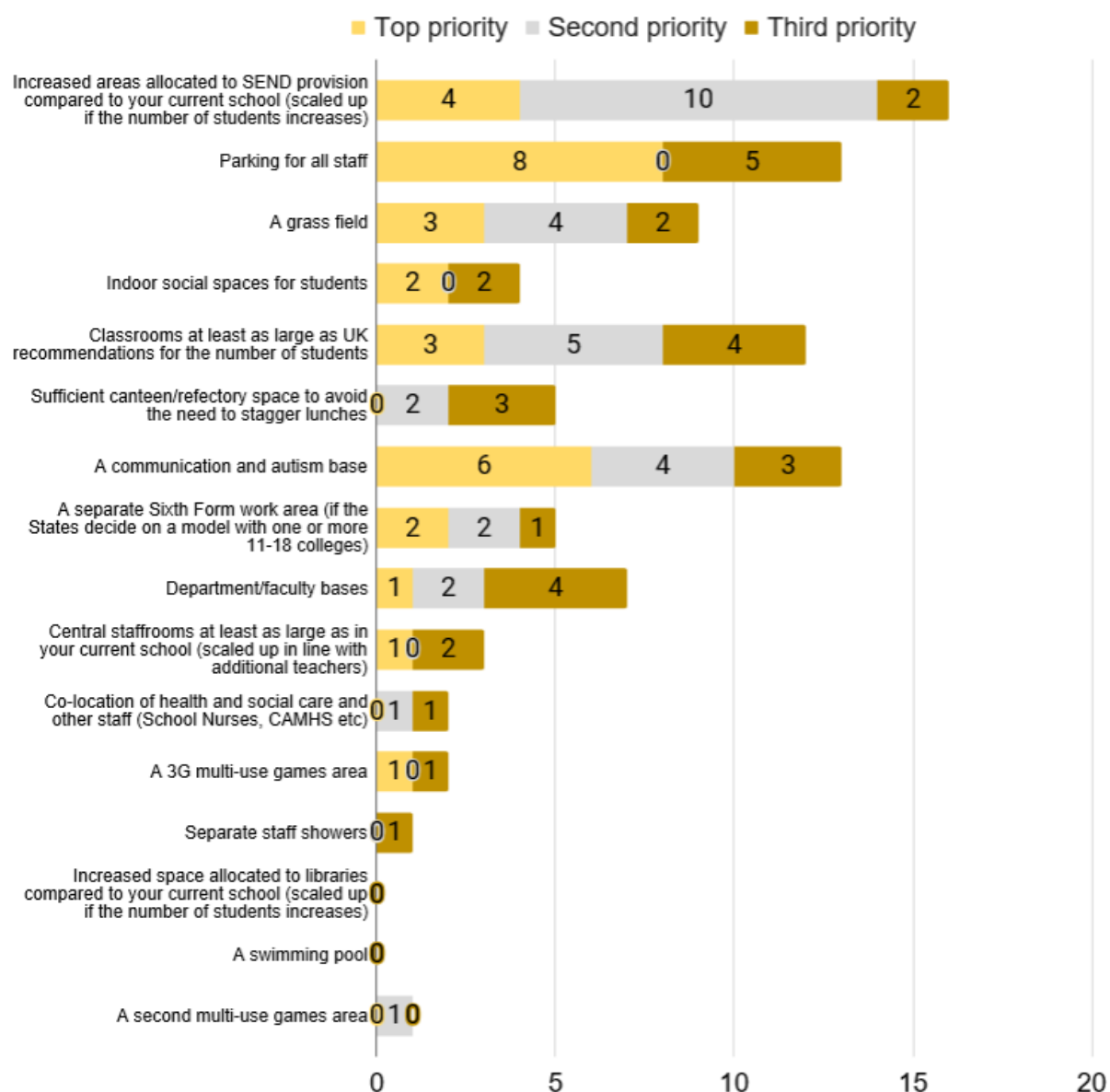
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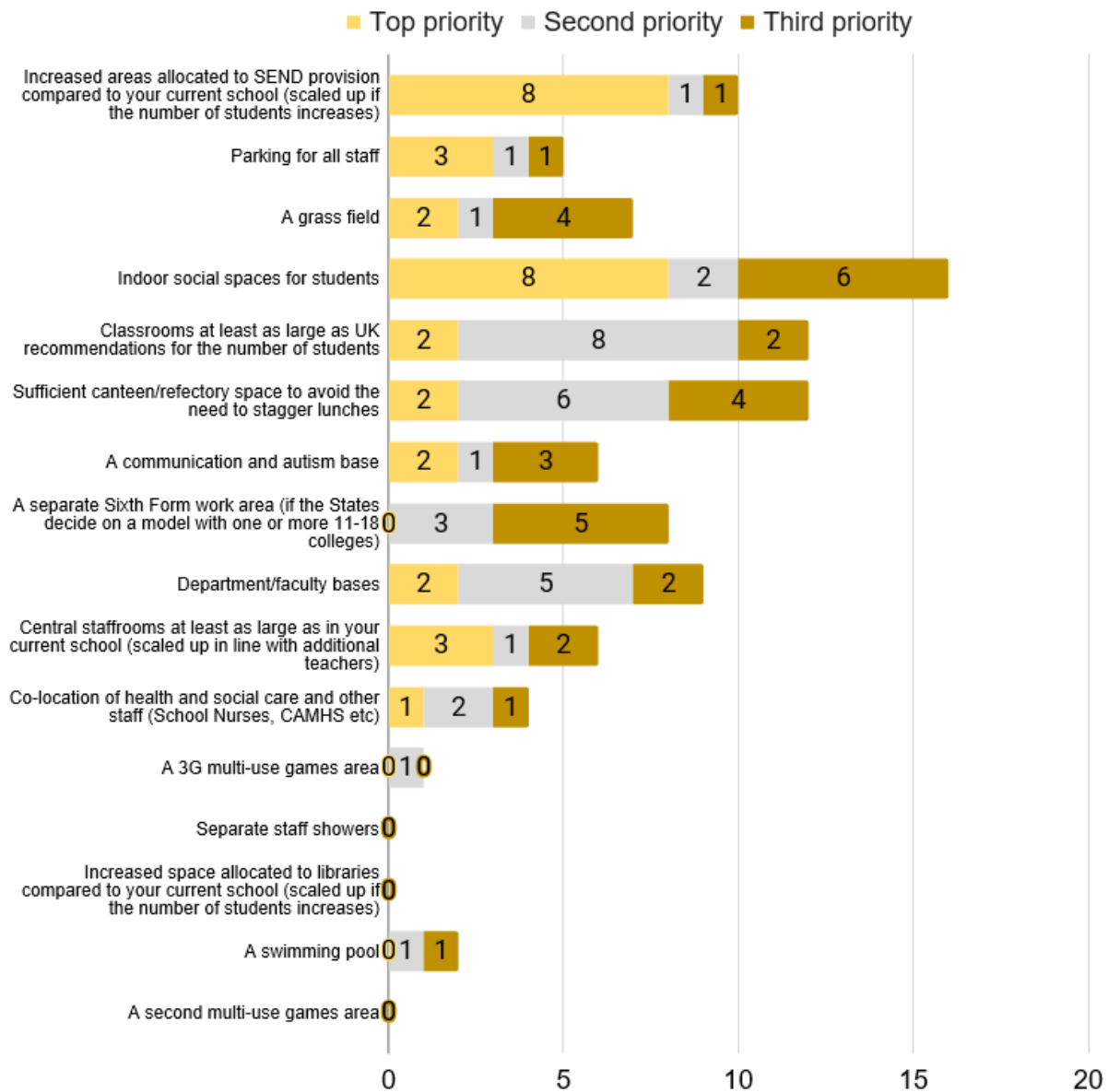
LBHS: Of the facilities that you considered essential, which would you consider your top/second/third priority to include on each site?



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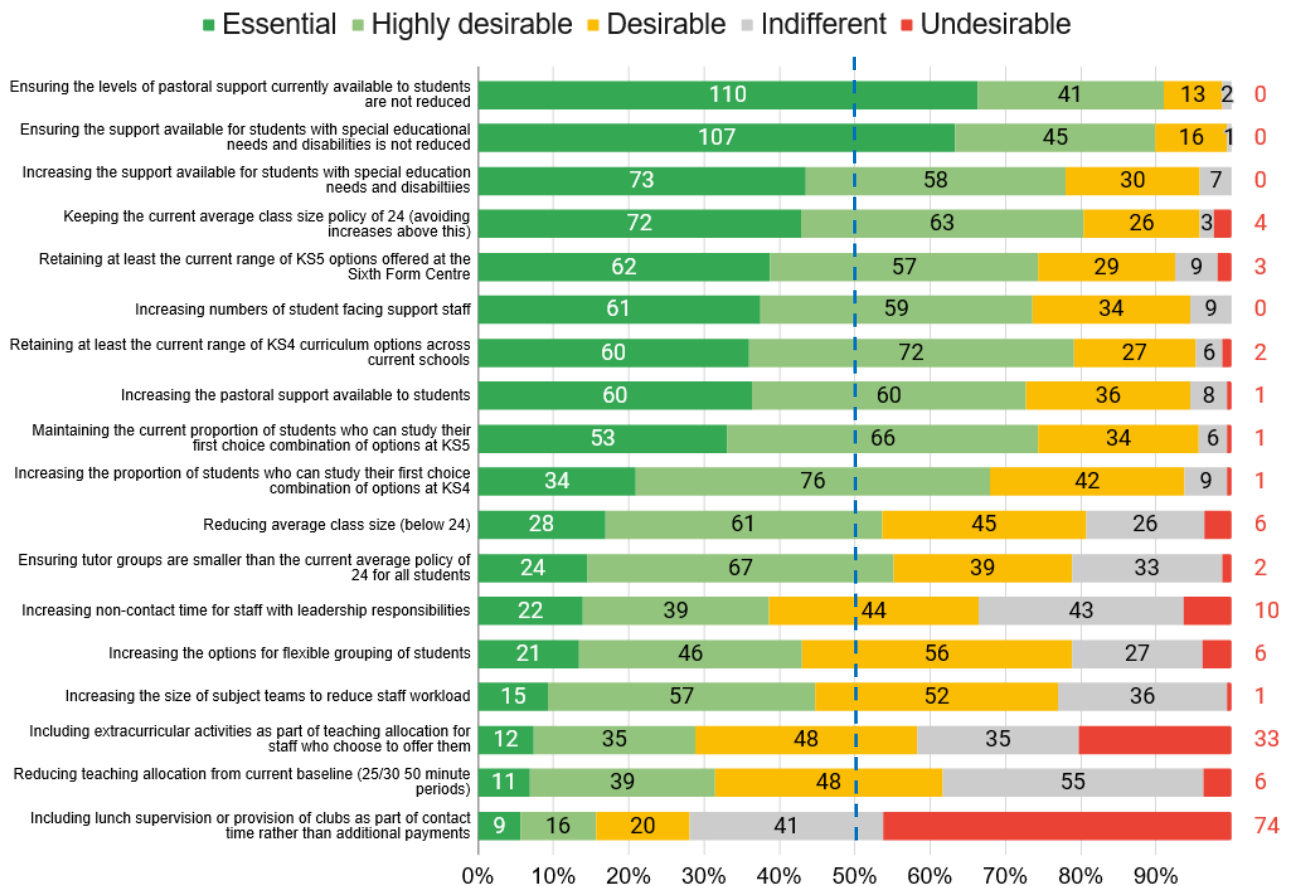
Are there any facilities not listed above that you consider essential or desirable to include in the future model?

Suggestions included:

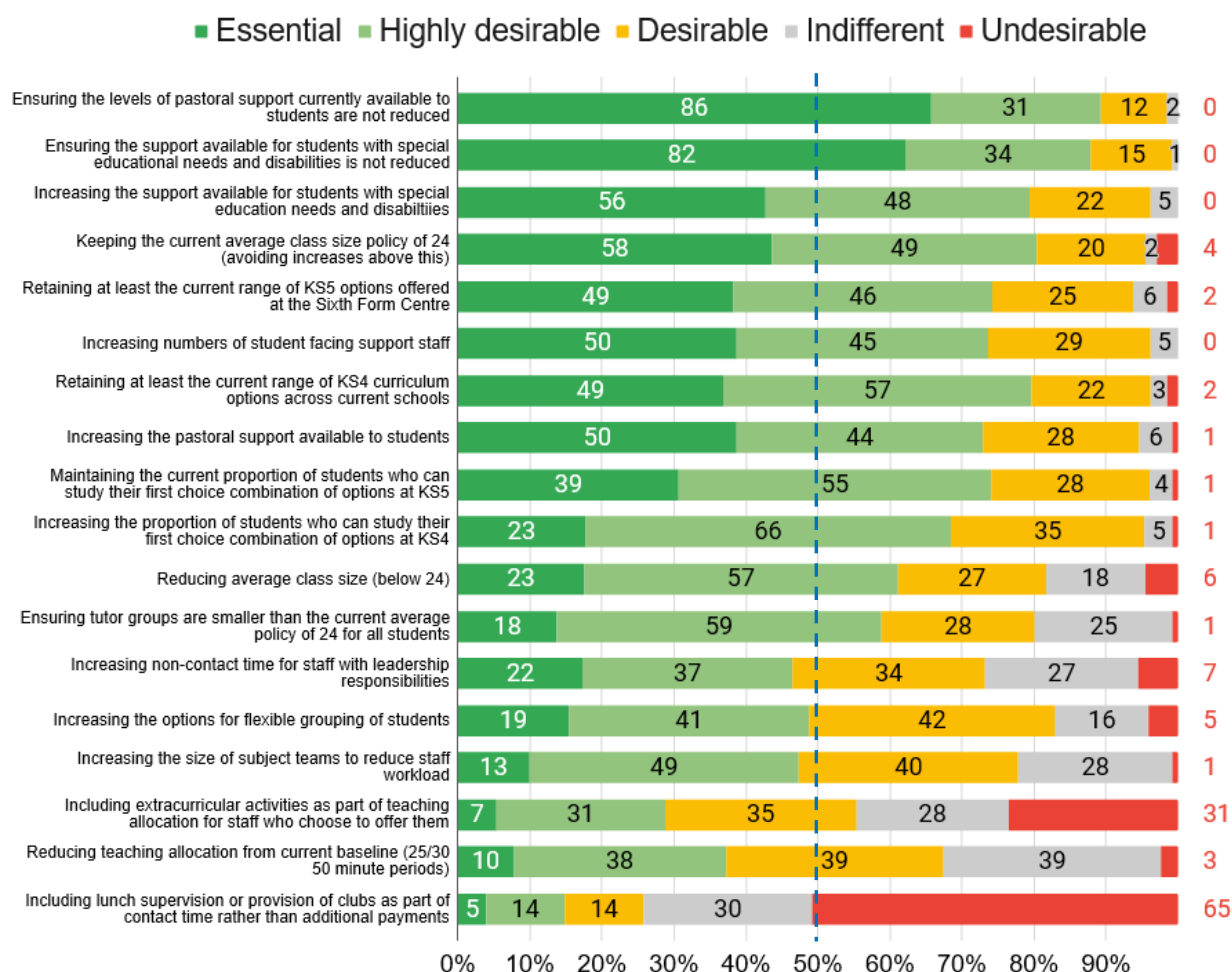
- A classroom per teacher
- Staff toilets
- Sixth Form parking
- Wide corridors
- Storage
- Gym
- Performance spaces
- Wildlife area/pond
- Staff offices
- Community Centre
- Performing Arts Facilities
- Space to accommodate an Artist in Residence
- AV/IT suite with green screen capability for digital production
- Professional development space
- Outside covered areas
- Pastoral meeting rooms
- Provision for outdoor education teaching
- PRU provision
- A hall large enough to accommodate the whole school
- Fitness suite
- Additional specialist rooms for the Sixth Form to allow it to be separated from an 11-16 school
- Outdoor table tennis
- After school care facility for staff children

4. Priorities for revenue expenditure (annual spending)

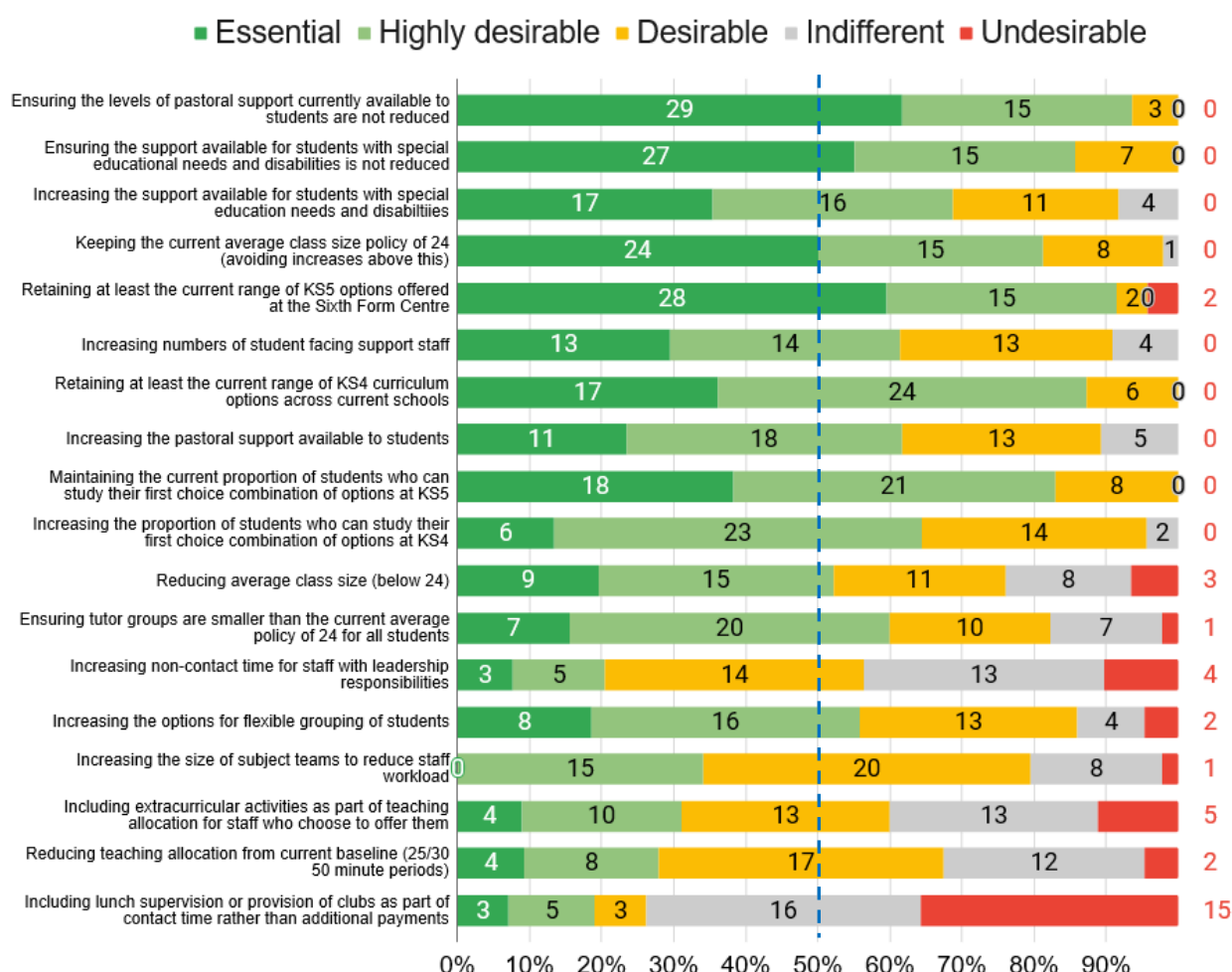
All secondary staff: How important to you are the following priorities for spending the willing to spend on secondary education annually?



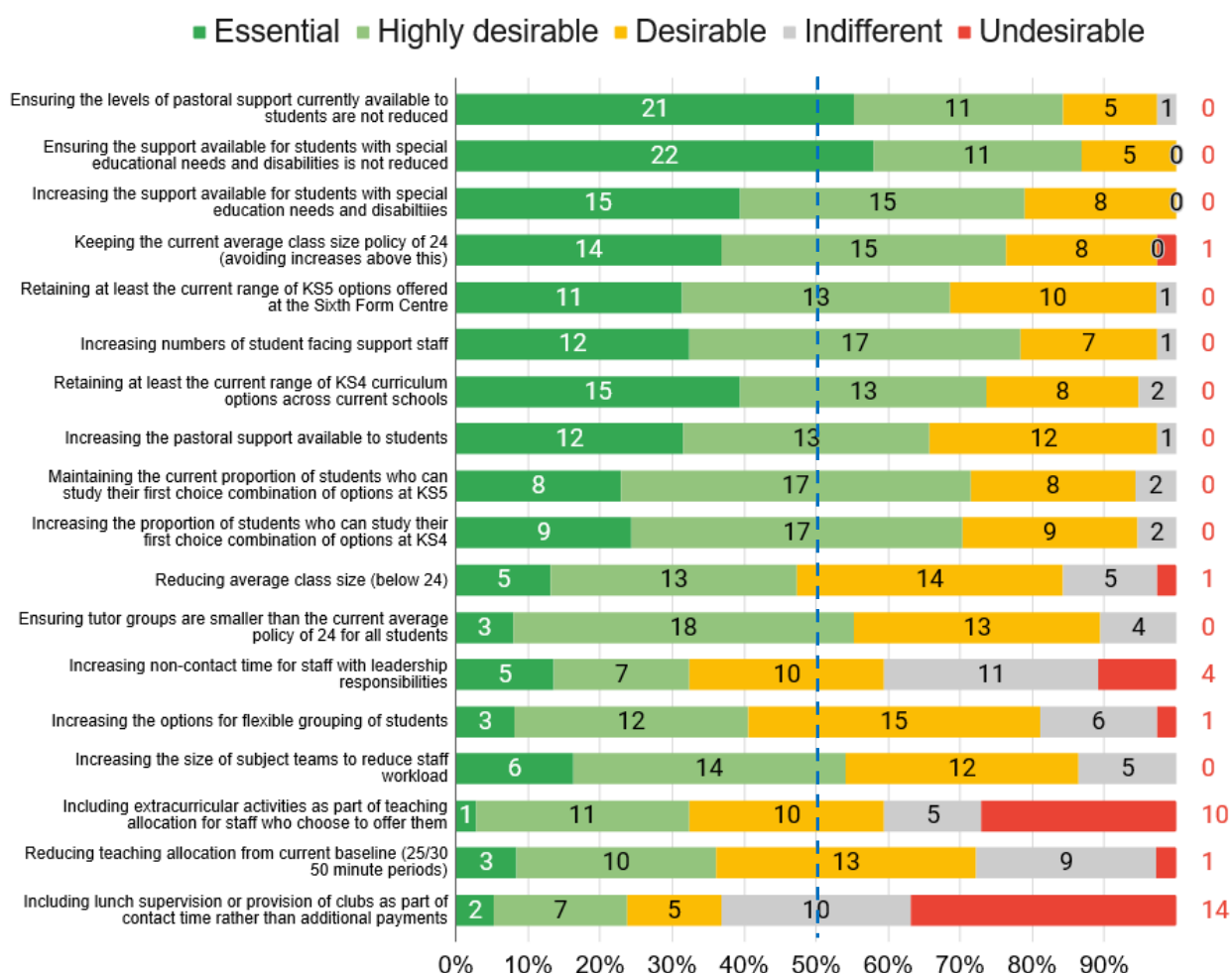
All secondary teachers: How important to you are the following priorities for spending the amount of money the States is willing to spend on secondary education annually?



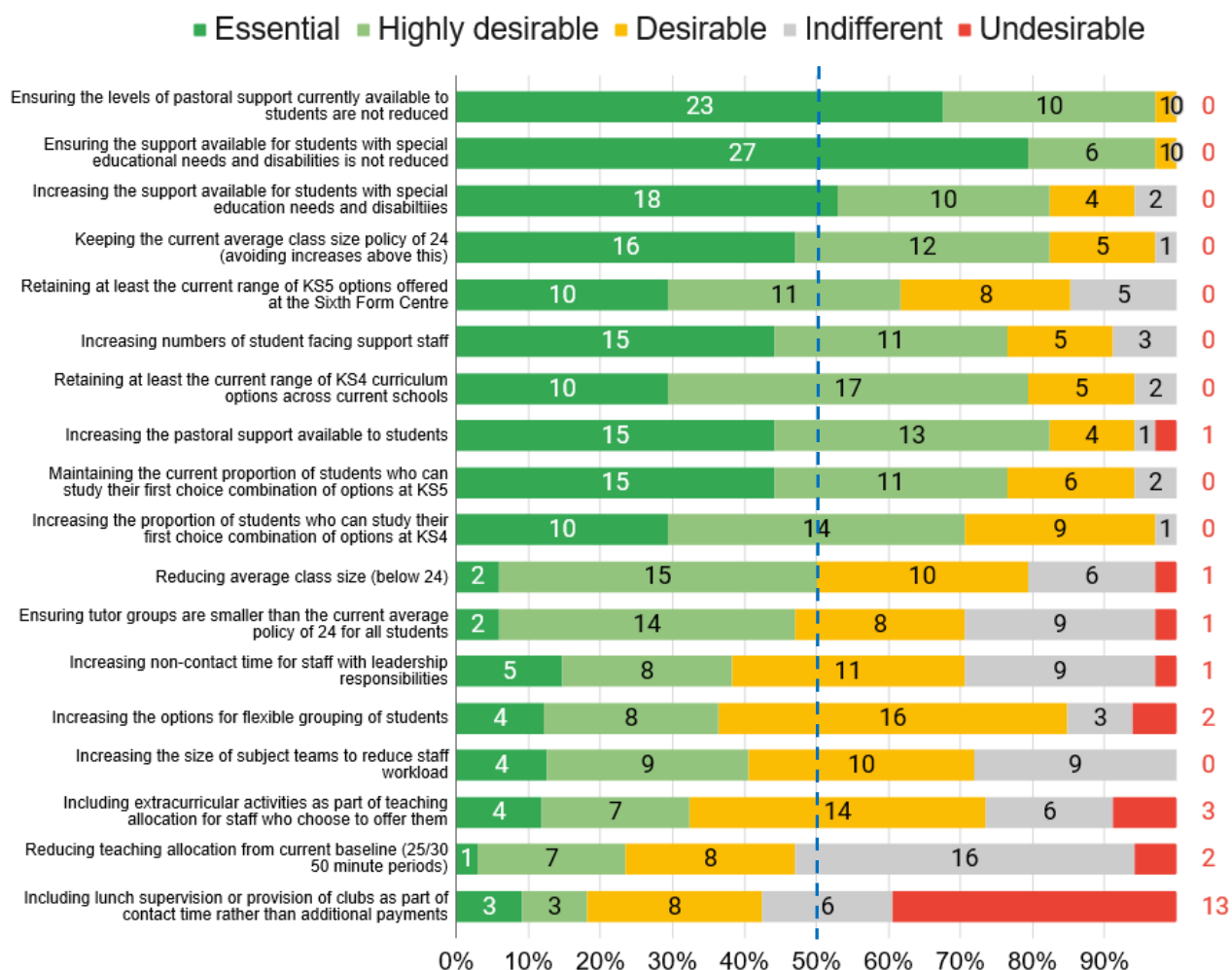
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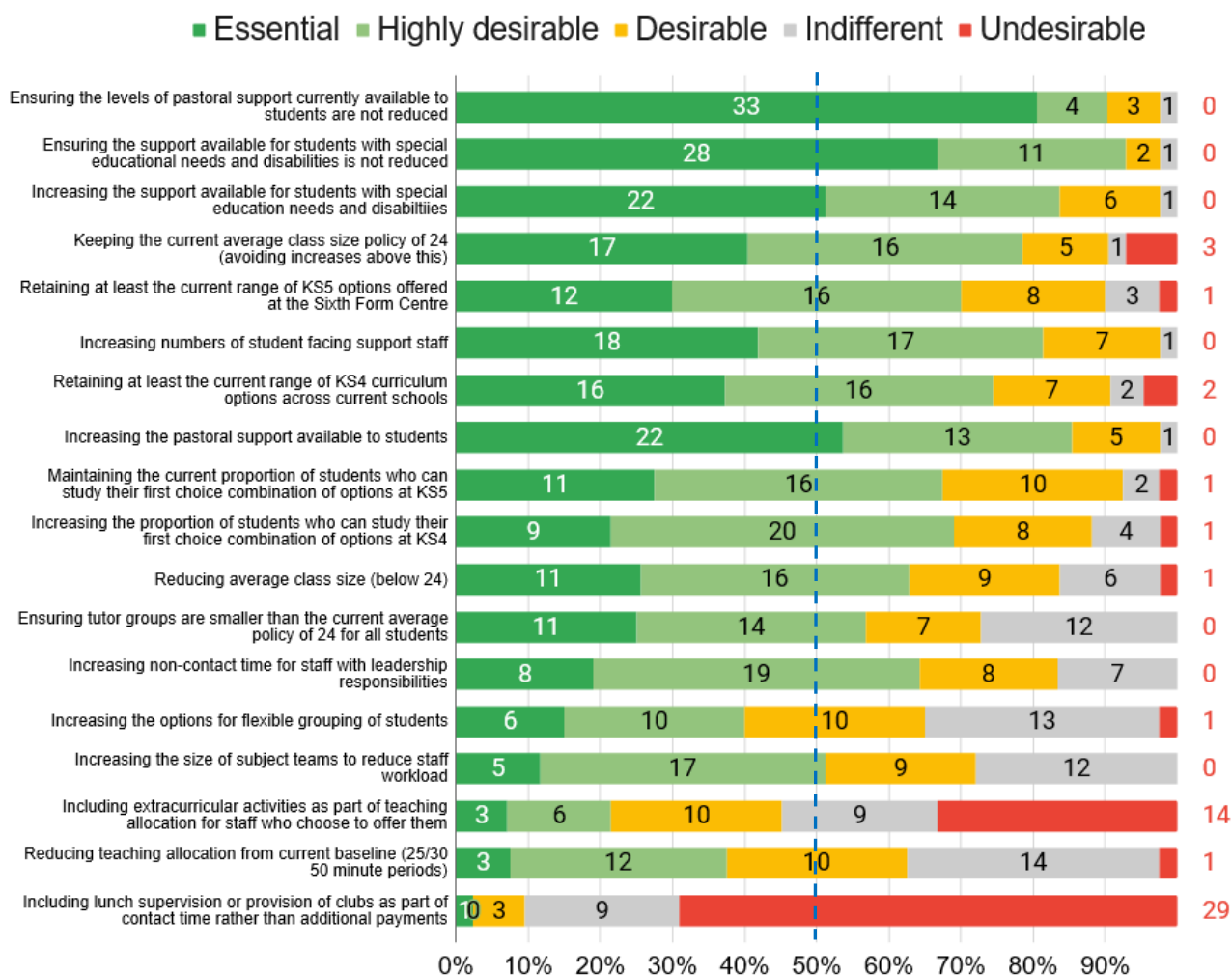
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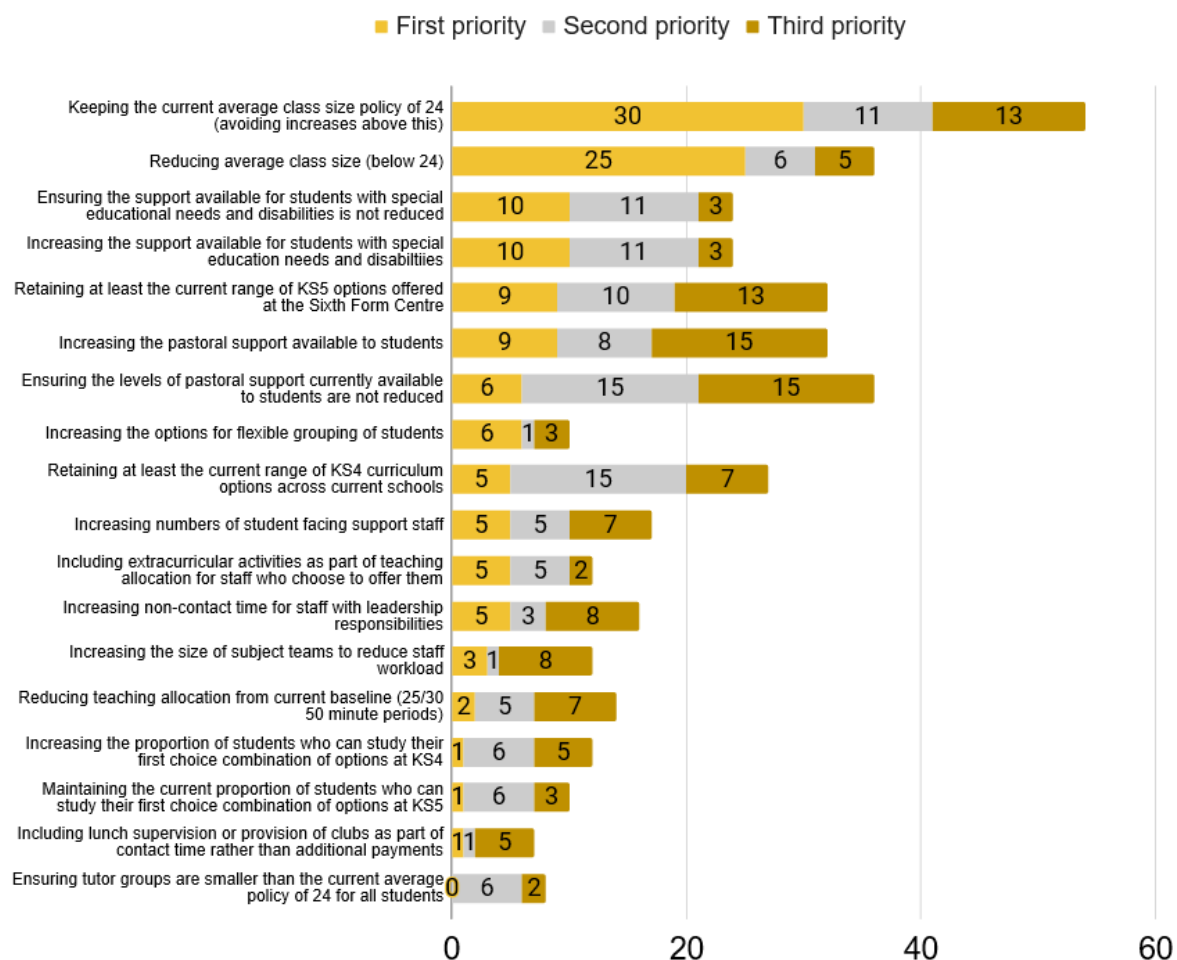
LMDCHS: How important to you are the following priorities for spending the money the States is willing to spend on secondary education annually?



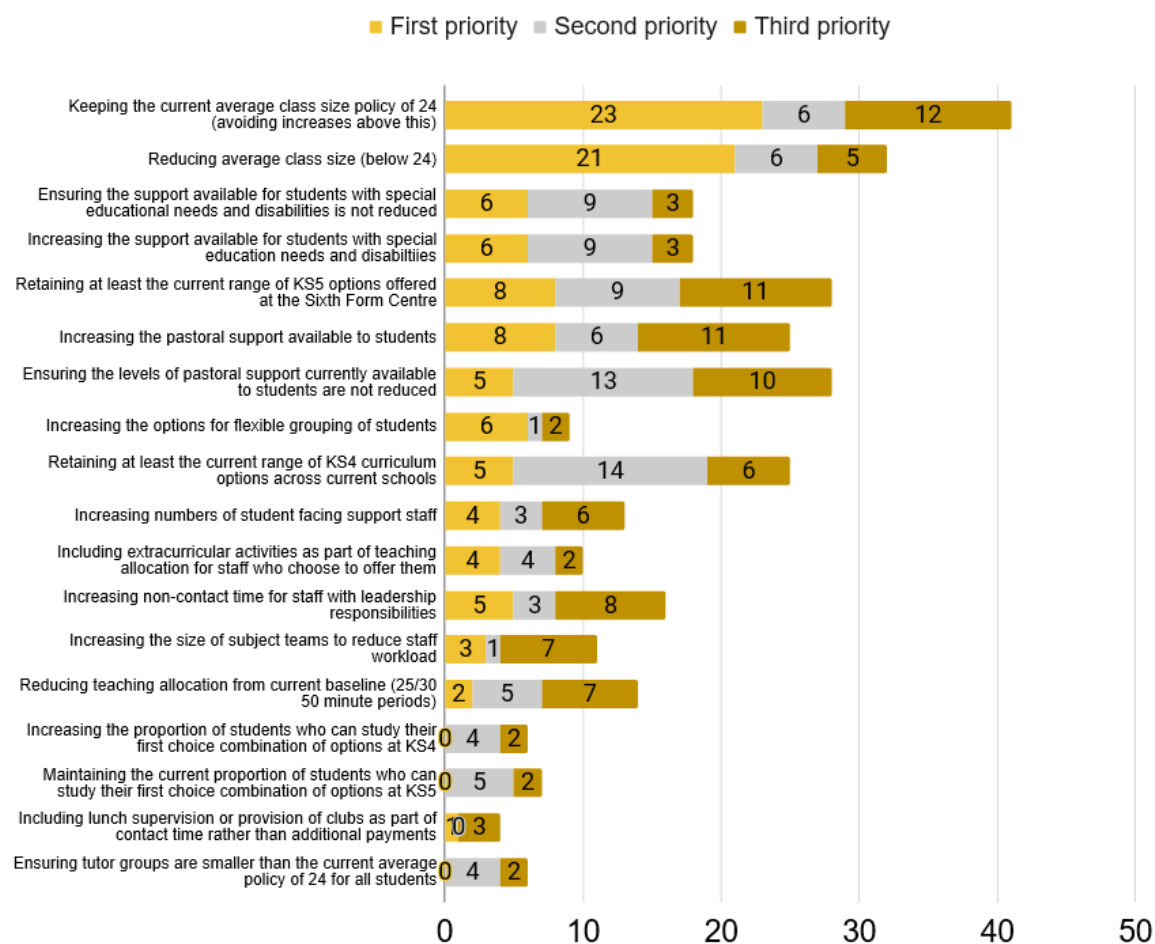
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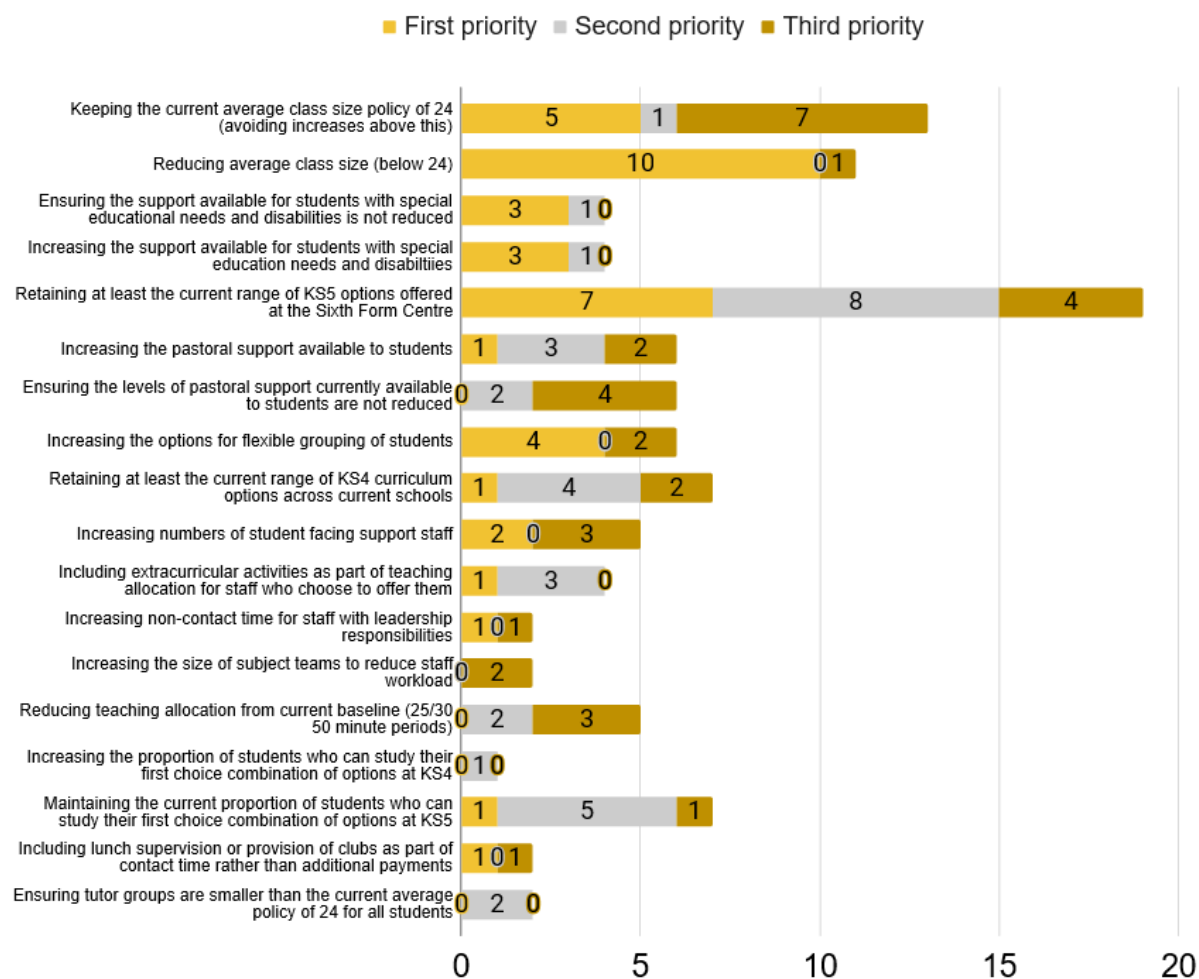
All secondary staff: Of the options above that you considered essential, which would you consider your top/second/third priority to include in the future model of education?



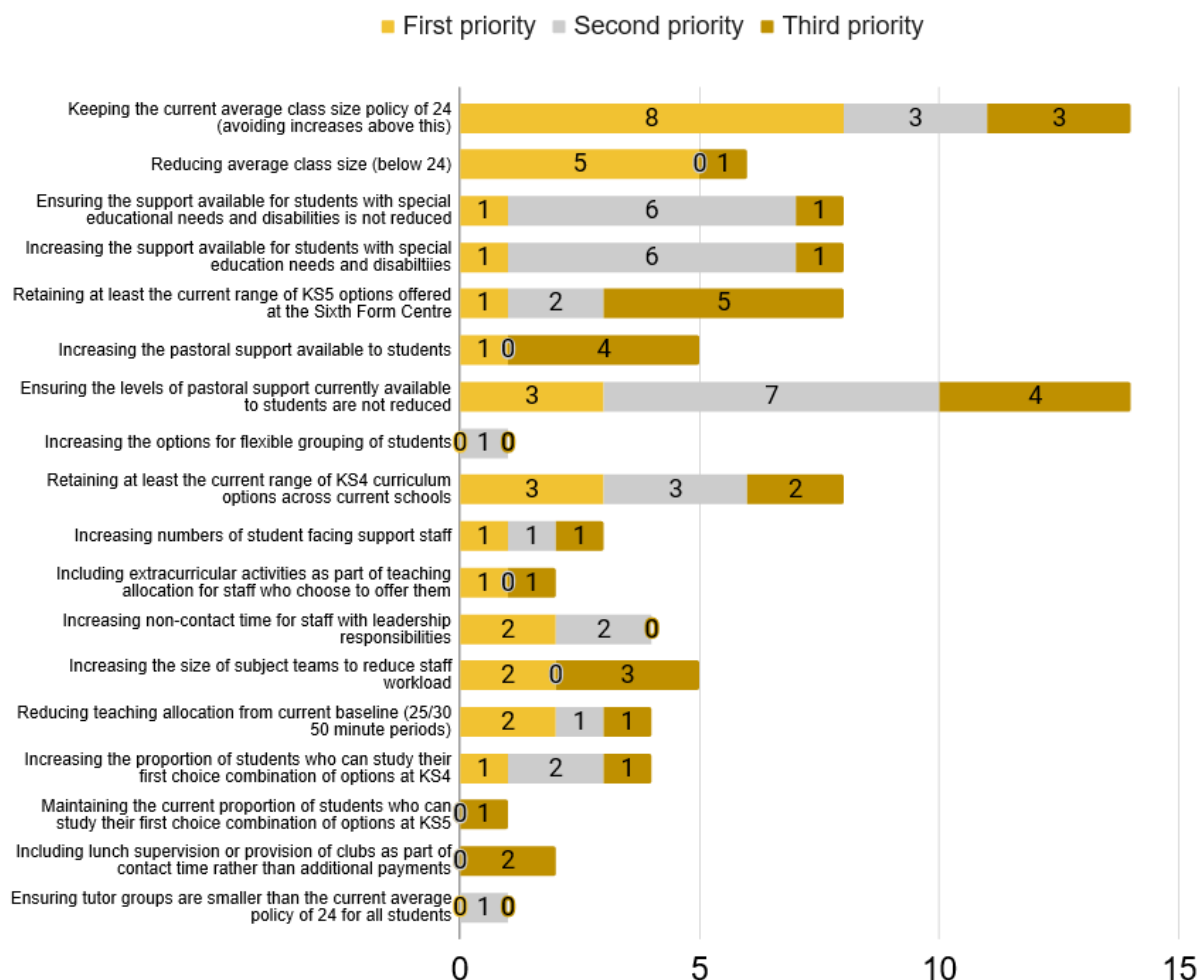
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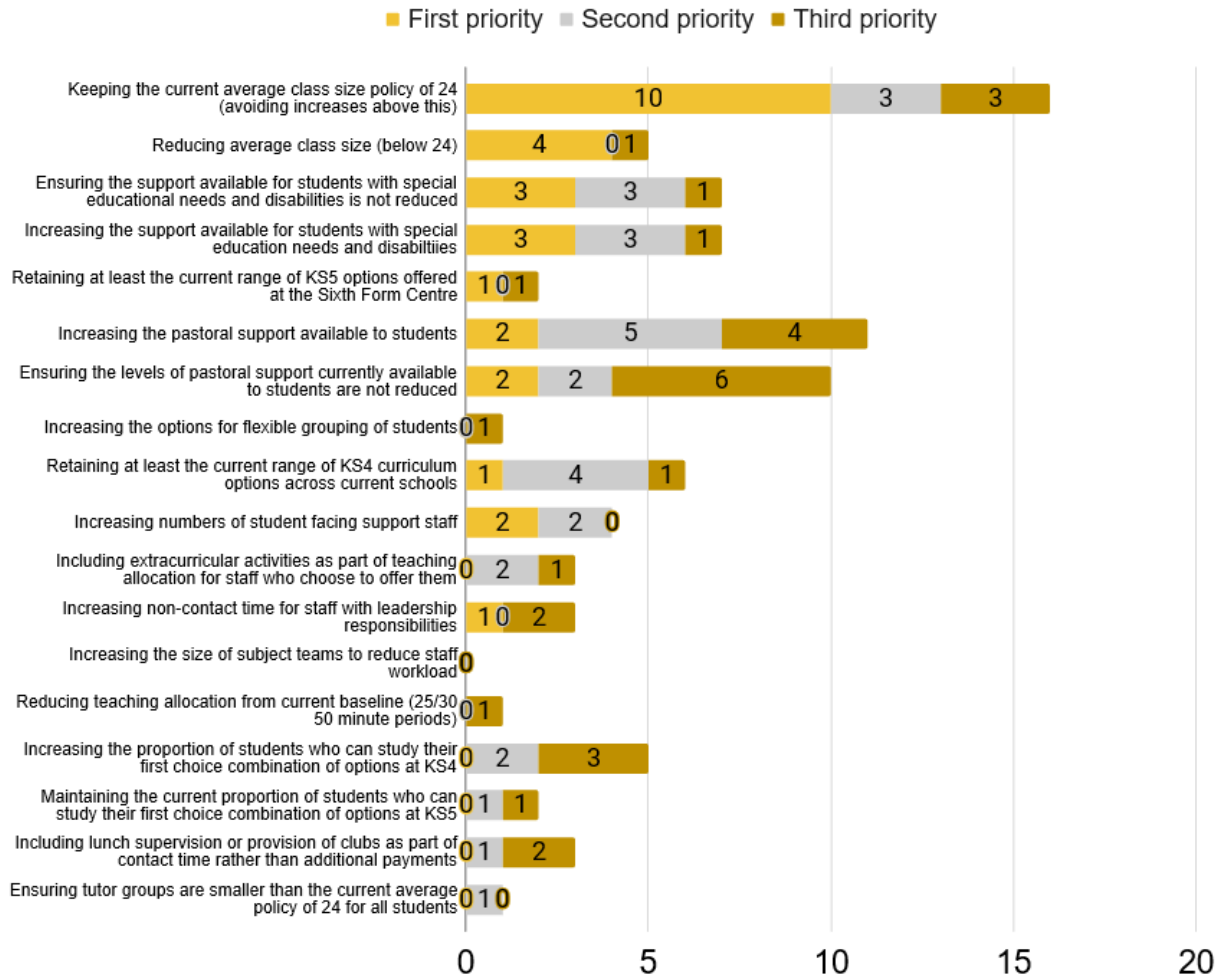
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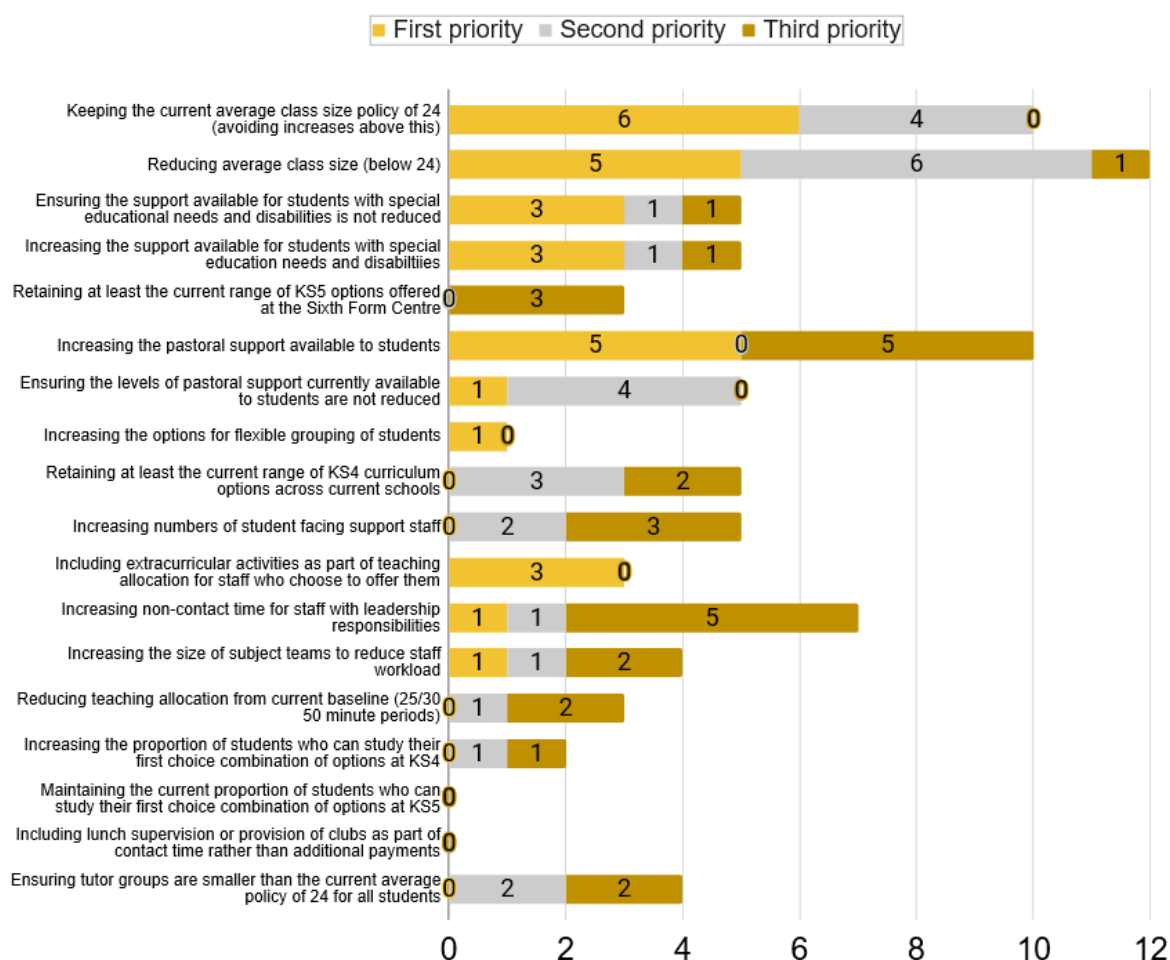
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SSHS: Of the options above that you considered essential, which would you consider your top/second/third priority to include in the future model of education?



Are there any considerations not listed above that you consider essential or desirable to include in the future model?

Suggestions included:

- Financial compensation for staff offering clubs outside of PE
- Support staff being paid the same rates for lunch and break supervision
- More than one language offered at Key Stage 3
- Non-teaching student support teams
- Avoiding teaching A Levels and IB within the same subject
- Removing the IB
- More admin support
- Sixth Forms with specialisms
- Paying staff to run extra-curricular clubs
- Not requiring teachers to teach outside specialist subjects
- Community healthcare services
- Broadening options at KS5
- After school homework clubs
- Flexibility for Sixth Form teachers to work from home and teach online