

Responses to union and staff concerns

This document is the result of several meetings which took place with union representatives as a result of surveys of their members in the autumn term. Since then several workshops have taken place with different staff groups to understand more about the specific concerns raised, including drop-ins for each school with the Committee for Education, Sport and Culture. The SETS engagement group has also considered this document in two meetings before Christmas to turn the list of concerns into FAQs which has helped to provide fuller answers to the questions. Draft responses were also shared with union representatives before Christmas. If any of the answers require further clarification or raise further questions, please raise these with your union reps, SETS reps or email educationfuture@gov.gg.

Key

	Changes can be considered/ further discussion with staff required	31
	Clarification of fact or some possibility of changes/discussion	11
	Fixed, no real change possible – further explanation provided where necessary	3

Building and infrastructure

Union concerns	Suggested Question from SETS	RESPONSE
Planning and tender deadlines too quick	How can we ensure that staff have time to input in the design of buildings?	A series of meetings took place with heads of departments, including practical subjects and the project team in the summer term to take into account staff views as the plans were developed. It is acknowledged that there has been a need to work at pace to ensure that the two college extensions are ready to receive students in September 2022 and that even greater consultation would have been preferred. In light of concerns being raised via different unions, the submission of the plans to the planning department was delayed from October to December. It became clear from the feedback from the union surveys, that of the 45 concerns, only three could not be changed. It is still possible to make changes to the internal design after the tender deadline and this is already happening for Science areas and the design of Mezzanines to provide accurate costings for approval.
Footprint of buildings	Why can't the buildings be bigger?	<ul style="list-style-type: none"> The design of the extensions is in accordance with national space standards for school design, Building Bulletin 103 (BB103). In fact the buildings significantly exceed the BB103 guidelines. Even at the peak of the student population in September 2025, the occupancy rates (timetabled classroom use) for each college will be approximately 85-90%. The design is also within the capital expenditure limit which was determined by the States of Deliberation in September 2019, Proposition 1. As the Committee President has stated publicly, if the States of Deliberation was willing to provide substantial

additional funding, the size of the colleges could be increased accordingly. However, that appears unlikely so the design must remain within the capital expenditure limit.

- Les Beaucamps and St Sampson's emerged as the best sites to use after consideration of all relevant factors, including but not limited to: the capacity of each site to meet the additional requirements for the expected number of students; how well combinations of sites would fit the geographical distribution of the Island's school population; the costs of developing each site; the quality and modernity of the existing buildings and the extent of any repurposing or renovation required at each site; the need for any temporary accommodation during the construction period; the potential level of disruption to students and teachers; traffic and transport issues; the potential for each site to be used for other purposes or to be disposed of once it is no longer being used as a secondary school; the proximity of the sites to other sites providing public services to large numbers of people; and the anticipated political and public response to using or not using each of the sites.
- It is important to note that some of our secondary schools are currently operating significantly under capacity which may contribute to misunderstandings of current available space. At St Sampson's it is acknowledged that further improvements need to be made to the existing operational management of the site.
- The option to locate at Les Varendes site was dismissed on professional property advice that the current school buildings would require extensive refurbishment to bring them up to the standards of the secondary schools built more recently. Doing so would cost approximately £20 million and would almost certainly require most, if not all, students and staff to move to a different site while the works were carried out. Using Les Varendes as a site for one of the colleges would therefore be more expensive and cause more disruption to a greater number of students and staff than using the St Sampson's and Les Beaucamps sites. Some of the students who would have needed to move out of Les Varendes have a selective place at the Grammar School and would have needed to move into a high school. Les Varendes is also very close to Les Ozouets, the site for the construction of new purpose-built facilities for higher and further education, and substantially increasing the number of students on both sites would put considerable pressure on the transport infrastructure around them.
- The option to use La Mare de Carteret site was dismissed because the poor physical condition of the existing school would require the construction of a new school in its entirety rather than additional development required at the Les Beaucamps and St Sampson's sites. Using La Mare de Carteret as one of the two sites would add significantly to the capital costs.
- The Baubigny Schools site (which comprises St Sampson's High School and Le Murier Special School) scored highly for both location (area) and location on the island. However, since the January 2018 Resolutions specified that there would be no change to special schools, no further consideration was given to this option.
- Other plausible options such as two completely new sites were dismissed due to the lack of suitable locations and the prohibitive costs of building two new schools from scratch.

- The outcome of the site selection exercise was independently endorsed by Peter Marsh Consulting (PMc) as having ‘sufficient space within the grounds to meet the future new build space requirements of the new school system’. PMc who were jointly commissioned by CfESC and the P&R Committee also confirmed that both selected sites are ‘far more suitable for adaptation and development to meet the future brief of the States of Guernsey than either the Grammar School and Sixth Form Centre or the La Mare school site’.

Peter Marsh Consultancy analysed the following areas:

- Current space capacity
- Future space requirements
- Impact of class size on school area
- Detailed space analysis
- Review of external areas

This work provided an initial baseline cost as well as some in built sensitivity analysis using class size variations.

- In January 2019 the Peter Marsh Consulting (PMc) Estates Strategy confirmed the space requirements for the new 11-18 school of 7,034 m² (3,617m² for LBHS and 3,417 m² for SSHS). This was reviewed and agreed with ESC and P&R committees. By applying the average cost per m² from the RIBA Stage 1 estimates (G&T report dated 26 November 2018), this established a cost baseline of £39.8m. This was significantly lower than an earlier estimate of £90m based on the BB98 space standards, which only considered the construction costs and none of the external works to sports provision etc.
- A number of changes increased the overall total capital costs for the construction of the new 11-18 school from £39m to £64m. These figures exclude transport, digital and capital transition costs.
- The increase of space and costs from the original estimates provided by PMC is described in the tables below.

Area	LBHS	SSHS	Comments
Initial minimum additional area (PMc)	3368	3196	PMc report p74
<p>After agreeing the initial space requirements listed in the PMc report, officers worked with Design Engine to develop plans for the new buildings, making best possible use of the existing space. This involved repurposing existing oversized classrooms for subjects which required more space. PMc's report provided a total space outline, but made it clear that the exact use of space would be a school leadership decision. The school leadership team initially made the decision, within the agreed space requirements, to prioritise additional space for SEND support, beyond what would normally be allocated in a standard English build. This was not explicitly allocated in the PMc report. The school leadership team decided to allocate from PMc's 1A requirement the space allocated to one Science Lab, one ICT room and one Technology room in order to allocate a total area of three classrooms to SEND support. On the LBHS site this was allocated as three standard teaching classrooms and on the SSHS site as a corridor currently occupied by small teaching rooms, meeting rooms and the staffroom, which were then allocated into classrooms elsewhere. The plans aimed to maximise use of space, but restrictions in the existing build where rooms were oversized meant that some additional space was required relative to the initial agreement in order to provide the required number of rooms. This increase was discussed at the February 4th meeting, along with the addition of a communication and autism base on each site and an extension to the kitchen at the St Sampson's site.</p>			

Updated agreed areas	3515	3249	<p>Presentation by <u>PMc</u> and Design Engine, 4th February meeting with ESC, P&R</p> <p><u>PMc</u>, p74 "To put this in context this represents 3% more additional area than we had identified, or just 0.77% more area overall. Given that the following aspects of the brief that were not explicitly allowed for in our bottom up modelling:</p> <ul style="list-style-type: none"> • The need for a locker per pupil; • The desire to maintain the block-work construction used successfully at Les <u>Beaucamps</u> on both of the new extensions; • The additional area required by vent chimneys on the first floor of the proposals; and, • Additional are added to the cafe space at St Sampson, <p>Have all been accommodated within this total space envelop, we consider these variations to be de-<u>minimus</u> and well within a range of acceptability. We are therefore pleased to see that workable designs have been developed at an area so close to our recommended brief.</p>
CAS	102	102	Discussed at 4th February meeting with ESC, P&R) Assume some space would have been used anyway
Kitchen	N/A	66	Additional kitchen space at SSHS (Discussed at 4th February meeting with ESC, P&R)
Total as at 4th February	3617	3417	

Previous assumptions had meant modelling was based on buyout rate to the grant-aided colleges staying the same. Once destination data for the first all ability cohort was confirmed in March 2019, this assumption was adjusted to be in line with the buyout rate for this cohort, which dropped by 5.2%; equating to an additional 33 students in the state sector in the current Year 7 cohort. Where previously the school leadership team had considered that there was sufficient contingency to allow the school to function effectively with one fewer Science lab, ICT room and Technology room compared to PMc's original report in order to allow additional SEND space to be prioritised, the pupil increase meant this was no longer feasible. Updated plans therefore returned to the original allocation of 12 Science Labs, 5 ICT rooms and five technology rooms: the school leadership team decided to prioritise an additional food room in place of an additional graphics room, on the basis that graphics can more easily be taught in a non-specialist room. However, the SEND space was still required. In order to provide appropriate suiting of rooms, at the LBHS site, a further extension for SEND and CAS was planned in the lower carpark, with the space previously allocated on the previous plan used to create an additional Food room, Science Lab and ICT room, with remaining space being allocated to provide additional Science prep room space, which was short on this site. On the SSHS site, a further extension to one of the new blocks was added to allow for the classrooms that were now required, without reducing the allocation SEN space.

Additional area	350	177	The main difference between the current plans and <u>PMc's</u> original calculations therefore in the increased space allocated to supporting students with special educational needs and disabilities.
Current Total	3967	3594	

		In total an additional 599m2 has been allocated to the LBHS site above the original recommendations by PMC and a further 398m2 to the St Sampson's site. The States of Deliberation approved these requirements and the necessary funding. It would be challenging to be able to justify the need for more space given the high levels of scrutiny applied by national experts and the fact that there has already been a substantial increase to the building footprint on each site.
Just add classrooms	As above	
Sixth Form parking	<p>With the increased amount of parking spaces required for Sixth Form students, how will this be accommodated?</p> <p>How will this be monitored to ensure that staff parking is protected?</p>	<p>There is no existing parking provision for sixth form students at the Grammar School and Sixth Form Centre site. However, custom and practice has developed whereby students park at Footes Lane. There is no planned parking for sixth form students at the new colleges. This is in-line with the requirements of the planning department regarding parking allocation for new developments and is also in-line with other schools on the island with sixth forms. Active travel is encouraged for all members of the school community, including sixth formers.</p> <p>Plans for staff parking and allocation of spaces will be discussed and developed with staff and agreed via the SETS group. Suggestions have already been made, such as priority for those who have a disability, child care arrangements before school or other caring requirements. Parking will be monitored by the premises team.</p>
Traffic and buses	<p>Will there be enough space for drop off and pick up. Is this at the school or will students have to walk after being dropped off?</p> <p>Dependent on the answer for the above: Will the roads be sufficiently lit.</p>	<p>There will be enough space for buses to drop students off safely on both sites. A number of drop and stride areas have been identified around the Victor Hugo site to minimise congestion and to encourage active travel. Other options are also being sought for the de Saumarez site. Contrary to information in the media recently, there is no drop off planned at Vazon. Each College will have an active travel plan in place to encourage healthier and more environmentally friendly ways to get to school.</p> <p>The traffic impact assessment carried out by ARUP identified a number of areas where improvements can be made to pedestrian walkways and crossings. For example a new traffic light system at the Mont D'Aval/Beaucamps junction and a raised pavement on Beaucamps road. Discussions have been held with officers of the Committee for Environment & Infrastructure to align any planned improvements. These improvements will be carried out as part of the development of each site. Staff will be part of developing the plans and will be informed and consulted on their developments via the SETS group.</p>

	<p>Will there be pedestrian areas/crossing/ safety features?</p> <p>Will there be a difference in bus timings between the two sites and will there be more of them?</p>	<p>There will be a requirement for more buses. Talks have already been held with all of the bus providers and this area of work will be coordinated by the Transport and Infrastructure Manager. Staff will be kept informed of plans and developments via the SETS groups, focus groups and workshops. Operational management decisions for the bus timetables etc. will be developed with whichever provider is awarded the contract and staff will be kept informed of plans and developments via the SETS group. There will be opportunities for focus groups looking at travel and transport and staff will be encouraged to participate in these.</p>
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Operational and space concerns

Union concerns	Suggested FAQ from SETS	
Houses - how will these work?	How will the house system work? eg, vertical tutoring, staggered lunches etc	There will be a vertical tutoring system and this is a decision which was made by the school leadership team, based on the excellent practice at LMDC and independent of the number and size of schools. In other words, the one school / two colleges model, like other models, could work with or without vertical tutor groups. The leadership team have decided to introduce a vertical tutoring system for Years 7 to 13, to capitalise on the move to the 11-18 school system and to create a family atmosphere. These plans will be further developed with staff and the school leadership team. However, it is envisaged that students will be in small tutor groups of 14-15 students and that each College will have 6 houses each with circa 220 students, enabling each student to be known well.
Enrichment electives. Students don't want to do things after school. Staff don't want to do them.	<p>Are enrichment activities compulsory for students?</p> <p>Will all teaching staff have to deliver enrichment activities?</p>	<p>Yes, they are and will be part of the school day for students. Enrichment will form part of every student's timetable. Student surveys have strongly indicated that students would like to take part in a far greater range of extra curricular activities. Offering enrichment for all is about equality of opportunity for every child, regardless of background. We know that 30% of students do not routinely participate in any clubs or extracurricular activities (Children and Young People Survey).</p> <p>No. Staff will be able to choose whether or not they contribute to the enrichment programme. Any enrichment activity will form part of a teacher's allocation. For example, a Maths teacher timetabled for 19 lessons per week, might opt to deliver one enrichment session. This would mean they teach 18 Maths lessons and one enrichment activity per week.</p>

	<p>My child attends extra curricular activities outside of school, will the college enrichment activities impact this? Will my child be able to do both?</p>	<p>All students will be able to participate in other clubs and activities outside school. The private colleges currently finish at 4pm and because of this many of the island's clubs begin after 4pm. The planned enrichment activities will not prevent students from participating in both school-based and external activities. Where necessary special arrangements will need to put in place for particular individuals (e.g.island/national representation), as is the case now.</p>
<p>Draft timetable</p>	<p>What will the timetable look like? When will we see the structure of the school day?</p> <p>When will the transformation timetable have more detail (job roles, staff movement etc)?</p>	<p>The final decisions regarding timetables and structures have yet to be determined. There are several models which are possible, regardless of the size of the new colleges. For example, it is still possible to maintain the one-hour lunch break in the new colleges. Whilst the policy letter contained some suggestions and possibilities of how things could look, these plans will be developed with staff and the new school leadership team. In January staff will be provided with a timeline of when such decisions will be made. It is highly likely that the school will move to five lessons per day, each lasting one hour. Any potential changes to the school day, lunchtimes etc. will require appropriate negotiations with unions and this has already been raised at the People Advisory Group.</p> <p>In line with the commitment to share further details of the staff structure, an organisation chart has been shared with the PAG group with feedback requested by 22nd January. A commitment has been made to provide an update on progress at the end of January. The People Advisory Group, which consists of national and local union representatives, HR, Transformation Team and the Executive Headteacher will act as a consultative body during this process.</p>
<p>Tutorial/lunch /assemblies</p>	<p>How will the split lunch work with assemblies and tutorials?</p>	<p>Having had positive experiences of working in much larger schools than currently exist in Guernsey, the school leadership team is of the view that it is educationally desirable to operate a staggered lunch provision. This is a decision which would be made, irrespective of the buildings and size. From a pastoral perspective, it is highly desirable to extend the length of tutorial time and to have much smaller tutor groups in order to provide high quality day-to-day support and personal development opportunities which will benefit all students. Assemblies will be possible in the presentation suite/main hall and decisions will be made with pastoral leaders about the optimum number of assemblies etc.</p>
<p>Lunchtimes no break for staff/too short</p>	<p>How long will staff lunchtimes be? How will</p>	<p>Whilst the policy letter contained some suggestions and possibilities of how things could look, these plans will be developed with staff and the school leadership team. There were several workable models, one of which included no change to current lunchtime arrangements or the possibility of a forty minute lunchtime. Where any changes are desired, appropriate negotiations with unions will also take place where necessary. The length of lunchtimes has already been raised at the People Advisory Group. In a high</p>

	disruptions to lessons over lunch be managed?	performing system with good routines and clear expectations, it is easy to ensure that there is no disruption to other activities taking place during lunchtimes.
Vertical tutoring	Is vertical tutoring a definite? Will it be Years 7 to 13 or Years 7 to 11? Will this be applied for the 2021-2022 school year?	The leadership team have decided to introduce a vertical tutoring system for Years 7 to 13, to capitalise on the move to the 11-18 school system and to create a family atmosphere. These plans will be further developed with staff and the school leadership team along with the timelines for its introduction. It is very important that pastoral leaders are involved in decisions which affect tutorial provision. Exact timelines will be produced in January to confirm when decisions will be made. Vertical tutoring has been a huge success at LMDC and the school leadership team is committed to taking the very best of our four current schools.
Uniform/ split schools	There is a concern that the uniform decision will lead to division within the schools.	The four current headteachers have been involved in finalising the decisions for school uniform; it was not an easy decision to make and this was also discussed at SETS. The needs of older students who are very attached to their current school and who identify strongly with them, versus the needs of younger students who also identify with their current school but will become part of Victor Hugo College and de Saumarez College were considered. Costs were also considered. One thing that the four headteachers were very confident in, when making their decision, is that staff will ensure that all students feel a strong sense of belonging and identity whether they are leaving over the next two years or whether they will be part of Lisia School.
Travel between schools	Will students need to travel between schools? If so, what will the transport provision be? From a teacher perspective how will the travel time be accommodated within the teachers' directed time?	<p>There should be limited travel between sites for students. Only 6th formers may have to travel between sites if they choose a minority subject not offered on their existing site. These students may be able to travel independently (they may be offered a parking permit, only if this does not impact on staff parking). Options for transport will be explored in more detail to see if it would be possible to provide buses for such occasions.</p> <p>It is anticipated that there will be a number of roles for staff with leadership responsibilities across Lisia School. Any travel time will be accommodated within directed time.</p>

	Will parents be required to drop off/pick up at different locations, dependent on timetables?	There should be limited travel between sites for students. Only 6th formers may have to travel between sites if they choose a minority subject not offered on their existing site. Pick up locations may vary dependent upon the electives that students choose. Usual sporting activities and competitions will also continue as normal in the new school.
How much input have politicians had into ops matters?	How much input have politicians had into ops matters? How will the new school lead to better outcomes?	<p>Politicians have developed the overall policy and strategy for education. This includes one school operating as two colleges, the identification of sites for extension and the costings required for this. They have also endorsed the approach to enrichment and to providing equal opportunity for every child. No final operational decisions have yet been made and these will be developed by the school leadership team within agreed budget and policy.</p> <p>Current school performance has seen significant fluctuation in outcomes in some schools on an annual basis. Achievement across the Bailiwick has been typically just above the national average but below statistical neighbours. The Committee and senior leaders believe that outcomes across the Bailiwick should be better than 'average'. It is acknowledged that there are very real challenges for staff working in small schools, where huge pressure is often placed on single person departments. Some schools are currently not able to offer the full curriculum due to staffing shortages/absence.</p> <p>Of the top 200 non-selective comprehensive schools in England (2018 validated data), 159 of these were 11-18 schools with an average student body of 1350 students, very similar to the size of the future colleges. There is clear evidence that 11-18 schools lead to some of the best outcomes nationally and in the Bailiwick and it is important that any new school model captures the best of local and national practice. Bringing teams of staff together across one school, operating as two colleges, will ensure that every child has access to a broad and balanced curriculum which will contribute to improved outcomes for all. Bringing teams together will also enable far greater collaboration for staff which will lead to greater consistency in all aspects of school life; curriculum; assessment; behaviour; SEND support; enrichment etc. The new school will also offer much improved support for children with SEND by bringing teams together, making it easier to provide support in fit for purpose provision and deliver improved outcomes for every child. Additionally, running two colleges of a similar size will ensure equality of opportunity for all students and deliver all the benefits of 11-18 schools which the current Grammar School and Sixth Form Centre benefits from. All of these things combined will contribute to improving outcomes.</p>
Lack of outside space	Where will students go during break time and lunchtime?	During break time students will have access to most parts of the school site, including identified teaching spaces. Careful consideration will be given to health and safety concerning all decisions relating to the management of the site. Students will be able to eat in the refectory area and in outdoor spaces and there will also be external covered areas to facilitate outdoor play in inclement weather. These covered areas have been introduced in response to staff feedback. The site and buildings will provide ample space for students to relax and catch up with friends.

		At lunchtime, it is in the intention to operate a staggered lunch. This is always desirable when managing larger groups of students. There will be no more students having lunch at any one time than the existing sites were originally designed for. Students will have access to the refectory areas, identified teaching spaces, the library and all outdoor spaces.
Science departments and lack of storage space	Will there be enough storage space?	Discussions with Science colleagues have taken place to explore their concerns further and identify solutions. Heads of Science and technicians met to develop revised plans which are being drawn up by the designers in England. Once Science colleagues and the leadership team have signed off the plans, these will be added to an amended tender document. Science colleagues have fed back that the changes made will lead to improved use of space.
Lack of library space	Will there be study spaces for students? (either in or not in library) Is it possible to build mezzanine floors for extended library space? (esp.SSH above canteen)	During the day, the refectory areas will be available as quiet study zones for students, in much the same way that the current Sixth Form Centre operates. The Executive Leadership team has also listened to feedback from the staff regarding independent study spaces and feedback from the librarians and has been actively pursuing opportunities to develop additional mezzanine areas at de Saumarez and Victor Hugo sites. Approval has been given to proceed to the design phase and a small representative group of interested staff will be created to support this process. High level costs for these additional areas are estimated to be £620,000 combined. Plans, options and costs will be shared with staff as soon as they are available. Once the precise costs are available and, provided these can be funded within the transformation budget with P&R approval, it will be possible to include a mezzanine on each site.
PE Provision	Is there sufficient space for indoor and outdoor PE?	Provided that whole year groups are not timetabled at the same time for PE, there is sufficient space for indoor and outdoor PE. If current work to try and secure additional land for the de Saumarez site is successful, this will further enhance the facilities at de Saumarez. The Committee is actively exploring this option and hopes to provide a formal update on this in the near future.
Design and furniture replacements	Will staff have a say in the layout of rooms and design of furniture	Yes. The Education Capital Projects Team will provide a timetable later this year for staff discussions regarding layout and furniture
SEN space too small	Will all Inclusion and SEND provision be stationed in the same area of the school?	Yes, this has enabled a larger area to be provided as a dedicated space and will facilitate formal and informal support opportunities for students and provide greater flexibility for SEND and inclusion staffing. The planned SEND spaces are substantially larger than any of the existing provision and will provide flexible spaces such as small teaching rooms, 1:1 spaces, meeting rooms and offices in which to meet the needs of some of the school's most vulnerable learners. The Inclusion and SEND space has been requested in addition to the main building footprint.

Teachers moving classrooms in between lessons and being late to lessons	How will staff movement between classrooms be minimised? Will staff have to teach across more than one site? How will this be managed?	<p>Staff movement will be minimised in the way that subjects have been grouped together by location in each College. Careful timetabling and planning will be important to reduce unnecessary movement for staff.</p> <p>It is likely that there will be a small number of roles whereby some staff will work across both sites. Any such roles will be carefully planned and teaching allocations and travel time built into the working week and directed time.</p>
Capacity for staff rooms/ lack of space (8 post-it notes)	Where can staff briefings be held? How can staff collaborate wholeschool? Will staff have allocated space in work bases / staff rooms?	<p>Staff briefings can be held in the presentation suites, the main halls, classrooms or meeting rooms, dependent upon the timing of the meeting and numbers present.</p> <p>There will be regular staff meetings in each college as well as opportunities for cross school collaboration.</p> <p>Yes, there will be individual work spaces for all staff. There have been rumours of hot-desking, this is not the case. Some workshops have already taken place with school staff across the four schools to discuss staff work bases. The responses were discussed at SETS and further questions emerged. As a result of this, there will be some more detailed focus groups taking place to explore and understand and address staff questions further.</p>
Staff toilets - not enough	How will provision of toilets for staff be distributed around the school to minimise the distance staff must travel to use? How will privacy for staff use be ensured?	<p>Toilets have been designed for staff use throughout the school site. They are spread out across the site to ensure that staff have quick and easy access to toilet facilities. Building individual toilet blocks in a set location would require staff to have to walk long distances. Additionally, there will be staff toilets available near the admin/reception area at the LBHS site and near the current headteacher's office at the SSHS site. SETS meetings have identified that there is a wide range of views on this matter. Some myths appear to exist whereby it is believed that it is possible to enter toilets at LBHS when they are already in use. This is not the case as the toilets have a manual locking system which overrides the SALTO card system.</p>
Staff showers being removed	Will there be guaranteed staff showers?	<p>Showers will be available for staff to use in the swimside changing areas on both sites. Before school these areas will be out of bounds for students. After school, staff will be able to choose from any of the staff WCs around each site in order to change for sporting activities/cycling home etc. However, staff input into other possible solutions will be sought as the plans develop.</p>

Lack of Sixth Form areas	Where will post-16 go for private study onsite? Will there be an additional staff/student work space?	<p>6th form students will be able to access the libraries and refectory areas on both sites which will operate as quiet study zones. In addition, following staff feedback, it is anticipated that there may be a mezzanine area on both sites for 6th form study. Rooms which are less utilized can also be designated for quiet study.</p> <p>Staff will have access to their curriculum work bases for quiet study, planning and meetings. The staffroom will also be available as a quiet workspace/meeting space during lesson times.</p>
Canteen space	How can the canteens accommodate double the number of students, especially as LBHS isn't being enlarged?	<p>At lunchtimes it is in the intention to operate a staggered lunch. It should be noted that this is a decision made by the school leadership team, regardless of the available space, as it is highly desirable to have a manageable size of students to oversee during unstructured time. There will be no more students having lunch at any one time than the existing sites were originally designed for. At breaktime, movement will be more fluid as students will move around the entire site.</p>
Wet play space	How can each college cope with the numbers of students on a wet day.	<p>During break time students will have access to most parts of the school site, including identified teaching spaces. Careful consideration will be given to health and safety concerning all decisions relating to the management of the site. Students will be able to purchase food in the refectory area and there will be external covered areas to facilitate outdoor play in inclement weather. These covered areas have been introduced in response to staff feedback.</p> <p>At lunchtime, it is in the intention to operate a staggered lunch. There will be no more students having lunch at any one time than the existing sites were originally designed for. Students will have access to the refectory areas, the library and all outdoor spaces including the external cover spaces for play.</p>
Corridor spaces/overcrowding	How will the corridors cope with the extra students?	<p>Corridors have been designed above the national space standards for schools of this size. National space standards require corridors of 1.5m width, however the colleges will have 2.1m width as standard. The existing buildings are being substantially extended and will mean that students will be spread out evenly across the site, providing ample space for student movement. Careful management of student movement by all staff and ensuring high standards of behaviour will ensure the successful day-to-day operations of each college.</p>

Staff consultation and engagement

	Suggested FAQ if there isn't an FAQ which already covers this	
Consultation		There is ongoing consultation and discussion through SETS and the People Advisory Group. Several workshops have taken place since November, in addition to these there will be a further series of workshops and focus groups to consider specific issues throughout the development of the Lisia School.
Teacher silence (people not feeling listened to and having to support a plan they don't support)	How are staff being informed of developments to Education Transformation? How can staff provide anonymous and confidential feedback?	Regular updates are being provided through SETS which should be disseminated to staff teams by representatives in weekly briefings and through the updates from SETS. The SETS group will also be exploring other ways in which staff would like to receive information. Staff can provide feedback through surveys as they occur. SETS reps can also raise concerns on behalf of staff. A google form will also be established which will remain open at all times for staff to ask questions.
Lack of voice for support staff	How can support staff give regular feedback?	Support staff have a stronger voice now that each school has a SETS rep for support staff. All staff should use their SETS reps to provide feedback on transformation.
How can we improve engagement?	How can we improve engagement?	The SETS group is looking at priorities for further engagement activities. More detailed timelines will be produced in January.
How can we improve Comms?	How can we improve Comms?	SETS will be gathering feedback from staff to find out how they would like to receive information and communications. It is important that staff have a say in how they would like to receive information. The current mechanisms are via fortnightly SETS updates, letters and media releases. There is also this FAQ page that will be updated regularly which all staff will have access to. The Committee has publicly acknowledged the need to improve communication and made a commitment to do so.
How can we make better use of SETS?	How can we facilitate more collaborative group work opportunities? (Such as this one!)	SETS membership has been expanded to ensure that there are more staff involved in sharing messages and information and also taking feedback to SETS meetings. SETS meetings are providing more opportunities for staff to discuss issues in cross-school groups.
Lack of proper project management	How can staff have a better understanding of	More detailed timelines will be produced in January. We will be appointing a project manager for the 11-18 school who will be working on these timelines to help staff to understand what is changing and when and what the decision-making process is.

	what is changing and when?	
Need alternative methods of communication	Where can we access the communications plan / strategy for the transformation?	A plan is being developed and will be shared in January with staff, it will be important that staff provide feedback on this and how they would like to be consulted.
Lack of awareness of plans	When will the next update of plans be shared with staff?	The latest plans are available on the staff information portal. Any changes will be made in discussion with appropriate staff and shared more broadly after this.
Lack of political visibility in schools	How can I regularly feedback my comments or concerns to ESC?	There is an existing email address for staff to use Education Future, educationfuture@gov.gg . The Committee has also committed to holding termly drop-ins in each school.
More detail on staff transition arrangements	When will staff know about job security / job descriptions / appointment dates?	<p>More details will be provided in February . There is a high level timeline which has been previously shared with staff and is below for information. It is important that the People Advisory Group are satisfied that the quality of information to be shared with staff is as accurate as possible, and reflects the commitment for all staff to know their role in Lisia School by April 2021.</p> <p>The timeline chart displays the following key milestones and role transitions:</p> <ul style="list-style-type: none"> Sept 19: Designate Principals in post (Starts) Sept 20: VPs and APs (Directors) appointed (Starts); Leaders and Coordinators appointed (inc Support Staff) (Starts) Sept 21: Double intake Year 7 into two Colleges (Milestone); Principals assume roles in the two colleges (Starts); Vice Principals and Assistant Principals (Directors) in post (Starts); Leaders and Coordinators (inc Support Staff) in post (Starts); Teaching & Support Staff appointed to Colleges (Starts) Sept 22: LMDC Site closes July (Milestone); Teaching & Support Staff in post (Starts) Sept 23: LV Site closes June (Milestone)

Lack of direct consultation with support staff	Consultation with support staff has been ok, however, no more information can be given on staffing and support staff are not guaranteed a position in the new system.	Support staff have been prioritised in the recent engagement activities which have been taking place. The views of all staff are very important. There will be a consistent approach applied to the re-organisation of school across support staff and teaching staff. The approach will outline how staff will transition to the new staffing structure. The approach will be discussed with the People Advisory Group. More details will be provided in January.
Support staff lack of job security	When will support staff know more information about roles in the new structure? Will support staff need to apply for positions in the new structure? Will support staff compete with colleagues for positions?	<p>There will be a consistent approach applied to the re-organisation of school across support staff and teaching staff. The approach will outline how staff will transition to the new staffing structure. The approach will be discussed with the People Advisory Group. More details will be provided in January.</p> <p>The process for staff transition will be consistently applied across all staff groups. More details will be provided in February.</p>
Not understanding transition	What are the staffing transition arrangements?	There will be a consistent approach applied to the re-organisation of the school across support staff and teaching staff. The approach will outline how staff will transition to the new staffing structure. The approach will be agreed with the People Advisory Group. The transition of staff will not simply be a merger of two schools into one site.
Understanding of HR procedures during transition	What are the HR procedures for managing staff transition?	There will be a consistent approach applied to the re-organisation of the school across support staff and teaching staff. The approach will be in line with the overall States of Guernsey staff reorganisation approach. The approach for school staff will be agreed with the People Advisory Group.
Transition four into two	When and how are the practicalities of moving going to take place? Will staff be required to move stock etc? Will this be in their own time?	A project manager is being appointed for the 11-18 school and a detailed plan outlining when the different moves take place will be developed to answer transition questions in more detail. Staff will not be expected to move things themselves.
Teacher preparedness for change	Will I be offered training and support for the changes?	A change readiness survey has been carried out this month. Following feedback from SETS, time was set aside on the INSET day or in other meeting times. This survey is for all staff to complete in order to understand what training and

		support staff feel they need during the transition to one school so that a comprehensive programme of support can be developed.
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