

**REPLY BY THE PRESIDENT OF  
THE COMMITTEE FOR EDUCATION, SPORT & CULTURE  
TO QUESTION ASKED PURSUANT TO RULE 14 OF THE RULES OF  
PROCEDURE BY DEPUTY GAVIN ST. PIER**

**Question 1**

**Will you please publish an organogram for central education services (i.e., identifying service lines, roles and numbers of officers)?**

**Answer**

Please see the attached organogram.

It is important to note that many roles that sit within central Education Services are highly operational and/or peripatetic. Where they are peripatetic, the role holders spend the majority of their time in education settings/the community, directly supporting staff and students.

**Question 2**

**How many core subject (i.e., English, Maths etc.) lessons are timetabled to be taught from September 2022 by teachers for whom that core subject is not their specialist subject?**

**Answer** Can be found on Page 8

**Question 3**

**Would you please publish behaviour policies for each States' secondary school?**

**Answer**

In common with many other jurisdictions, all States-maintained schools publish on their websites policies relevant to the operation of the school, including policies in respect of the expectations of the conduct of their students. For the four States-maintained Secondary Schools, the relevant policies can be found on their websites from the links below:

[Grammar School & Sixth Form Centre](#)

[La Mare de Carteret High School](#)

[Les Beaucamps High School](#)

[St Sampson's High School](#)

The Committee has a 'Promoting Good Behaviour in School' policy directive which all States-maintained schools must follow. This is published on the States of Guernsey website:

[Behaviour Policy - States of Guernsey \(gov.gg\)](#)

All States-maintained schools have achieved as a minimum the bronze Rights Respecting Schools award and are working towards at least Silver accreditation. More information about this Unicef–lead initiative can be found [here](#).

#### **Question 4**

**Please set out tutor group and class sizes by year group for each secondary school for September 2022 with comparative figures for the prior year?**

**Answer** Can be found on Page 10

#### **Question 5**

**Please set out plans for 'school site managers' in place of caretakers.**

#### **Answer**

There are no plans to replace caretakers with school site managers, however a new Property and Facilities Management Target Operating Model has been introduced, the background and relevant structure of which is as follows:

In September 2015, the States approved the Framework for Public Service Reform and thus established a portfolio of transformation designed to equip the public service to deliver government policy outcomes in an effective and efficient way. This 10-year framework for improvement has since been included in the Government Work Plan under the 'Enable the transformation of public services to meet 21st century requirements' workstream, within which 'Design and implement 21st Century property and facilities management services across government' is a priority action for 2022/2023.

Under the above workstream, the Property and Facilities Management Target Operating Model is now in place, bringing property and facilities staff together into one team, the States Property Unit under the mandate of the Policy & Resources Committee, with shared skills and pooled expertise. The aim of the combined team is to create efficiencies, reduce duplication while at the same time continuing to support key strategic and operational work across the whole organisation.

Under the new Property and Facilities Management Target Operating Model, three Premises Managers work across the States-maintained school sites, under the line management of a dedicated education estate Portfolio Manager. In alignment with the States-approved policy to create three 11-16 schools, each Premises Manager has under their remit one of those three secondary schools and a 'cluster' of Primary & Special schools. St Anne's School in Alderney and La Mare de Carteret High School (which will close to students in July 2025) have also been assigned a Premises Manager under this cluster system.

The school clusters are as follows:

- Les Beaucamps High School
  - Castel Primary School
  - Forest Primary School
  - La Houquette Primary School
  - Le Rondin Special School & Centre
  - St Martins Primary School
  
- The Grammar School & Sixth Form Centre
  - Amherst Primary School
  - Les Voies School
  - Notre Dame du Rosaire Primary School
  - St Anne's School
  - Vauvert Primary School
  
- St Sampson's High School
  - Haute Capelles Primary School
  - La Mare de Carteret High School
  - La Mare de Carteret Primary School
  - St Mary & St Michael Primary School
  - Vale Primary School

Each Premises Manager has reporting to them a team including Site Supervisors; Deputy/Assistant Site Supervisors; Caretakers; Cleaners; and supply/relief facilities staff. There has been no overall change to the number of (full-time equivalent) premises/facilities staff as a result of the introduction of the above model.

In line with the aims of the combined States Property Unit, the above premises staff now have access to a wide pool of skills and expertise, which brings with it enhanced resilience to manage periods of absence, better succession planning, timely project delivery and compliance.

#### **Question 6**

**What are the KPIs (e.g., recruitment time) for recruitment to fill vacancies? How do the KPIs for education compare with the average monitored by the States?**

#### **Answer**

A standard 'Time to Hire' KPI is used when recruiting to States of Guernsey vacancies. However, this KPI is not meaningful in the context of recruitment to vacancies for teachers/headteachers etc. This is because the KPI records the elapsed time between a vacancy being approved for advertising and the successful candidate starting in post.

Typically, there is an annual cycle of recruitment within the teaching profession. This cycle means that it is common to make an appointment to a headteacher post in March or April for a vacancy that will arise at the start of the following academic year in September. It would be misleading to use the standard KPI, which would record an elapsed recruitment time of 5 months for such a post. Similarly, for classroom teachers, recruitment generally takes place in May/June for a September start.

#### **Question 7**

**In the 2021/22 academic year, in some cases there was no budget made available in September to order subject revision guides and consequently these were not delivered before February 2022. Can you confirm that sufficient budget will be available in 2022/23 to ensure this situation does not recur and all key textbooks and aides will be ordered timeously?**

#### **Answer**

The Finance Team supporting the Education Service has held budget discussions with the Headteacher/Principal of every States-maintained school to ensure that their budgetary needs are met as part of the annual budget cycle.

In line with the Committee's commitment to empower leaders at various levels of the education system, matters such as the procurement of course-specific materials rests with schools themselves, and there is no reason to suggest there has/will be any delay of the kind referred to for the 2022/2023 academic year.

This budget position described above is not different to the position in the previous academic year. Any decision taken in the previous year to review budgets ahead of the procurement of course-specific materials would have been made at a local school level and not at the behest of the central Education Office.

#### **Question 8**

**In the States of Deliberation in April 2022, the following exchange took place:**

***Deputy Roffey: Thank you, sir. In the interest of transparency, would the President agree to publish the 55 action plans that sit under the overarching Strategy, so that all stakeholders and in particular parents, who are the most important stakeholders, can see the work that is going on to translate the four overarching principles into action?***

***Deputy Dudley-Owen: I think that it would be a very good idea to have a presentation on this. I will be inviting States' Members yet again to one of our webinars or a face-to-face presentation, Deputy Roffey, so that we can get as many people in the room as possible, with the windows open and socially distanced of course, and to be able to give Members a***

*really good idea of what is going in our schools, that it is not just fluff and jargon-ese, which I am afraid it does rather come across as sometimes. I think it is really difficult to convey the huge amount of work that is going on in our schools at the moment and, yes, I think that that is a brilliant idea and thank you for starting off the process of having a presentation on this very matter and a release afterwards, so that we can share that with members of the public."*

This presentation to States' members took place on 24<sup>th</sup> June 2022. In light of this and having regard to the President's undertaking to the States of Deliberation, will the Committee now please:

a) place the presentation in the public domain?

b) publish the 55 actions underpinning the Education Strategy?

#### **Answer**

Education Strategy articulates the vision and values our education system aspires to. This is described through four Strategic Priorities, under each of which sit a number of Commitments.

The Education Strategy section of the States of Guernsey website – [www.gov.gg/educationstrategy](http://www.gov.gg/educationstrategy) – is the hub for information about the Strategy and how its aspirations are being realised. This section of gov.gg was publicised when it was launched and is updated periodically.

In answering questions following her Statement in the Assembly at the 27<sup>th</sup> April 2022 States Meeting the President referred to actions which would further the progress of the Strategy's Commitments.

Immediately following the States Member's presentation in June, the online 'hub' referred to above was updated with a 'Workstreams and Progress' page containing an overview of many of these workstreams (actions)-that are currently being planned and progressed.

Immediately following the States Member's presentation in June, the 'hub' referred to above was updated with a 'Workstreams and Progress' page containing an overview of many of the workstreams/actions that are currently being planned and progressed. These have been categorised under the Strategic Priority most relevant to each workstream, although some workstreams will assist with the realisation of the Strategy's commitments under more than one Strategic Priority area.

Some Education Strategy workstreams are being progressed using existing resources as part of the 'business as usual' activities of service areas within the Committee's mandate. Some of the workstreams are cross-committee initiatives where collaborative work has

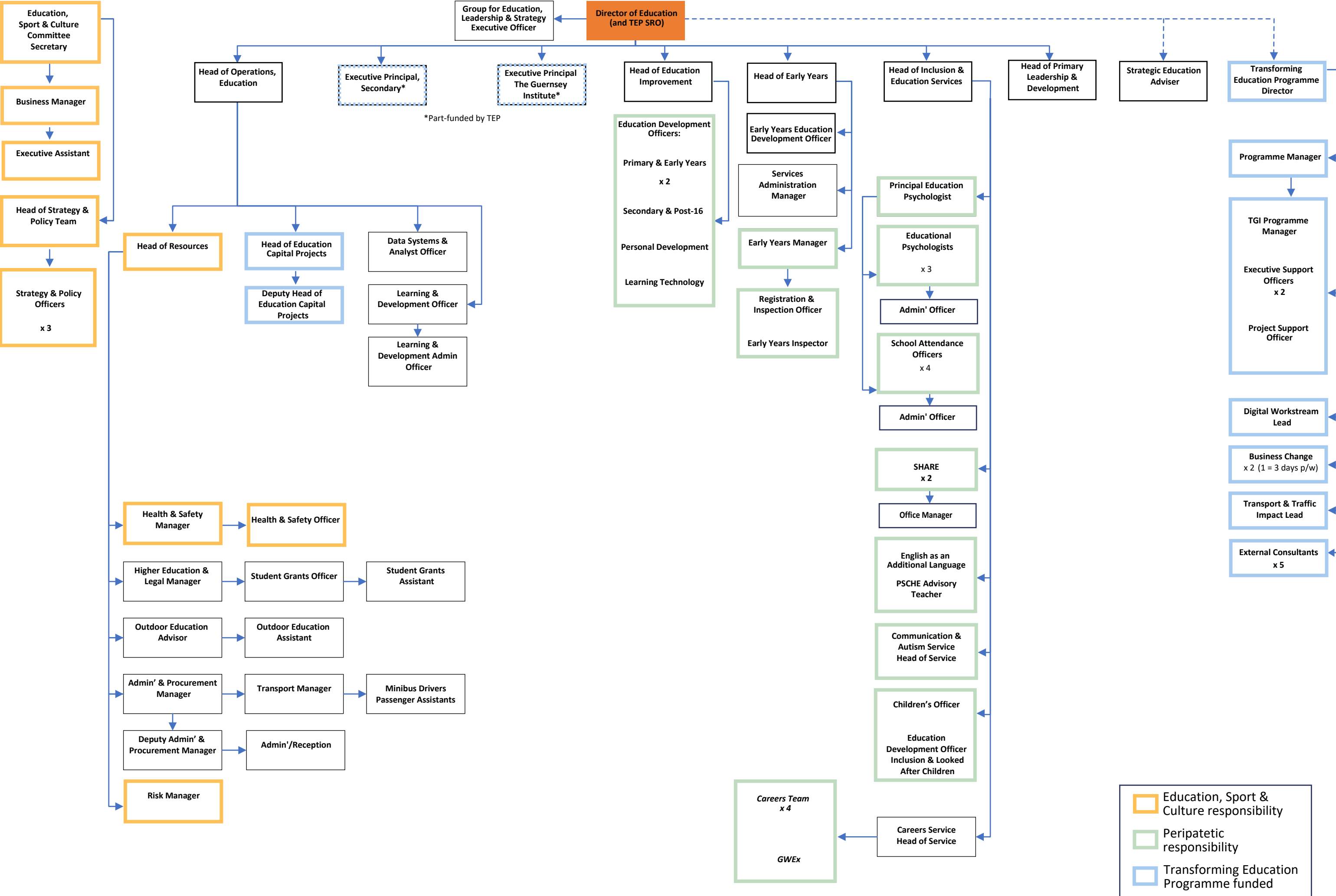
commenced, and for others the States have recently agreed, via the Government Work Plan process, that funding will be made available within the Committee's 2023 budget so that those workstreams can commence.

The Committee is committed to keeping the community updated on the progress being made under the umbrella of the Education Strategy. It will do this via an annual update, the first of which is due to be published in January 2023.

In common with many briefings given to States Members from various committees on a wide range of subjects, the recent Education Strategy update to States Members was an internal update, intended to assist States Members in their understanding of the progress being made under the Education Strategy and to add wider context that will be assistive when States Members are planning for, and participating in, the debate on the Education Law Review Policy Letter, which will be finalised and published in the first half of 2023, following wide-ranging consultation.

The President's commitment during the April States Meeting (quoted in the question above) was to release further information about the Education Strategy to the community, and the Committee has explained above: how that commitment has been honoured; where new information can be found; and how the community will be kept updated on this important activity going forwards.

Committee for Education, Sport & Culture



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TO QUESTIONS ASKED PURSUANT TO RULE 14 OF THE RULES OF  
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**Question 2**

**How many core subject (i.e., English, Maths etc.) lessons are timetabled to be taught from September 2022 by teachers for whom that core subject is not their specialist subject?**

**Response**

Clarifications:

In responding to this question it has been assumed that the question relates only to the Secondary phase of education (Years 7 to 11) given that all teachers within the Primary phase routinely teach across multiple subjects. Given their unique nature, Special Schools have not been included; and as St Anne's School in Alderney is an all-age school, it also is not included in this reply.

It is unclear from the question what constitutes a 'core' subject in this context. For example, Physical Education is part of the core curriculum for all students in that Physical Education lessons are compulsory up to the age of 16, but only some students elect to study a formal qualification in this subject.

There are other core/compulsory subjects, such as PSHCE and Careers, for which it is not possible to obtain a formal degree-level qualification, but which are taught from Year 7 to Year 11 by teachers with a special interest in, and aptitude for delivering, the course content.

It is important to note that within the Secondary phase of education it is usual for teachers to have more than one specialist subject. This might be as a result of them:

- a) holding formal qualifications in multiple subjects (for example a joint-honours degree); or
- b) qualifying as a teacher via the university-based Post-Graduate Certificate in Education (PGCE) with a main and a second subject (for example Maths and Physical Education), and where the second subject has been chosen because the trainee has an aptitude and interest in that subject, albeit they might not in all cases hold a formal qualification in that subject; or
- c) having special interest in an additional subject or subjects and, over time, developing the specialist knowledge required to teach it.



Although teachers will likely spend more of their timetable teaching one subject, it is usual in many education systems for teachers to spend some of their timetable teaching the other subject(s) in which they have specialist knowledge (as opposed to teaching in a subject where they have no specialism or special knowledge/interest). This not only allows teachers to maintain competence in each of their subject specialisms, but it also ensures the most efficient use of their teaching time. For example, if a school had three lessons of teaching in a particular subject outstanding after its subject specialists' teaching time was allocated, it would not make any practical sense to recruit an additional teacher for those hours, so they would be allocated to a teacher who has an additional specialism in that subject and who has capacity within their own teaching timetable. This is consistent with the Education Strategy's commitment to making the most efficient and effective use of public resources to provide learning environments that promote excellence and facilitate individual creativity and community prosperity.

For the purposes of this response, the following assumptions have been made:

- a) maths, English and science (including general science, combined science, triple science, biology, chemistry and physics) which together comprise the core curriculum and lead to a formal examination in Year 11 have been considered to be 'core' subjects;
- b) any teacher who: by means of a formal qualification; by means of a first and second subject PGCE; or as the result of 'time served' experience and special interest, is able to teach more than one subject to a specialist level of competency is considered to be a specialist in each of their subjects.

The timetabling of subjects, students and teachers is complex, with many factors taken into account. In addition to the factors set out above, the needs of a particular cohort of students and the proximity of formal examinations and assessments are also taken into account. It is for this reason that the highly operational activity of timetabling resides within the Secondary School Partnership, where there is a detailed understanding of both the needs of specific student groups and the skills and attributes of specific teachers.

#### Data:

The response data has been displayed by reference to the number of lessons being taught. Using the above assumptions, in total there are 1,278 core subject lessons being taught each week across the four States-maintained secondary schools in Guernsey. Of those 1,278 lessons, 22.5\* lessons (1.8%) are being taught by a teacher who is not a subject specialist. All of those 22.5 lessons are in Years 7, 8 and 9. All core subject GCSE lessons are timetabled to be taught by subject specialists.

\*The .5 lesson results from a two-week timetable with different lesson allocations in each week: for example, students might have four English lessons in Week A and five English lessons in Week B, so on average the number of English lessons per week would be 4.5.

Appendix A breaks down the numbers referred to above by school, subject and year groupings.

#### **Question 4**

**Please set out tutor group and class sizes by year group for each secondary school for September 2022 with comparative figures for the prior year?**

For ease, the question has been broken into two parts:

##### **Part 1**

**Please set out tutor group sizes by year group for each secondary school for September 2022 with comparative figures for the prior year?**

##### **Response**

The number of tutor groups, and the average tutor group size (i.e. the average number of students in each tutor group) for the current academic year is set out at Appendix B, with the previous year's data shown for comparison.

It should be noted that La Mare de Carteret High School has 'vertical' tutor groups, mixing students from all year groups in each tutor group. Its data is displayed differently to the other three high schools for this reason.

##### **Part 2**

**Please set out class sizes by year group for each secondary school for September 2022 with comparative figures for the prior year?**

##### Clarifications:

Mindful of Question 2 above, it should be noted that, on occasions, a decision is taken to have a larger class size in order to ensure that the lesson is taught by a subject specialist as an alternative to creating an additional class that would have to be taught by a non-subject specialist teacher.

In Years 7, 8 and 9, 14 subjects are taught: English, Maths, Science, History, Geography, Modern Foreign Languages (MFL), Physical Education (PE), Music, Drama, Art, Information & Communications Technology (ICT), Design Technology (DT) (which includes, in rotation: Graphics, Resistant Materials, Food and/or Textiles); Religious Education (RE) and Personal, Social, Health & Citizen Education (PSHCE).

In Years 10 and 11, a much wider range of subjects is taught as students have by then selected their GCSE and equivalent options. For example, at St Sampson's High School a single year group can have up to 37 different option classes. The option subjects might vary from school to school and from year to year depending on student choice.

For these reasons, the tables at Appendix B and Appendix C differentiate between Years 7-9 and Years 10-11.

In some schools and/or year groups some students are in sets for some subjects (e.g. maths) based on their prior attainment. Where there is setting, year groups are not necessarily split into sets from the start of an academic year, and some students might move between sets during the year. It is not uncommon for a school to have larger teaching groups for sets comprising students with a higher prior attainment, and smaller teaching groups for sets comprising students with a lower prior attainment.

A school with five forms of entry in each year group could have c300 teaching groups. It is not practical to display this volume of data here, so average teaching group sizes have been provided.

Please note that where individual subjects are taught in a different number of teaching groups to the standard number of forms of entry in that year, the subject is listed separately. For example, DT is taught in smaller group sizes for Health & Safety reasons. In addition, at La Mare de Carteret High School, PE is taught in smaller group sizes to enable it to be timetabled at the same time as DT, with half of a year group taking part in PE while the other half takes part in DT. These smaller teaching groups have been excluded from the average teaching group size calculations as to do otherwise would result in artificially low average teaching group sizes.

Data:

The number of teaching groups, and the average teaching group size (i.e. the average number of students in each teaching group) for the current academic year is set out at Appendix C, with the previous year's data shown for comparison.

**Date of receipt of the Question:** 16<sup>th</sup> August 2022  
**Date of Reply:** 15<sup>th</sup> September 2022

Question 2: Response data – Core subjects taught by non-specialist teachers (lesson breakdown)

Appendix A

Grammar	Maths Y7-9	English Y7-9	Science Y7-9	Maths Y10-11	English Y10-11	Science Y10-11	TOTAL (lessons)
Number of lessons	42	66	40	36	36	63	283
Non-specialist lessons	4	0	3	0	0	0	7
Les Beaucamps	Maths Y7-9	English Y7-9	Science Y7-9	Maths Y10-11	English Y10-11	Science Y10-11	TOTAL (lessons)
Number of lessons	60	63	62	40	36	54	315
Non-specialist lessons	4	0	2	0	0	0	6
St Sampson's	Maths Y7-9	English Y7-9	Science Y7-9	Maths Y10-11	English Y10-11	Science Y10-11	TOTAL (lessons)
Number of lessons	68	78	68	48	60	75	398
Non-specialist lessons	0	0	6	0	0	0	6
La Mare de Carteret	Maths Y7-9	English Y7-9	Science Y7-9	Maths Y10-11	English Y10-11	Science Y10-11	TOTAL (lessons)
Number of lessons	42	66	40	36	36	63	283
Non-specialist lessons	3.5	0	0	0	0	0	3.5
TOTAL (all schools)	Maths Y7-9	English Y7-9	Science Y7-9	Maths Y10-11	English Y10-11	Science Y10-11	TOTAL (lessons)
Number of lessons	212	273	210	160	168	255	1278
Non-specialist lessons	11.5	0	11	0	0	0	22.5

## Question 4: Response data – Tutor Group Sizes

Grammar														
Year 7			Year 8			Year 9			Year 10			Year 11		
	2021 - 2022	2022 - 2023		2021 - 2022	2022 - 2023		2021 - 2022	2022 - 2023		2021 - 2022	2022 - 2023		2021 - 2022	2022 - 2023
1	21	25	1	17	24	1	18	22	1	19	22	1	18	20
2	20	23	2	16	25	2	21	22	2	20	20	2	19	19
3	19	22	3	16	24	3	19	20	3	18	21	3	18	19
4	19	23	4	16	25	4	20		4	19	20	4	20	19
5	21	23	5		25									
6	20	23												
	Tutor Group Total			Tutor Group Total			Tutor Group Total			Tutor Group Total			Tutor Group Total	
	2021 - 2022	2023 - 2023		2021 - 2022	2023 - 2023		2021 - 2022	2023 - 2023		2021 - 2022	2023 - 2023		2021 - 2022	2023 - 2023
	6	6		4	5		4	3		4	4		4	4
	Tutor Group Average Size			Tutor Group Average Size			Tutor Group Average Size			Tutor Group Average Size			Tutor Group Average Size	
	2021 - 2022	2022 - 2023		2021 - 2022	2022 - 2023		2021 - 2022	2022 - 2023		2021 - 2022	2022 - 2023		2021 - 2022	2022 - 2023
	20	23		16	25		20	21		19	21		19	19

Les Beaucamps														
	Year 7			Year 8			Year 9			Year 10			Year 11	
	2021 - 2022	2022 - 2023		2021 - 2022	2022 - 2023		2021 - 2022	2022 - 2023		2021 - 2022	2022 - 2023		2021 - 2022	2022 - 2023
1	22	26	1	27	20	1	24	24	1	20	20	1	24	21
2	24	27	2	26	23	2	23	27	2	21	23	2	25	16
3	20	27	3	25	22	3	20	26	3	19	22	3	25	20
4	23	26	4	25	19	4	22	26	4	20	23	4	25	19
5	19	26	5	26	21	5	22	25	5	16	24	5		20
	Tutor Group Total			Tutor Group Total			Tutor Group Total			Tutor Group Total			Tutor Group Total	
	2021 - 2022	2023 - 2023		2021 - 2022	2023 - 2023		2021 - 2022	2023 - 2023		2021 - 2022	2023 - 2023		2021 - 2022	2023 - 2023
	5	5		5	5		5	5		5	5		4	5
	Tutor Group Average Size			Tutor Group Average Size			Tutor Group Average Size			Tutor Group Average Size			Tutor Group Average Size	
	2021 - 2022	2022 - 2023		2021 - 2022	2022 - 2023		2021 - 2022	2022 - 2023		2021 - 2022	2022 - 2023		2021 - 2022	2022 - 2023
	22	27		26	22		22	26		20	22		25	19

St Sampson's														
Year 7			Year 8			Year 9			Year 10			Year 11		
	2021 - 2022	2022 - 2023		2021 - 2022	2022 - 2023		2021 - 2022	2022 - 2023		2021 - 2022	2022 - 2023		2021 - 2022	2022 - 2023
1	25	27	1	21	25	1	26	21	1	22	27	1	25	22
2	25	28	2	19	25	2	24	24	2	22	25	2	29	21
3	28	26	3	22	24	3	24	20	3	19	27	3	24	22
4	24	26	4	24	24	4	25	22	4	21	26	4	24	19
5	25	28	5	21	24	5	25	24	5	21	22	5	24	20
6	25		6	24	28	6	25	21	6	20	21	6		21
	Tutor Group Total			Tutor Group Total			Tutor Group Total			Tutor Group Total			Tutor Group Total	
	2021 - 2022	2023 - 2023		2021 - 2022	2023 - 2023		2021 - 2022	2023 - 2023		2021 - 2022	2023 - 2023		2021 - 2022	2023 - 2023
	6	5		6	6		6	6		6	6		5	6
	Tutor Group Average Size			Tutor Group Average Size			Tutor Group Average Size			Tutor Group Average Size			Tutor Group Average Size	
	25	23		22	25		25	22		21	25		25	21

La Mare De Carteret		
Vertical Tutor Group System (Years 7-11)		
	2021 - 2022	2022 - 2023
1	20	18
2	19	17
3	17	21
4	18	20
5	19	18
6	19	16
7	20	19
8	20	17
9	18	18
10	18	18
11	19	18
12	21	18
13	21	19
14	21	17
15	19	18
16	18	18
17	19	22
18	19	19
19	19	21
20	18	10
21	19	20
22	20	20
23	20	19
24	19	18
	Tutor Group Total	Tutor Group Total
	2021 - 2022	2023 - 2023
	24	24
	Tutor Group Average Size	Tutor Group Average Size
	2021 - 2022	2022 - 2023
	19	18



Question 4: Response data – Teaching Group Sizes

Appendix C

Grammar									
Year 7		Year 8		Year 9		Year 10		Year 11	
Teaching Groups – all subjects (excl. DT)		Teaching Groups – all subjects (excl. DT)		Teaching Groups – all subjects (excl. DT)		Teaching Groups - Maths		Teaching Groups - Maths	
2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023
5	5	3	5	4	3	3	4	4	3
Teaching Groups - DT		Teaching Groups - DT		Teaching Groups - DT		Teaching Groups - English		Teaching Groups - English	
2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023
6	7	5	7	5	5	3	4	4	3
Teaching Group Size Average (excl. DT)		Teaching Group Size Average (excl. DT)		Teaching Group Size Average (excl. DT)		Teaching Groups - Science		Teaching Groups - Science	
2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023
23	25	20	23	20	20	4	4	4	4
						Teaching Groups – options subjects		Teaching Groups – options subjects	
2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023
						21	21	22	22
Teaching Group Size Average		Teaching Group Size Average				Teaching Group Size Average		Teaching Group Size Average	
2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023
						16	18	16	16

Les Beaucamps									
Year 7		Year 8		Year 9		Year 10		Year 11	
Teaching Groups – all subjects (excl. DT)		Teaching Groups – all subjects (excl. DT)		Teaching Groups – all subjects (excl. DT)		Teaching Groups - Maths		Teaching Groups - Maths	
2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023
5	5	5	5	5	5	5	5	4	4
Teaching Groups - DT		Teaching Groups - DT		Teaching Groups - DT		Teaching Groups - English		Teaching Groups - English	
2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023
7	7	7	7	7	7	5	5	4	4
Teaching Group Size Average (excl. DT)		Teaching Group Size Average (excl. DT)		Teaching Group Size Average (excl. DT)		Teaching Groups - Science		Teaching Groups - Science	
2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023
22	27	26	21	23	26	5	5	4	4
						Teaching Groups – options subjects		Teaching Groups – options subjects	
						2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023
						26	25	23	26
						Teaching Group Size Average		Teaching Group Size Average	
						2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023
						19	21	25	26

St Sampson's									
Year 7		Year 8		Year 9		Year 10		Year 11	
Teaching Groups – all subjects (excl. DT)		Teaching Groups – all subjects (excl. DT)		Teaching Groups – all subjects (excl. DT)		Teaching Groups - Maths		Teaching Groups - Maths	
2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023
6	5	6	6	6	6	6	6	6	6
Teaching Groups - DT		Teaching Groups - DT		Teaching Groups - DT		Teaching Groups - English		Teaching Groups - English	
2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023
8	7	8	8	8	8	6	6	6	6
Teaching Group Size Average (excl. DT)		Teaching Group Size Average (excl. DT)		Teaching Group Size Average (excl. DT)		Teaching Groups - Science		Teaching Groups - Science	
2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023
26	28	23	25	26	22	6	6	6	6
Teaching Groups – options subjects		Teaching Groups – options subjects		Teaching Groups – options subjects		Teaching Groups – options subjects		Teaching Groups – options subjects	
2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023
35	32	37	35	37	35	35	32	37	35
Teaching Group Size Average		Teaching Group Size Average		Teaching Group Size Average		Teaching Group Size Average		Teaching Group Size Average	
2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023
19	22	18	19	19	22	19	22	18	19

La Mare De Carteret									
Year 7		Year 8		Year 9		Year 10		Year 11	
Teaching Groups – all subjects (excl. DT & PE)		Teaching Groups – all subjects (excl. DT & PE)		Teaching Groups – all subjects (excl. DT & PE)		Teaching Groups - Maths		Teaching Groups - Maths	
2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023
3	3	4	3	5	4	5	4	5	4
Teaching Groups - DT		Teaching Groups - DT		Teaching Groups - DT		Teaching Groups - English		Teaching Groups - English	
2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023
6	6	6	6	6	6	4	4	4	4
Teaching Groups - PE		Teaching Groups - PE		Teaching Groups - PE		Teaching Groups - Science		Teaching Groups - Science	
2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023
4	4	4	4	4	4	5	5	5	5
Teaching Group Size Average (excl. DT & PE)		Teaching Group Size Average (excl. DT & PE)		Teaching Group Size Average (excl. DT & PE)		Teaching Groups – options subjects		Teaching Groups – options subjects	
2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023
21	26	22	22	21	23	26	24	24	26
Teaching Group Size Average		Teaching Group Size Average		Teaching Group Size Average		Teaching Group Size Average		Teaching Group Size Average	
2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023	2021 - 2022	2022 - 2023
21	23	20	21						