

# **A public response to 75 questions raised by People Power Guernsey on 19 February 2020.**

**26 February 2020**

# Contents

Introduction.....	2
A. The 75 Questions .....	3
B. Collated responses to the 75 Questions.....	9
1 - Determining the future model of secondary education .....	9
Other possible models for secondary education.....	9
The States' processes.....	10
The vision and values behind One School, Two Colleges .....	13
2 - Consultation & Engagement .....	14
General .....	14
Staff.....	14
Students .....	15
3 - Financial matters.....	17
4 - HR matters .....	18
General .....	18
Teaching staff .....	18
Director of Education .....	19
5 - Educational and operational matters .....	19
Building design .....	19
Timetabling and the school day.....	22
Enrichment.....	23
Curriculum matters.....	26
Sixth Form provision.....	28
Pastoral matters .....	31
Appendix: Lisia School - Consultation and Engagement 2018 - 2020.....	33

## Introduction

In the week preceding the States debate on the Requête entitled *Determining The Best Model For Secondary Education*, People Power Guernsey submitted 75 questions to my Committee. These questions principally concern the design and implementation of the One School, Two Colleges model, but also touch on other matters falling within my Committee's remit.

Therefore, to improve public information and understanding, and to further the education debate prior to the Requête, my Committee asked officers and senior school leaders to draft responses to these questions. This Paper provides those responses and is structured as follows:

- Part A reproduces the 75 questions as they were submitted to my Committee.
- Part B clusters the questions thematically to assist readers.
- There is also an Appendix, detailing a calendar of consultation and engagement activities.

I would like to extend my thanks to the other members of my Committee, its officers, and senior school leaders who have worked hard to provide these responses at very short notice. I hope readers find the responses helpful.

**Deputy M J Fallaize**  
President  
Committee *for* Education, Sport & Culture

## A. The 75 Questions

Below are the 75 questions submitted by People Power Guernsey, which have been reproduced in their entirety. However, as there were two questions numbered 32, 'A' and 'B' have been inserted in square brackets after the numbers; this is for the purposes of differentiation. There was also a reference to "six calm" areas in question 19, which we assume was a transcription error and "sixth form" was intended; this has also been added in square brackets. These questions have been marked with asterisks.

Various [hyperlinks](#) to additional documents have been included throughout.

1) It is unclear how the vertical tutor groups will work in the two site model. Please could you clarify:

A) How many students there will be in each vertical tutor group?

B) Whereabouts in each site will the vertical tutor groups be able to meet as there is no designated space for the students?

2) Do you agree that the profession supported the initial two site model when it was proposed as it was better than the current committee's three school and post 16 proposals?

3) Do you agree that there are other three school models with alternative post 16 arrangements which would not impact progress with the development the Guernsey Institute?

4) Please could you explain how the proposed enrichment programme is intended to work?

5) It is understood that there will be 60 sessions at each site, so 120 each week and you are expecting 30% of these to be provided by external providers. So you will need 36 external providers each week.

A) Are these assumptions correct?

B) How confident are you that you can provide this content and provide engaging content that the students want?

C) What is the anticipated cost of this enrichment programme?

6) Would you agree that the best schools achieve great outcomes for their students because the school day is simple and allows for innovation and creativity in the school day?

7) Would you agree that the school day in your model is complex as opposed?

8) Please could you outline the benefits to the young people from the current enrichment programme as it is difficult to identify the incremental benefit?

- 9) Do you agree that the majority of the enrichment programme is going to be class room based? If not please could you explain your reasoning?
- 10) Please could you explain in simple terms how the lunchtime sessions will work on a daily basis? Is it reasonable to assume that the students will have around 20 minutes each to eat?
- 11) Please could you explain the difference in facilities for sixth form independent study in the current and models?
- 12) The current Sixth form gives students a silent room, monitored area and sixth form area space. The new schools have these areas as corridors and through fares. Can you explain how the two site model will improve the facilities for students?
- 13) Please can you describe how the Committee obtained views of the students and young people in the design of the two sites?
- 14) What evidence do you have that the young people support the two site model?
- 15) Are you able to provide a comparison of students key stage 4 options for 2020/21 compared with 2019/20?
- 16) Please could you show what post 16 options will be available for the students in your new model and is with any differences with the current t offering at the single sixth form?
- 17) How is the Committee intending to protect the mental health and well being of students and staff in the new model given the diminished space available and longer, more intense working day?
- 18) How much more money, do you think the States would have to spend on traffic arrangements
- 19) Would more space include purpose built six calm [sixth form] areas, both for independent study and a common area as current, and at all the islands granted colleges that do not need to be shared with lower school.\*
- 20) Why is it acceptable to allow the islands excellent provision at Key Stage 5 to be the casualty of the one school plan...?
- 21) How does the provision of more space address the reduced choice and provision of courses?
- 22) How does the provision of more space address the potential need to travel?
- 23) The one school model creation of these failings is certainly one way of achieving equality of opportunity for all students in States education system. Is your Committee's intention to

give all State' students a far poorer deal than private college students? It will simply have an adverse effect on their life chances and widen the social gap for generations.

24) What plans are in place to appoint a new Director of Education?

25) When will this post be advertised?

26) What steps are being taken to avoid further reputational damage to such senior appointments?

27) Many people do not understand why the Committee dismisses the current site at Footes Lane as an educational establishment. The Committee has not provided any evidence to support its arguments other than wild hyperbole. Please could you provide independent evidence to support your arguments as to why Footes Lane has been dismissed?

28) The Committee is supportive of the Children and Young People's Plan and the UN Convention of the Rights of the Child. Does the Committee agree that in this critical decision for education the youth voice is critical?

29) Please could the Committee provide details of all engagement with students and young people in helping to formulate the plans?

30) Please could you provide total teaching staff turnover for secondary education for the last academic years?

31) Please could you provide the number of applicants in secondary education against the number of vacancies by subject area for the past five years?

32[A]) Please could you provide a detailed breakdown of the £4m expenditure to date?\*

32[B]) If you are now suggesting a return to the States to add additional areas to the new schools, how do you propose doing this without first creating a two site master plan and cost plan which may require major revisions and delay to your current published site plans? Or are you simply deferring the decision to the States in the future, which they can do in any event which makes the Amendment to the Requete pointless and simply a wrecking tactic?\*

33) Why were dedicated areas for Sixth Formers' social and study areas not included in the Site plans, especially are they are a clear requirement in Building Bulletin 103 which you used as a source document?

34) Did the Committee "value engineer" them out?

35) Was it a conscious decision to exclude the social areas or was it just not spotted that they were missing?

36) How will you determine which sites offer which subjects at Year 11 and Sixth Form level?

- 37) What is the curriculum and qualification offer you are considering offering to Sixth Form students in both 11-18 schools?
- 38) You must have decided earlier how it would be split, otherwise you could not have finalised the specialist room requirements-or did you?
- 39) How many additional Food Technology and Art, Craft, Design and Technology rooms are you adding to both sites in light of increasing your school cohorts to more than double the current numbers?
- 40) Who were your stakeholder consultees when you were formulating the plans for the sites?
- 41) Who decided which classroom areas in the two schools were to be below the minimum areas specified in the English Bulletin 103?
- 42) Do you consider there is any risk, for example, in putting science subjects in rooms originally sized for general classroom subjects like English and Maths?
- 43) Have you published your curriculum models showing which subjects and year groups you intend to use setting in?
- 44) Have you published your range of option choices for Years 10 and 11 in each school?
- 45) What will be your minimum class size in order for a subject to run?
- 46) Do you intend to offer the same range of subjects in Year 10 and 11 in each school?
- 47) Have you published your minimum participation requirements for all GCSE and A Level subjects and the IB?
- 48) Will minority subjects be protected?
- 49) Will sixth form students have a pastoral role with younger pupils in their vertical house settings?
- 50) Why have staff facilities been so depleted in each of the two schools from what they currently have and why do you consider it appropriate to reduce said staff facilities from those recommended in the English bulletins 103?
- 51) How can you justify the significant reduction in external play areas in both schools by claiming that it is compensated for by increased internal space?
- 52) Can you define what is available internally at break times and lunch hours which equates with the ability to get fresh air and exercise outside during the school day?

53) What steps is the Committee intending to put in place to support the emotional health and well being of the students and teachers during the transition to the new model and in light of the lengthening of the school day?

54) Please can you confirm the process and timeline for the review of the various business cases for the educational models. Presumably, the previous committee's proposals went through a business case process, and would have been reviewed when they were debated in 2018?

55) If so was this an Outline Business Case or Strategic Business Case?

56) How were there proposals approved if they were technically undeliverable – i.e. what was the point of the Review?

57) The current Committee's initial plans were approved by the Assembly in 2018 presumably with neither a Strategic nor Outline Business Case?

58) Does this represent good governance?

59) If you think that this does represent good governance what is the point of P&R's Capital Prioritisation and five case models?

60) Presumably once the States approved the one school model there was a Business Case prepared but there would have been no proper option appraisal to confirm that the one school two site model was appropriate and indeed the optimal solution? The answer had already been dictated by the States and again questions the States own governance arrangements. Would you agree that this whole process was a fait au complete?

61) Who did the Committee commission to review the business case? Did they have any educational knowledge and experience or was it simply a value for money assessment?

62) Why did the Project Assurance Review not raise any of the issues raised by the public, parents and teachers.

63) Please could you publish all the Project Assurance Reviews that have been completed for the one school two site model?

64) Would you agree that this whole exercise has made a complete mockery of the state, and capital prioritization process. The states have been able to wholly disregard it in order to engineer the outcome that the Committee and Policy and Resources want to achieve.

65) There appears to be confusion about the key impetus for the transformation; improving educational outcomes, improving educational experience, or saving money? This seems to be a constantly moving boundary. Please could you state unequivocally which it is?

66) Some staff are questioning why has any money been spent on this before every student in every school has a fully qualified subject specialist teacher in every core subject?



67) Why is it not a measure of success for either Head Teachers, or the ESC, or for HR that this is attained?

68) Why does HR appoint teachers who are not subject qualified?

69) Is it true that teachers who have falsified their application data have been retained?

70) If ESC is "listening to teachers", why is the employer giving formal warnings and employing other bullying / pressuring tactics to stop teachers from giving their views to deputies or sharing concerns with each other?

71) Does ESC believe its team has the requisite skills and experience to deliver this project? Do you have the right people in the right roles?

72) What is the cost of IB per student qualification relative to A level? Why does the 6th form offer mixed qualifications without reliable and extensive initial information as to the acceptability of these to Universities / specific courses? Why does it not facilitate the BMAT or the UKCAT, particularly when the IB /A level combination of qualifications appears to be less acceptable to universities in Europe than those in the UK?

73) How will splitting the sixth form improve the breadth of what is offered, especially considering that the argument for a larger school is that combination will bring increased offer for 11-16?

74) What is the current student spend at each of the High Schools and Grammar School?

75) Please could you create a facility for all questions raised by staff to be shared with all answers provided in a full and transparent manner?

## B. Collated responses to the 75 Questions

Below are the 75 questions submitted by People Power Guernsey. They have been reproduced in their entirety, but, this time, grouped together in themes for ease of reading. As before, questions 19, 32A and 32B have been marked with asterisks for the reasons explained at the beginning of Part A. Again, various [hyperlinks](#) to additional documents have been included throughout.

### 1 - Determining the future model of secondary education

#### Other possible models for secondary education

**3) Do you agree that there are other three school models with alternative post 16 arrangements which would not impact progress with the development the Guernsey Institute?**

Yes. There are [models for secondary education](#) that would not affect progress with the development of The Guernsey Institute. However, any model involving post-16 arrangements that combine Sixth Form and Further Education provision would have an impact. This is because the business case for The Guernsey Institute assumes all further and higher education (as distinct from Sixth Form A Level/IB provision) is integrated with the GTA and Institute of Health and Social Care Studies. Any dilution, or possible dilution, of this affects the business case for The Guernsey Institute and, therefore, would impact its progress.

**27) Many people do not understand why the Committee dismisses the current site at Footes Lane as an educational establishment. The Committee has not provided any evidence to support its arguments other than wild hyperbole. Please could you provide independent evidence to support your arguments as to why Footes Lane has been dismissed?**

The announcement about the selection of the St Sampson's and Les Beaucamps sites is available [here](#). Peter Marsh Consulting, an independent consultancy firm commissioned jointly by the Policy & Resources Committee and the Committee *for* Education, Sport & Culture, endorsed the selection of the St Sampson's and Les Beaucamps sites as the two best options for the new colleges. They advised: "Both of the proposed selected sites for the operation of the new school at St Sampson's and Les Beaucamps have, in our view, sufficient space within their grounds to meet the future new build space requirements of the new school system. They are also 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 sites."

## The States' processes

**54) Please can you confirm the process and timeline for the review of the various business cases for the educational models. Presumably, the previous committee's proposals went through a business case process, and would have been reviewed when they were debated in 2018?**

The **Programme Business Case** was published in August 2019 in support of the **Policy Letter**; the Outline Business Case was produced in October 2019, was independently reviewed and considered by the Policy & Resources Committee in December 2019. This led to the decision to launch the tender process and submit the planning application. Once the tender process is completed by 31 March 2020, the Committee for Education, Sport & Culture will submit the Full Business Case to the Policy & Resources Committee to release the funding to proceed to contract award by 28 April 2020.

This process was not followed by the previous Committee, nor was its Policy Letter supported by a business case following the '**Five Case Model**'.

**55) If so was this an Outline Business Case or Strategic Business Case?**

We followed the approach recommended by the author of the **Five Case Model**.

The **Programme Business Case** (August 2019) is effectively the Strategic Business Case for the Transforming Education Programme, whilst the Outline Business Case (produced in October 2019) is specific to the 11-18 School.

**56) How were there proposals approved if they were technically undeliverable – i.e. what was the point of the Review?**

No technically undeliverable proposals have been approved. A considerable amount of effort and expertise has gone into developing proposals that are technically deliverable; where there are risks, they are manageable.

The **Five Case Model** provides an iterative approach to the development of business cases - it includes in-built checkpoints as plans are developed to ensure that a rigorous approach is being followed. In turn, this makes certain that each successive phase is building on solid foundations and avoids more detailed work (such as tendering for construction contracts) starting until the case has been proved at each successive level of detail. This work is independently reviewed to ensure that 'technically undeliverable' proposals are not pursued.

None of the reviews of the Programme has concluded that the Programme is 'technically undeliverable' - whether to do with programme management, space allocation, site selection, traffic impact, school architecture & design, or financial viability.

**57) The current Committee's initial plans were approved by the Assembly in 2018 presumably with neither a Strategic nor Outline Business Case?**

This is correct. The starting point for any business case is agreeing "The Case" (see 'Overview' [here](#)). Once the States had agreed The Case (i.e. the case for change and what the business case must answer), which it did in 2018, funds were allocated to develop the Programme Business Case. The Committee then spent 18 months developing the Programme Business Case before coming back to the States with the Policy Letter and supporting Programme Business Case (akin to a Strategic Business Case; see question 55 above) in September 2019. Subsequently, the Outline Business Case for Lisia School operating over two college sites was produced in October 2019, with the Full Business Case due to be published in spring 2020. The Outline Business Case cannot be published as it contains commercially sensitive information.

If an alternative model were now to be pursued, this effort would have to be written off and the same process would need to be followed for the new model before it could be brought back to the States for approval.

**58) Does this represent good governance?**

Yes. The plan for Lisia School and the wider transforming education programme is the first education programme to follow the 'Five Case Model' (or 'Green Book') approach, which has been followed throughout with advice from officers in the Capital Portfolio team. All members of the project team have been trained in the approach and each business case has been supported by a programme assurance review by an independent expert.

**59) If you think that this does represent good governance what is the point of P&R's Capital Prioritisation and five case models?**

The 'Five Case Model' has been followed throughout, by and with the advice of both its author and the Capital Portfolio team (see question 58 above).

**60) Presumably once the States approved the one school model there was a Business Case prepared but there would have been no proper option appraisal to confirm that the one school two site model was appropriate and indeed the optimal solution? The answer had already been dictated by the States and again questions the States own governance arrangements. Would you agree that this whole process was a fait au complete?**

The Committee *for* Education, Sport & Culture must operate within the States' existing decision-making processes. When the 'One School, Two Colleges' model was approved in 2018, the States had already, by a clear majority, rejected a 'Four School Model' and a 'Three School Model' for secondary education.

Therefore, in accordance with the States' direction, and based on advice from officers in the Capital Portfolio team and the author of the Five Case Model, the options appraisal focused on the alternatives for delivering a 'One School, Two Colleges' model (as well as comparing

these with the *status quo*). Given the States Resolution, it would not have represented a good use of taxpayers' money for additional funds to be spent comparing the 'One School, Two Colleges' model with the previously rejected four- and three-school models, or permutations thereof.

**61) Who did the Committee commission to review the business case? Did they have any educational knowledge and experience or was it simply a value for money assessment?**

The business case was reviewed by Amba Advisory, an independent programme assurance organisation with extensive experience in education, in particular school-building programmes.

**62) Why did the Project Assurance Review not raise any of the issues raised by the public, parents and teachers.**

The Reviewer (see question 61 above) recognised that the Committee *for* Education, Sport & Culture had achieved a difficult balance between i) what school staff would like in a world unconstrained by budgets and ii) how much the States of Guernsey could afford. The planning process has given members of the public the opportunity to raise concerns in a constructive way - and around 200 people have done so. These responses will be factored into the planning decision, which will guide the plans for both sites. Meetings with parents have been largely positive, with the main message being to 'just get on with it' amid concerns over the uncertainty and possible delays for children already in the system. However, the Committee recognises that it is inevitable that a significant proportion of the profession, parents and the wider community do not support the 'One School, Two Colleges' model for a host of different, and often competing, reasons.

**63) Please could you publish all the Project Assurance Reviews that have been completed for the one school two site model?**

Both the Policy & Resources Committee and the Committee *for* Education, Sport & Culture have already announced their intention to publish the Full Business Case and Assurance Review once it is completed and approved.

**64) Would you agree that this whole exercise has made a complete mockery of the state, and capital prioritization process. The states have been able to wholly disregard it in order to engineer the outcome that the Committee and Policy and Resources want to achieve.**

No. The States have not disregarded the Capital Prioritisation process at all; rather, it has been fully complied with. The 'One School, Two Colleges' model has been approved twice by a majority of members of the States (see question 57 above).

## The vision and values behind One School, Two Colleges

**23) The one school model creation of these failings is certainly one way of achieving equality of opportunity for all students in the States' education system. Is your Committee's intention to give all State' students a far poorer deal than private college students? It will simply have an adverse effect on their life chances and widen the social gap for generations.**

Not at all. The transformation of secondary and post-16 education aims to achieve many of the benefits typically afforded only to students in the grant-aided colleges. These benefits will provide greater equality of opportunity for all young people in States' education across the island, helping to improve life chances and narrow the social gap.

The Committee *for* Education, Sport & Culture is committed to providing equality of opportunity for *all* our children and young people. This is why we have no intention of replacing selection by examination with selection by postcode, which would be the case if secondary education was to be provided from one 11-18 and two 11-16 sites. The Committee's intention is to provide students in the States' sector with the best possible education that the island can afford so they have the best possible life chances. Many aspects of Lisia School will make the student experience more similar to that of students attending the grant-aided colleges: 11-18 education, an extended school day (three days per week), and a renewed enrichment programme available to all.

**65) There appears to be confusion about the key impetus for the transformation; improving educational outcomes, improving educational experience, or saving money? This seems to be a constantly moving boundary. Please could you state unequivocally which it is?**

Any major investment programme has to strike a balance between delivering benefits at an affordable cost, hence the business case process which demonstrates this. The objectives of the Transforming Education Programme are defined in the Programme Business Case (see here) as:

1. Equal opportunity for all,
2. Improving educational outcomes, and
3. Value for money.

This is not a constantly moving boundary; it is a consistent theme throughout all the plans. Achieving a balance between these three objectives is a key consideration throughout the business case process.

**66) Some staff are questioning why has any money been spent on this before every student in every school has a fully qualified subject specialist teacher in every core subject?**

This is one of the challenges that small schools often face, and which Lisia School will overcome. In order to ensure schools are not substantially over staffed, which would not be a good use of public funding, some staff are required to teach outside their primary subject

area. Similarly, subject teams of only one teacher lack resilience in cases of illness, other absence, or vacancy in posts.

This issue is one of the key drivers for change. Having larger, 11-18 schools enables teachers to teach within their specialisms and to be part of larger subject teams. Until the system changes, this won't be achieved. And, in order to move the programme forward, money has had to be spent on the design of the buildings, preparing business cases and developing implementation plans, so that we are ready to accommodate larger cohorts of students and staff.

**67) Why is it not a measure of success for either Head Teachers, or the ESC, or for HR that this is attained?**

Equal and broader curriculum offer, including better course combinations, is one of the central aims of the 'One School, Two Colleges' model. Some work has been done to improve current arrangements, but real change can't be achieved until the system changes. Put simply, it is not possible under the current four high school system, and within reasonable financial limitations, to ensure that for every child, every subject is taught by a subject specialist. It would be unreasonable to judge Headteachers, or the Committee for Education, Sport & Culture or HR, against a measure of success that is not attainable under the current system.

## 2 - Consultation & Engagement

### General

**40) Who were your stakeholder consultees when you were formulating the plans for the sites?**

Plans were shared with Headteachers and developed in consultation with Principals Designate. Various groups of staff were consulted, principally between April and December 2019 and plans adapted in light of feedback. A full list of the consultation that took place can be found in the Appendix. Due to budgetary constraints (see question 2 below), it was not possible to include everything requested by all groups of staff into the final plans.

### Staff

**2) Do you agree that the profession supported the initial two site model when it was proposed as it was better than the current committee's three school and post 16 proposals?**

Even assuming the reference to "current committee" means the "then committee", this is difficult to answer: staff were never surveyed in this way prior to the 2018 debate. However, the first staff survey, which was conducted after the 'One School, Two Colleges' model was approved, indicated that just over half of teaching staff thought that the transformation of secondary education would lead to improved outcomes and opportunities for students.

**70) If ESC is "listening to teachers", why is the employer giving formal warnings and employing other bullying / pressuring tactics to stop teachers from giving their views to deputies or sharing concerns with each other?**

The Committee, the Lisia School leadership team and HR have no knowledge of such practice. Any staff member, at any level, concerned about this, or who otherwise feels they are not being treated fairly at work, should raise the matter with their line manager and/or HR in the first instance.

The States of Guernsey, as employer, has on more than one occasion provided assurance to all teachers in terms of their freedom to express their individual professional opinions. This has been cascaded by email and covered at face-to-face meetings. It is also covered in the Teachers 'Code of practice and conduct' under the section 'expression of opinion'; several teachers have shared their views publicly.

On 18 November 2019, the Committee *for* Education, Sport & Culture responded to a reader's letter (via a media enquiry from Guernsey Press) as follows:

"The Committee *for* Education, Sport & Culture said: Teachers – who incidentally are not civil servants – can express their views freely, including to the media. Teachers have been reassured about this multiple times over many years by successive Committees and senior officers on behalf of the employer, the States of Guernsey."

The President of the Committee *for* Education, Sport & Culture was recently asked formal questions related to this subject. The questions, and the President's replies, can be found [here](#).

**75) Please could you create a facility for all questions raised by staff to be shared with all answers provided in a full and transparent manner?**

This has been in place since October 2018, initially taking the form of Frequently Asked Questions (FAQs). This developed into the regular SETS (Supporting Education Transformation for Staff) meetings, which are attended by staff representatives, school leaders, and union representatives. In addition, staff raise questions via school staff meetings, school leadership meetings, and union meetings (see the Appendix).

## Students

**28) The Committee is supportive of the Children and Young People's Plan and the UN Convention of the Rights of the Child. Does the Committee agree that in this critical decision for education the youth voice is critical?**

The views of students are important. In the summer term of 2018, the Committee *for* Education, Sport & Culture visited the four secondary schools and met with groups of students as more detailed plans were being developed. Working with the Youth Commission, the



Committee also established the Youth Shadow Committee as a representative body to engage and seek views on the development of the new school.

The Youth Shadow Committee consists of students from the four secondary schools, and from St Anne's, Alderney, along with Student Voice coordinators/representatives from each of the schools. It has met on the following dates:

- 18/09/2018
- 24/01/2019
- 21/05/2019
- 04/07/2019
- 30/09/2019

The next meeting will take place once the outcome and implications of the Requête are known and understood.

**29) Please could the Committee provide details of all engagement with students and young people in helping to formulate the plans?**

In addition to the response to question 28 above, there have been a range of engagement activities conducted in schools including: assemblies by Headteachers/Principals Designate; transition events and open evenings, where parents & carers have had the opportunity to ask questions with responses circulated in FAQs following the events; and, student surveys (three surveys conducted between May 2019 and December 2019 covered a range of topics such as homework/independent learning, extra-curricular, uniform, behaviour, travel to school). In addition, students via their tutor groups in schools, took part in the 'Name our School' consultation in April 2019.

**13) Please can you describe how the Committee obtained views of the students and young people in the design of the two sites?**

To the extent that this question refers solely to site design, students have not been specifically asked about this. The reasons for this are largely the same as those given in question 14 below.

**14) What evidence do you have that the young people support the two site model?**

Students are very involved in matters relating to their education, including the transformation programme; please see the previous answers in this section. It would, however, be inappropriate to canvas student opinions directly on different educational models, as this could be perceived as politicising their education. In addition, they lack the necessary experience of leading and managing schools, or any other type of large organisation. For these reasons, students' views cannot be an overriding factor when it comes to determining something as complex as the transformation of education, including the model via which 11-18 education will be provided and the prioritisation of different types of spaces within the extensions to the existing schools.

Instead, students have been engaged in a variety of different ways and have provided feedback on their current experiences in each school (via meetings and surveys referenced in question 28 & 29), their likes and dislikes, and what they'd like to see more (or less) of in any future model. This information has been central in the planning and design of Lisia School, its curriculum offer, how it operates, and enrichment activities.

Students will continue to be involved in transition activities, as the four different sites come together under the 'One School, Two Colleges' model - and afterwards because the voice of students will continue to be central to how Lisia School is run day-to-day.

### 3 - Financial matters

#### **74) What is the current student spend at each of the High Schools and Grammar School?**

In 2019, the spend per student in our High Schools, taking into account premises costs, was:

Grammar School - £7,787 (NB: includes sixth form)

La Mare de Carteret High School - £6,751

Les Beaucamps High School - £7,384

St Sampson's High School - £7,420

As is the case for all States of Guernsey service areas, budget savings have to be made in the years ahead, regardless of what model is in place to provide 11-18 education. The 'One School, Two Colleges' model enables savings to be made, for example by rationalising the number of school buildings. Some of these savings will be put back into our education system, and will, for example, be used to support enrichment activity for all students which will provide educational and life benefits.

#### **32[A)] Please could you provide a detailed breakdown of the £4m expenditure to date?\***

The expenditure to date falls into two categories as set out below:

Capital:

- Professional fees to design the 11-18 School and prepare the tender documents - £1m
- Land purchase (Deslisles Church) - £1m

Total £2m

Revenue:

- Programme team costs to develop Programme Business Case, Target Operating Model, Education Law Policy Letter (we are currently consulting with the community

over proposals for the new Education Law), Digital Roadmap, and The Guernsey Institute - £800k

- Staff and recruitment costs for Lisia School & The Guernsey Institute during the transition period - £320k
- Support from other States departments for HR, Comms, Finance, Legal, etc - £250k
- Estate Planning (Site selection, Traffic Impact, etc.) - £90k

Total £1.46m

Information about the financial impact of the Requête can be found [here](#).

## 4 - HR matters

### General

**71) Does ESC believe its team has the requisite skills and experience to deliver this project? Do you have the right people in the right roles?**

Yes. The Transforming Education Programme is now resourced with a range of staff, with the necessary skill sets. This is co-ordinated by the Programme Director, with the support of the Director of Operations. It would be fair to say that, had it been possible to get all the right resources in place sooner, our engagement with key stakeholders would have been better. But recent feedback is that new additions to the team are already making a difference, and staff in schools feel more involved with the changes that are being planned.

### Teaching staff

**30) Please could you provide total teaching staff turnover for secondary education for the last academic years?**

2015 - 14.5%  
2016 - 12.5%  
2017 - 12.8%  
2018 - 11.7%  
2019 - 12.4%

Average = 12.8%

The last two years have been below the five-year average, and the turnover rate for each of the last five years has been below the UK national average (a 15% - 20% range).

**31) Please could you provide the number of applicants in secondary education against the number of vacancies by subject area for the past five years?**

In the time available to answer these questions, we have been unable to collate the detailed information requested.

**68) Why does HR appoint teachers who are not subject qualified?**

Head Teachers are responsible for appointing staff to their schools and for ensuring the relevant skill mix (including subject expertise) forms part of their workforce planning.

**69) Is it true that teachers who have falsified their application data have been retained?**

We are not aware of any such case. If there were any such case, the Head Teacher, or any other member of staff with concerns, should bring it to the attention of HR.

## Director of Education

**24) What plans are in place to appoint a new Director of Education?**

The post of Director of Education has recently been advertised, with interviews scheduled for mid-March. The successful candidate will take up the position from 1 September 2020. The role is currently being covered by members of the strategic leadership group within Education.

**25) When will this post be advertised?**

See question 24 above.

**26) What steps are being taken to avoid further reputational damage to such senior appointments?**

There is a framework in place that underpins the appointments process for senior staff.

## 5 - Educational and operational matters

### Building design

**41) Who decided which classroom areas in the two schools were to be below the minimum areas specified in the English Bulletin 103?**

As Victor Hugo and de Saumarez Colleges will be based at two existing sites, the adaptations and extensions to the existing schools have been designed to maximise the use of space and

provide the greatest number of classrooms. Where possible, existing specialist rooms have been kept as they are, and we are planning to repurpose rooms nearby to provide additional specialist rooms so that subjects are zoned together. In some cases, these repurposed rooms are smaller than specified in BB103. However, there are more classrooms than BB103 recommends, and sufficient rooms overall to allow those that are smaller than specified in BB103 to be used for Sixth Form and other smaller group teaching.

All decisions about uses of space (within the agreed total space allocation) were made by the school leadership team, with input from subject leaders and other key staff where possible (see the Appendix).

**42) Do you consider there is any risk, for example, in putting science subjects in rooms originally sized for general classroom subjects like English and Maths?**

No. It has always been known that a small proportion of classroom spaces would be below the recommended size. However, flexible timetabling and rotation of groups in order to make the best use of space will mean that some labs will be used for sixth form teaching and smaller groups in KS3 and KS4. This practice is not uncommon in schools. The lab designs and science spaces have been reviewed by science staff, technicians and by a representative from the Consortium of Local Education Authorities for the Provision of Science Services (CLEAPSS). There is sufficient lab space to ensure that there is compliance with health and safety standards.

**39) How many additional Food Technology and Art, Craft, Design and Technology rooms are you adding to both sites in light of increasing your school cohorts to more than double the current numbers?**

It is not simply a case of ‘double the students, double the classrooms.’ Increasing the number of students on the site will mean they are used more of the time. There are other changes taking place with regard to the numbers of hours taught per subject (regardless of the move to one school) and, currently, some spaces are substantially under-utilised on some sites; they are empty for a significant proportion of the time.

At present, there is one Food Technology room on each site. A further Food Technology room will be added to each as part of the extension and adaptation plans.

Currently, there are two Art rooms on the LBHS site and three Art rooms on the SSHS site; Art provision will be brought up to four rooms at each site as part of the rebuild.

The two Technology rooms per site are currently under-utilised, so it is not necessary to add more capacity as part of ‘One School, Two Colleges’ model.

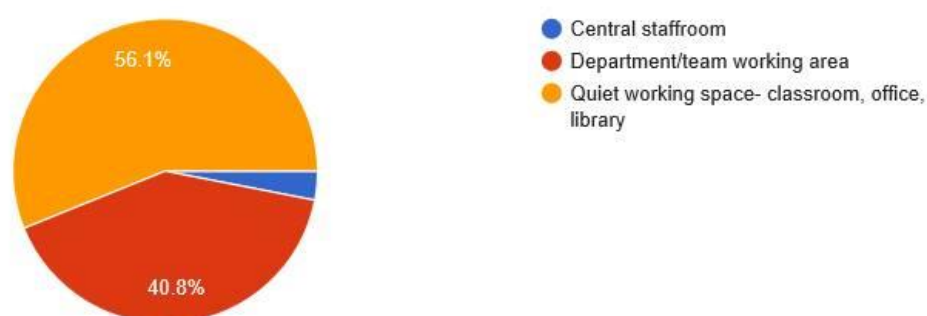
“Craft” is not a subject taught separately in our current system.

**50) Why have staff facilities been so depleted in each of the two schools from what they currently have and why do you consider it appropriate to reduce said staff facilities from those recommended in the English bulletins 103?**

Staff facilities are not being depleted. Each school will have a central staffroom and, in addition, each subject area will have a dedicated staff space, with the majority having tea- and coffee-making facilities. Staff survey responses indicated a preference for department/team working areas and quiet working spaces, which are currently limited across all schools. Using additional space for these areas was therefore prioritised over extending central staff rooms. Like students, only half of the staff will have lunch at any one time. Given this, it will not be necessary to provide a staff room that could accommodate all of the staff at once, especially as there will be other large spaces that could be used when all staff need to come together, for example for meetings outside of school hours.

Where would you prefer to spend the bulk of your non-teaching time working?

98 responses



**51) How can you justify the significant reduction in external play areas in both schools by claiming that it is compensated for by increased internal space?**

We are not aware of this claim having been made. On internal/external space, see question 52 below.

**52) Can you define what is available internally at break times and lunch hours which equates with the ability to get fresh air and exercise outside during the school day?**

**Full plans** have been made available for both sites. The full external space, excluding car parks, will be available to students during break and lunch. When staggered arrangements are used at lunch, students do not access space at the same time. Outdoor spaces at both sites are provided for in 'courtyard' design on both sites.

**21) How does the provision of more space address the reduced choice and provision of courses?**

Choices and provision of courses are not limited by space in the current plans and so the provision of more space will not affect the courses available. More students' first choice combinations of courses will be possible in the future.

**22) How does the provision of more space address the potential need to travel?**

It is not expected that there will be any change in the potential need to travel if more space is provided.

**32[B)] If you are now suggesting a return to the States to add additional areas to the new schools, how do you propose doing this without first creating a two site master plan and cost plan which may require major revisions and delay to your current published site plans? Or are you simply deferring the decision to the States in the future, which they can do in any event which makes the Amendment to the Requete pointless and simply a wrecking tactic?\***

By the time of the proposed space review in 2021, the main construction works will be halfway through. The construction contract will cater for amendments and additions to the design throughout the life of the contract. If the conclusion of the space review is that more space is required and can be funded, then opportunities will be explored to add further space to the plans whilst minimising impact on the construction already completed.

**18) How much more money, do you think the States would have to spend on traffic arrangements**

The Programme Business Case includes £1m for transport improvements associated with the Lisia School. This is in addition to infrastructure improvements already planned by the Committee *for the* Environment & Infrastructure. This figure will be reviewed, and the Full Business Case will be updated, in the light of the Planning Application and any conditions associated with its approval.

## Timetabling and the school day

**6) Would you agree that the best schools achieve great outcomes for their students because the school day is simple and allows for innovation and creativity in the school day?**

Innovation and creativity, amongst other things, certainly contribute towards excellent student outcomes and experiences. This is why the 'One School, Two Colleges' model takes such an approach itself, such as the provision of co-located affiliated services, enrichment and an extended school day, and vertical tutoring.

There is nothing complex about the proposed timetabling arrangements for Lisia School. The current system has 6 x 50-minute periods per day, whilst the colleges will have 5 x 60-minute periods per day. This change was proposed based on staff feedback. This means there are fewer student transitions and the additional time provided by 60-minute lessons will enable staff to be more focused in their planning, as there will be fewer periods in the school day. This should, in turn, allow innovation and creativity to flourish in the classroom. The focus on high quality enrichment activities will also promote innovation and creativity.

**7) Would you agree that the school day in your model is complex as opposed?**

No. See the answer to question 6 above.

**10) Please could you explain in simple terms how the lunchtime sessions will work on a daily basis? Is it reasonable to assume that the students will have around 20 minutes each to eat?**

There will be substantial consultation with staff about the details of how lunchtime sessions will work, including regarding the length of lunch and the organisation of multiple serving stations. The current working model assumes that half of all students will have lunch at any one time (around the same number of students that are at St Sampson's now). However, this will be in a larger area than is available now, due to the planned extension of the canteen.

The idea of staggering lunchtimes in this way is not new, and many of our teachers and school leaders will have experience of similar arrangements at other schools they have been part of.

## Enrichment

**4) Please could you explain how the proposed enrichment programme is intended to work?**

It is proposed that there will be three enrichment sessions per week running from 3.05pm to 4.05pm, which will form a part of each student's weekly timetable. The proposed finish time on the three "extended days" of 4.05pm will bring Lisia School broadly into line with the grant-aided colleges. The impact on extra-curricular activities taking place outside school is, therefore, expected to be minimal, since the vast majority of activities aimed at secondary aged children start later in the afternoon.

Staff will be able to volunteer to deliver enrichment sessions and, in return, will have correspondingly fewer subject sessions per week. There will be a **wider range of activities** for students to choose from each term.

**8) Please could you outline the benefits to the young people from the current enrichment programme as it is difficult to identify the incremental benefit?**

Currently, the extra-curricular offer varies across the schools.

A significant number of staff offer enrichment activities for students voluntarily, above their teaching allocation. In a teacher consultation survey (February 2019), staff were asked "Do



you run any additional clubs or revision lessons either at lunch time or after school?" (in addition to their standard timetable). Of 98 responses, only 14.3% said no.

Students were also asked about their extra-curricular activities, with 38.6% not taking part in any school-based clubs in an average week. Students gave wide-ranging suggestions for clubs and activities they would like to take part in were they on offer.

Teachers were also asked "What proportion of students do you think would benefit from taking part in more enrichment/extra-curricular activities than they currently take part in?" Of 93 respondents, 81.8% thought over 50% of students would benefit and 28% of teachers thought between 91% and 100% of students would benefit.

Teachers were then asked about the barriers to more enrichment activities taking place. The most significant barriers highlighted were: 1) lack of staff time, 2) lack of student buy-in, and 3) students unable to get home except on school buses. All of these factors have been taken into account in planning enrichment activities at Lisia School.

Teachers were also asked "If after school enrichment clubs or interventions were a part of timetabled staff loading/allocation and you could choose how many days per week to offer an activity, how many days would you choose?" Only 13% said they would not offer any sessions; 40.2% said they would offer one, 23.9% two, and 22.9% three or more. Initial discussions with a number of staff about the proposed enrichment programme were very positive. Discussions also took place with leaders from other organisations, including the Guernsey Youth Commission, Guernsey Sports Commission, and the Music Service.

Based on this information, it would be possible to provide a broad enrichment programme without requiring any staff to offer enrichment sessions who do not wish to do so and, at the same time, reducing workload for those staff who are already offering activities above their current timetables. The proposal would remove some of the main barriers identified by staff, as time would be provided for teachers, buses would leave after the enrichment sessions and, overall, the extracurricular offer would be improved and made available to all students.

**9) Do you agree that the majority of the enrichment programme is going to be class room based? If not please could you explain your reasoning?**

There will be a range of activities taking place. This is a key area in which teachers will have full engagement and consultation, nearer the time. Until we know what extra-curricular courses staff are willing to run, the final offer will not be defined. Therefore, it is not possible to provide a firm response. Having said that, and based on some of current extra-curricular activities being run, we hope the offer will be diverse and provide something that appeals to all students: it might be competitive sports for some, personal health and fitness for others, for example. It may be that part of the extra-curricular programme provides students with the opportunity to support local charities or volunteer as part of community programmes. There will also be activities that will take place off site, (depending on the activity and the time of year) such as for example, athletics, sailing and surfing.

It is likely that some activities will take place in teaching spaces, but this does not define an activity to a particular type. There are activities that will be best suited to a 'classroom' environment, such as opportunities for students interested in additional languages (including Sign/Mandarin Chinese etc.), Art & Design, Photography, Coding etc. Some activities will make use of workshops, such as Design Technology, graphics, electronics, textiles and crafts, whilst others will use specialist facilities such as labs e.g. science and STEM.

Drama and music performance spaces, including media and production areas for lighting & sound etc., will also be used. There will be sports on-site, making full use of facilities such as: the 3G Pitch MUGAs (Multi-Use Games Area); the other outdoor courts (for a range of possible sports including tennis, netball, basketball); the gyms/dance/exercise studio; the sports halls; the swimming pools; and the climbing wall at Victor Hugo College.

**5) It is understood that there will be 60 sessions at each site, so 120 each week and you are expecting 30% of these to be provided by external providers. So you will need 36 external providers each week.**

**A) Are these assumptions correct?**

It is assumed that the average group size for enrichment “electives” will be 20, so there will be approximately 57 sessions running for Years 7-11 on each site on each of the three proposed days for enrichment each week when the student population is at its peak. This equates to 342 sessions per week in total and translates to approximately 103 sessions per week per run by external providers; or, approximately 17 sessions per site on each of the three enrichment days.

A substantial proportion of the external sessions are likely to be provided by the Sports Commission, Youth Commission and Music Service; initial discussions with these organisations have been very positive. Initial conversations have also taken place with Library and museum services. In addition, there will also be the opportunity for support staff and Sixth Form students to contribute to enrichment sessions.

Lisia School's leadership team will be keen to discuss the possibilities for enrichment provision with other providers, including providing space for activities to benefit the wider community in return for sessions provided for students. The enrichment programme is due to start in September 2022, giving two and a half years for discussion. If the planned three sessions per week cannot be staffed, the number of sessions can be reduced accordingly. This would, in turn, result in a reduction in the overall number of teachers required to staff the new school.

**B) How confident are you that you can provide this content and provide engaging content that the students want?**

We are confident that there will be a wide range of extra-curricular activities on offer. This is based on the activities which teachers already offer in our schools (in their own free time) and the additional breadth of activities which will be delivered by external partners; the willingness of staff to lead enrichment activities as part of the

load/allocation; and what students have told us about the sorts of activities they want and the reasons they don't participate at present (see question 8 above).

**C) What is the anticipated cost of this enrichment programme?**

The reinvestment of savings made from the rationalisation of the estate as part of the Transforming Education Programme has meant that the Committee has been able to reinvest into the Enrichment programme, providing benefits for all students. This is detailed in the Full Business Case as £1.1m. This figure is associated with the provision of additional teaching staff which will enable the provision of the programme to be part of a teachers' timetable loading (rather than as it is now as an additional commitment for staff).

## Curriculum matters

**43) Have you published your curriculum models showing which subjects and year groups you intend to use setting in?**

Decisions about how students will be grouped year-on-year will be made by school leaders, as is the case now. This may change over time depending on each cohort.

**15) Are you able to provide a comparison of students key stage 4 options for 2020/21 compared with 2019/20?**

It is not possible to provide this information at present, as Year 9 students have not yet finished the options process in each school. There is often a significant difference between what is offered when options are being selected and what subjects are finally run at Key Stage 4. For an indicative list of what is being studied currently and the differences between schools for students in Year 10 and 11 in the current academic year 2019-20, see [here](#). Information about what is offered in each school is available from each school and should be available on school websites.

**44) Have you published your range of option choices for Years 10 and 11 in each school?**

Not yet, as the first comprehensive cohort (currently in Year 7) will not be selecting their options until early 2022. However, one of the key advantages of the 'One School, Two Colleges' model is that the same broad Key Stage 4 curriculum will be offered at both colleges for all students.

**45) What will be your minimum class size in order for a subject to run?**

This will be considered on a case-by-case basis. However, we know that more subjects are more likely to run in larger schools because, quite simply, there will be more students opting for a subject than in a smaller school. This makes it far more likely that more subjects will be viable.

**46) Do you intend to offer the same range of subjects in Year 10 and 11 in each school?**

Yes (see question 44 above).

**36) How will you determine which sites offer which subjects at Year 11 and Sixth Form level?**

The offer at each college will be the same for all students at Key Stage 4 (see question 44 above).

The Sixth Form offer will be on a school-wide sixth form basis, with decisions about the subjects studied on each site made on an annual basis depending on student choices. Most subjects will be offered at both sites. Students who wish to study courses offered only on the other site will be able to change sites or travel between sites. It is very likely that only one site will host students who wish to study the full International Baccalaureate qualification.

**47) Have you published your minimum participation requirements for all GCSE and A Level subjects and the IB?**

See question 45 above.

**48) Will minority subjects be protected?**

See question 45 above.

**16) Please could you show what post 16 options will be available for the students in your new model and is with any differences with the current t offering at the single sixth form?**

It is intended that all subjects currently offered will continue to be offered on at least one site in future. The International Baccalaureate Programme will likely be offered at only one site, as will the International Baccalaureate Career-related Programme, which will run in conjunction with The Guernsey Institute from September 2020 onwards (see also question 36 above).

**37) What is the curriculum and qualification offer you are considering offering to Sixth Form students in both 11-18 schools?**

See questions 36 and 16 above.

**38) You must have decided earlier how it would be split, otherwise you could not have finalised the specialist room requirements-or did you?**

The room allocation is the same on both sites, so any Sixth Form course could run on either site in the future.

**72) What is the cost of IB per student qualification relative to A level? Why does the 6th form offer mixed qualifications without reliable and extensive initial information as to the acceptability of these to Universities / specific courses? Why does it not facilitate the BMAT or the UKCAT, particularly when the IB /A level combination of qualifications appears to be less acceptable to universities in Europe than those in the UK?**

Comparisons of the IB Diploma with A Level are not like-for-like as the IB Diploma is a significantly larger qualification than an A Level. The IB Diploma includes study of 6 subjects: 3 at Higher Level (broadly equivalent to A Level), 3 at Standard Level, plus an Extended Essay (broadly equivalent to the EPQ), the Theory of Knowledge course and the Creativity, Activity and Service component. As such, it typically provides students with significantly more UCAS points than 3 A Levels. In terms of cost per student:

- 3 A Levels £381
- 3 A Levels plus EPQ £418
- 4 A Levels £508
- IB Diploma £509

The mixture of qualifications offered in the Sixth Form is accepted by virtually all UK universities, as well as those worldwide. The decision to offer a mixture of A Levels and IB certificates was made only after substantial and thorough consultation with leading UK universities, and students with mixed qualifications from the Sixth Form Centre have made successful applications to many of the UK's most competitive universities.

The BMAT qualification is facilitated through the school but, due to stringent testing requirements, the UCAT assessment is not offered through any school on the island. There are accredited test centres locally and in Jersey, where most students undertaking the UCAT recently have done their assessments.

### Sixth Form provision

**20) Why is it acceptable to allow the islands excellent provision at Key Stage 5 to be the casualty of the one school plan...?**

The existing curriculum breadth will be retained across the two sites. In addition to teachers currently teaching at Sixth Form, there will be opportunities for more of the teachers across our schools to teach sixth form courses. There is no reason to expect a decline in the quality of teaching at Key Stage 5. Existing staff who have the most recent experience in teaching sixth form will be able to work alongside staff who want to teach post-16 courses. Training for staff to deliver examination courses is already a feature of how schools operate.

**73) How will splitting the sixth form improve the breadth of what is offered, especially considering that the argument for a larger school is that combination will bring increased offer for 11-16?**

Currently, our Sixth Form is about double the size of the average English school sixth form, whereas our 11-16 schools are significantly below the national average school size, with three of the four schools being around half the average size or smaller. This means that in relative terms, our 11-16 offer in terms of available combinations is very narrow, while our Sixth Form offer is very broad.

In the future model, the size of the Sixth Form in each future College will be in line with the average school sixth form in England, while the 11-16 phase will be larger than the English average. The Committee *for* Education, Sport & Culture has committed to retaining the existing breadth at KS5 (Sixth Form) across the two sites, including the new IB Career-related programme which will be introduced from September 2020. The number of possible option combinations at KS4 will also increase.

**11) Please could you explain the difference in facilities for sixth form independent study in the current and models?**

Overall, Sixth Form students at each site will enjoy the same high quality facilities as their counterparts in Years 7-11. There will also be times where only sixth form students have access to spaces (when the 11-16 students are in lessons). There is also the opportunity for spaces on each site to be reserved for sixth form students only.

Currently, sixth formers can use the Independent Study Area, the refectory (which is supervised by teaching staff), and the 'link' corridor between the two buildings at Les Varendes for independent study. In Victor Hugo and de Saumarez Colleges, the Independent Study Area could be replicated either as a fixed space (which would mean the loss of the space for other purposes) or with rooms designated on a daily basis (which be a more efficient use of space); the use of the refectories as quiet study spaces will continue, as now; but, there are no plans to replicate sixth formers studying in corridors. The overall effect will be an increase in space available for sixth formers. Analysis of the existing space available, compared with space on the new sites shows that the space available per student is double what it is now.

**12) The current Sixth form gives students a silent room, monitored area and sixth form area space. The new schools have these areas as corridors and through fares. Can you explain how the two site model will improve the facilities for students?**

See question 11 above.

**19) Would more space include purpose built sixth form areas, both for independent study and a common area as current, and at all the islands granted colleges that do not need to be shared with lower school.\***

As to independent study areas, see question 11 above. There is no common area at present, and no current intentions to create one. Instead, all spaces in the colleges will be shared across the 11-18 age range, which increases utilisation rates. However, creating spaces solely for sixth formers is an option that could be explored, which would be done in consultation with staff.

**33) Why were dedicated areas for Sixth Formers' social and study areas not included in the Site plans, especially as they are a clear requirement in Building Bulletin 103 which you used as a source document?**

The plans do include dedicated Sixth Form study areas for each of the colleges (see question 11 above), which make optimal use of the space available. Subject to what is noted in question 19 above, there are no current plans to create exclusive Sixth Form spaces: the Executive Leadership Team wanted to have sixth formers at the heart of the school community to ensure the benefits of an 11-18 education are realised for all students.

However, as part of the ongoing dialogue with staff and in light of the feedback they provided, the possibility of adding mezzanine levels at both colleges are being explored; these would be predominantly for use by sixth formers. Currently, there are no Sixth Form social areas and there is no intention to create one in the two colleges.

It is important to note that BB103 provides non-statutory guidance to help architects and those involved in school design to develop a brief.

**34) Did the Committee "value engineer" them out?**

The use of space within a school is a school leadership decision, as is the case now. The approach to space allocation for sixth form students, and the rationale behind this, are given in questions 11, 19 and 33 above.

**35) Was it a conscious decision to exclude the social areas or was it just not spotted that they were missing?**

In terms of sixth form social provision, see question 33.

In terms of Years 7-11, there are currently no such designated social areas at La Mare de Carteret, Les Beaucamps and St Sampson's and the school leadership team does not believe such spaces (as at the Grammar School) are desirable taking into account the provision of comprehensive, 11-18 education.

## Pastoral matters

**1) It is unclear how the vertical tutor groups will work in the two site model. Please could you clarify:**

**A) How many students there will be in each vertical tutor group?**

Tutor groups in the new school will be smaller than they are today, with an average of 14-15 students (i.e. 2, occasionally 3, students per year group).

**B) Whereabouts in each site will the vertical tutor groups be able to meet as there is no designated space for the students?**

Tutor groups will meet in classrooms, as they do currently, for a 40-minute session each day (detailed in the existing model). The staggered lunch arrangements mean that only half of the students will be in tutor time at any one time. There will naturally be times when it is necessary to bring year groups together for age-specific activities e.g. Post-16 options, Key Stage 4 options etc. This is still possible within a vertical tutoring model.

Each tutor group will be a member of one of six houses in each college, which will be overseen by an experienced pastoral leader. Each House will have approximately 200-225 students, meaning that all students within each house will be known to the pastoral team, which creates a 'school within a school' model. House meetings during tutor time will be able to take place in a range of larger spaces on each site, such as the presentation suites, on a rotating basis; there is no need for all six Houses to meet simultaneously.

Information was sent to staff across schools following the decision to adopt vertical tutoring in the new school. This may be helpful to understand the way that the Vertical Tutorial system works and the underlying philosophy on which successful excellent practice, learned from other schools (including La Mare De Carteret) is built.

**49) Will sixth form students have a pastoral role with younger pupils in their vertical house settings?**

The 11-18 structure leads to sixth formers playing a passive pastoral role through their daily interactions with other students. This is particularly so in vertical tutor groups, where formal pastoral roles will be provided by tutorial staff, house leaders, senior leaders and support staff. In addition, some sixth form students may wish to be trained as mentors and provide this sort of support to younger students; however, this will not be compulsory.



**53) What steps is the Committee intending to put in place to support the emotional health and well being of the students and teachers during the transition to the new model and in light of the lengthening of the school day?**

The change to the end of the school day from 3.05pm (for students currently in the High Schools) and 3.30pm (for students currently at the Grammar School) to 4.05pm on three days each week brings Lisia School more in line with the grant-aided colleges. These changes to the school day will be optional for staff.

The enrichment activities on offer to students during this extended period will directly support their emotional health and physical wellbeing for a number of reasons. First, students will be taking part in activities that they have opted to do and in which they have a genuine interest. Secondly, it is anticipated that many of these activities will be in expressive and creative arts or physical activities, which can contribute to improved health and wellbeing.

Separately, significant support will be put in place to help students and staff during the transition to the new model. Carefully constructed transition activities will help students to adjust to the changes over time, with additional support for the most vulnerable students. Staff will be offered a range of opportunities such as ongoing support from their line managers in school, workshops and activities about coping with change in the workplace, 1:1 coaching, and support via the Employee Assistance Programme. Many focus groups and working parties will help to determine new policies.

**17) How is the Committee intending to protect the mental health and well being of students and staff in the new model given the diminished space available and longer, more intense working day?**

As to the extension of the school day, transition support generally, and the importance of mental and physical health & wellbeing, see question 53 above. Mental and physical health & wellbeing will be further supported by dedicated CAIS, SEND and Inclusion areas at each college and co-located affiliated services.

As to space: at a classroom-level, rooms have been designed to accommodate up to thirty students. As has been made clear, there are no plans to increase the average class size policy above 24 students; Tutor Groups, however, will be smaller on average than is currently being experienced by students in the High Schools. In terms of the common areas of the colleges, not all areas will be accessed by all students at the same time. This is achieved by the division of the colleges into six houses (see question 1 above) to enable the operation of a 'school within a school' model and staggered lunch arrangements (see question 10 above), where only half of students will be on their lunch break at any one time (fewer than the number of students currently taking lunch all at once at St Sampson's) and will do so in a larger space.

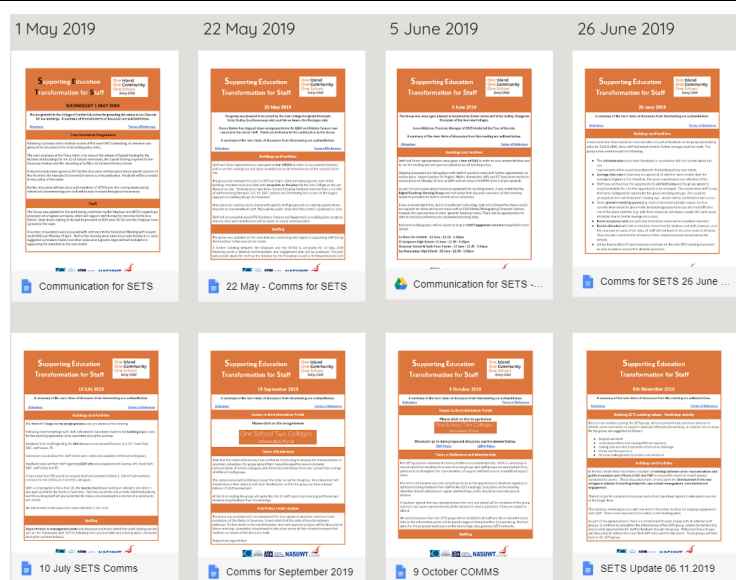
## Appendix: Lisia School - Consultation and Engagement 2018 - 2020

Consultation/Engagement	Date(s)	Further Information
<b>States debate</b> the future structure of secondary, further and higher education and support what was then known as the "Alternative Model"	<b>January 2018</b>	
The <b>States elect</b> members of the Committee for Education, Sport & Culture	<b>February 2018</b>	
<b>Analysis of 11-18 sites begins and continues until September</b> Consideration begins of various transition models for students and continues until September	<b>March 2018</b>	
The <b>Shadow Youth Committee for Education Sport &amp; Culture</b> established and meet as detailed.	<b>May 2018</b> (Committee established) - See members  <b>Meetings:</b> <b>18 September 2018</b> <b>28 November 2018</b> <b>24 January 2019</b> <b>21 May 2019</b> <b>4 July 2019</b> <b>30 September 2019</b>  <b>Further meetings planned for 2020.</b>	President of ESC ESC representatives Executive Head Teacher Vice-President, States' Assembly & Constitution Committee Representatives Grammar School and Sixth Form Centre Representative Representatives, La Mare de Carteret High School Representative Representatives, Les Beaucamps High School Representative Representatives, St Sampson's High School Representative Representatives, St Anne's School Representative Communications Officer Youth Commission Staff
All staff <b>Federation meeting</b>  Staff across the four secondary schools meet collectively or in smaller groups, depending on agenda.	<b>17 September 2018</b> - Vision  <b>26 November 2018</b> - Organising learning and supporting students; how can we best do this in the new school?  <b>4 February 2019</b> - Assessment	

	<p>in the new school (teaching staff)</p> <p><b>4 February 2019</b> - Meeting for support staff (Staffing)</p> <p><b>29 April 2019</b> - subject leads and HODs, Curriculum; alignment of GCSE specifications and implications for Key Stage 3. Team/departmental meetings in schools</p> <p><b>20 June 2019</b> - Plan and next steps, including HR presentation</p> <p><b>16 September 2019</b> - Planning for student transition and curriculum alignment at SSHS with opportunity provided for a school tour (optional)</p> <p><b>2 December 2019</b> - Introduction of IBCP and Curriculum Modelling and Alignment.  Opportunity for Support Staff to meet with Union Rep.</p> <p><b>3 February 2019</b> - SLT meeting (Staff HOKS meeting)</p> <p><b>23 March 2020</b> - TBC</p>	
<p><b>Future sites of the two colleges</b> announced</p> <p><b>Transition model for students</b> announced</p>	<p><b>October 2018</b></p>	<p><b><u>Letter sent to parents and carers</u></b> from the President of Committee for Education, Sport and Culture</p>
<p><b>Frequently Asked Questions 2018/2019</b></p>	<p><b>October 2018</b></p> <p><b>October 2019</b></p>	<p><b><u>www.gov.gg/educationfaq</u></b> was launched</p> <p><b><u>Document produced</u></b> in response to questions from Year 6 parents and carers</p>
<p><b>Parent/Public Forums</b></p>	<p><b>14 November 2018</b> - LBHS</p> <p><b>17 November 2018</b> - LBHS</p> <p><b>7 and 8 May 2019</b> at Beau Sejour (to enable people to ask questions about the new model of secondary and Post-</p>	

	<p>16 education)</p> <p><b>17 July 2019</b> at SSHS (opportunity to view indicative site plans)</p> <p><b>24 July 2019</b> x 2 at LBHS (opportunity to view indicative site plans)</p> <p><b>2 September 2019</b> at SSHS - Policy Letter</p> <p><b>20 January 2020</b> at Beau Sejour - Transforming Education Programme with Committee Members and Officers</p>	
<p><b>Committee/Officer/Staff engagement sessions</b> took place in each existing secondary school with support from the Professional Associations/Union Representatives</p>	<p><b>3 December 2018</b> - GGS&amp;SFC</p> <p><b>3 December 2018</b> - LMDC</p> <p><b>4 December 2018</b> - SSHS</p> <p><b>7 December 2018</b> - LBHS</p> <p><b>11 November 2019</b> at LBHS</p> <p><b>12 November 2019</b> at LMDC</p> <p><b>13 November 2019</b> at SSHS</p> <p><b>14 November 2019</b> at GGS&amp;SFC</p>	
<p><b>Letter to Parents</b> re: School and Colleges' Uniforms and Names</p>	<p><b>December 2018</b></p>	<p><u><b>Letter to parents and carers</b></u></p>
<p><b>Teaching and support staff consultation surveys</b> about future model of education</p>	<p><b>February 2019</b></p>	<p>"There are lots of areas of school life that we need to work through together as we plan our new school. This is an opportunity to contribute your thoughts and views into how the new school will run. Where possible it would be very helpful if you could share any research or evidence which has led to your conclusions. You will not be identified through this survey unless you choose to share your email address at the end to allow us to follow up on any ideas you've shared".</p>
<p><b>Supporting Education Transformation for Staff (SETS)</b> group formed with representatives from staff and unions.</p> <p>This Group was established as an outcome from a meeting between</p>	<p><b>4 February 2019</b></p> <p><b>6 March 2019</b></p> <p><b>27 March 2019</b></p> <p><b>1 May 2019</b></p>	<p><b>Membership</b> has changed and was expanded in light of the September Policy Letter approval. Currently, membership is as follows:</p>

<p>Union Representatives and The President for the Committee for Education Sport and Culture, Matt Fallaize.</p> <p>The aim of the Group is to support staff engagement, communication and consultation with reference to development of 11-18 One School, Two Colleges.</p> <p>The Group helps to shape the changes being developed and to provide constructive feedback to assist in their finalisation and communication.</p> <p><b>Communications with outcomes from each meeting</b> are circulated with all secondary staff.</p>	<p><b>22 May 2019</b></p> <p><b>19 June 2019</b></p> <p><b>10 July 2019</b></p> <p><b>18 September 2019</b></p> <p><b>9 October 2019</b></p> <p><b>6 November 2019</b></p> <p><b>20 November 2019</b></p> <p><b>4 December 2019</b></p> <p><b>18 December 2019</b></p> <p><b>15 January 2020</b></p> <p><b>29 January 2020</b></p> <p><b>12 February 2020</b></p>	<p>Business Change Lead, Transformation Team</p> <p>Executive Headteacher - SRO 11-18 School;</p> <p>HR Representative</p> <p>NEU Representative - Local Branch Secretary</p> <p>NASUWT Representative - National Negotiating Official</p> <p>ASCL Representative - Local School Leader</p> <p>Prospect Representative - Negotiations Executive</p> <p>Staff Representative - SSHS</p> <p>Staff Representative - SSHS</p> <p>Support Staff Representative - SSHS</p> <p>Staff Representative - GGS&amp;SFC</p> <p>Staff Representative - GGS&amp;SFC</p> <p>Support Staff Representative - GGS&amp;SFC</p> <p>Staff Representative - LMDC</p> <p>Staff Representative - LMDC</p> <p>Support Staff representative - LMDC</p> <p>Staff Representative - LBHS</p> <p>Staff Representative - LBHS</p> <p>Support Staff Representative - LBHS</p> <p>11- 18 Change Lead</p> <p>HR Manager</p> <p>PA to the Executive Headteacher</p>
<p>Communications documents following the <b>SETS meetings</b> are circulated to all staff groups and displayed on the Information Portal available for staff.</p>		



**Example of Information Portal view**

<p><b>Student transport survey</b> carried out at Les Beaucamps High School and St Sampson's High School</p>	<p><b>February 2019</b></p>	
<p><b>Designate Principals</b> of the new 11-18 colleges appointed</p> <p><b>Sustainable access strategy</b> completed</p>	<p><b>March 2019</b></p>	
<p><b>Staff consultation on curriculum, buildings and facilities with subject leaders</b> of specialist areas</p> <p>Dates of initial meetings provided, subsequent/follow up meetings for each took place up until July 2019</p>	<p><b>1 April 2019</b> - D&amp;T Subject Leads</p> <p><b>9 April 2019</b> - Art/Photography Subject Leads</p> <p><b>24 April 2019</b> - Music and Drama Subject Leads</p> <p><b>24 April 2019</b> - SLT Meeting</p> <p><b>10 May 2019</b> - Science Leads</p> <p><b>24 May 2019</b> - Food Tech Leads</p> <p><b>24 May 2019</b> - Art Leads</p> <p><b>3 June 2019</b> - Science Leads</p>	<p>Assistant Headteacher - LMDC, HOF D&amp;T - GGS&amp;SFC, HOD Technology - SSHS, HOD Technology – LBHS</p> <p>HOD Art, Design and Technology - LMDC, HOD Faculty - GGS&amp;SFC, HOD Art - SSHS, HOD Art - LBHS</p> <p>HOD Music - LBHS, Daniel Furness, HOD Drama - GGS&amp;SFC, HOD Music SSHS, HOD Drama SSHS, HOD Music - GGS&amp;SFC, Teacher in Charge of Performing Arts – LBHS</p> <p>Headteacher, Deputy Headteacher and Assistant Headteachers - LMDC, SSHS, LBHS GGS&amp;SFC</p> <p>Head of Science - SSHS, LMDC, LBHS and GGS&amp;SFC</p> <p>Food Tech Leads - LMDC, SSHS, LBHS and GGS&amp;SFC</p> <p>HOD Art, Design and Technology - LMDC, HOD Faculty - GGS&amp;SFC, HOD Art – SSHS</p> <p>Head of Science - SSHS, LMDC, LBHS and</p>

	<p><b>5 June 2019</b> - Music and Drama Leads</p> <p><b>20 June 2019</b> - PE Leads</p> <p><b>6 February 2020</b> - PE Leads</p>	<p>GG&amp;SFC</p> <p>HOD Music - LBHS, Daniel Furness, HOD Drama - GG&amp;SFC, HOD Music SSHS, HOD Drama SSHS, HOD Music - GG&amp;SFC, Teacher in Charge of Performing Arts – LBHS</p> <p>HOD PE - LMDC, SSH, LBHS and GG&amp;SFC</p> <p>HOD PE - LMDC, SSH, LBHS and GG&amp;SFC, Representatives of Guernsey Sports Commission</p>
<p><b>Public consultation</b> on names of future 11-18 school and colleges.</p> <p><b>Frequently Asked Questions</b> - Staff</p> <p><b>11-18 curriculum model options</b> shared with Heads of Department for feedback</p>	<p><b>April 2019</b></p>	<p><b><u>Public consultation</u></b> link</p> <p><b><u>FAQs for staff</u></b></p> <p><b><u>Letter to Parents and Carers from the President of ESC</u></b></p>
<p><b>One School, Two Colleges Information Portal</b> launched for all staff. (An online site which contains information of presentations, communications and updates on the Education Transformation.</p>	<p><b>April 2019</b></p> <div>   </div>	
<p><b>Meetings to consider delivery of</b> PSCE involving PSCE leads and/or Youth Commission/PSCE Advisor</p>	<p><b>13 May 2019</b></p> <p><b>2 December 2019</b></p> <p><b>10 December 2019</b></p>	
<p><b>Detailed consultation with focus groups</b> starts with cross-school representation to look at specific aspects of the operation of the new school. Groups led by Executive Headteacher/Designate Principals/Education Development</p>	<p><b>8 May 2019</b> - Curriculum Timetabling</p> <p><b>22 May 2019</b> - Homework</p>	<p><b>Curriculum Timetabling:</b> Deputy Headteacher - LMDC, Deputy Headteacher - LBHS, Deputy Headteacher - SSHS, Assistant Headteacher- GG&amp;SFC</p> <p><b>Homework:</b> Head of Maths - SSHS, Assistant Headteacher - LMDC, Teacher of Media/Film- GG&amp;SFC, Assistant Headteacher - LBHS, Literacy</p>

Officer	<p><b>23 May 2019</b> - Uniform and Dress Code</p> <p><b>6 June 2019</b> - Curriculum</p> <p><b>12 June 2019</b> - Reporting to Parents</p> <p><b>13 June 2019</b> - Reading</p> <p><b>19 June 2019</b> - Structure of the School Year</p> <p><b>24 June 2019</b> - Careers</p> <p><b>27 June 2019</b> - Behaviour</p> <p><b>3 July 2019</b> - Year 7 Mentoring</p> <p><b>4 July 2019</b> - PSHE</p> <p><b>8 July 2019</b> - Pastoral Support and Tutoring</p> <p><b>8 July 2019</b> - Assessment and Data Tracking</p> <p><b>9 July 2019</b> - Enrichment</p> <p><b>17 July 2019</b> - Teaching and Learning</p>	<p>Lead - LBHS</p> <p><b>Uniform and Dress:</b> Director of Sixth Form - GGS&amp;SFC, KS4 &amp; 5 Art Coordinator - GGS&amp;SFC, Teacher of Maths - LMDC, Assistant Headteacher - LBHS, Teacher of Technology - SSHS, Teacher of Maths - SSHS</p> <p><b>Curriculum:</b> Deputy Headteacher - LMDC, Deputy Headteacher - LBHS, Deputy Headteacher - SSHS, Assistant Headteacher- GGS&amp;SFC</p> <p><b>Reporting to Parents:</b> Assistant Headteacher - GGS&amp;SFC, Assistant Headteacher - SSHS, Head of Maths - LBHS, Teacher of PE - LMDC</p> <p><b>Reading:</b> Teacher - LMDC, Literacy Lead - LBHS, Assistant Headteacher - SSH, Teacher of English - GGS&amp;SFC, Librarian - GGS&amp;SFC</p> <p><b>Structure of the School Year:</b> HOD MFL - SSHS, Teacher of PE - LMDC, Director of Sixth Form - GGS&amp;SFC, 2nd in Maths - LBHS</p> <p><b>Careers:</b> HOD Careers - LMDC, Head of WRL - LBHS, Assistant Headteacher - SSHS - Careers and Guidance Manager - GGS&amp;SFC</p> <p><b>Behaviour:</b> Assistant Headteacher - LMDC, Assistant Headteacher - LBHS, Assistant Headteacher - SSHS, Assistant Headteacher- GGS&amp;SFC</p> <p><b>Year 7 Mentoring:</b> Inclusion Manager - LMDC, Teacher of Science - SSHS, KS4 &amp; 5 Art Coordinator - GGS&amp;SFC</p> <p><b>PSHE:</b> Head of PSHE - LMDC, Head of PSHE - LBHS, Head of PSHE - SSHS, Head of PSHE - GGS&amp;SFC, - CEO, Youth Commission, PSHE Advisor</p> <p><b>Pastoral Support and Tutoring:</b> Assistant Headteacher - LMDC, Teacher of English - LBHS, Head of Year 10 - SSHS, Head of Year 12 - GGS&amp;SFC</p> <p><b>Assessment and Data Tracking:</b> Deputy Headteacher - LMDC, Assistant Headteacher - LBHS, Deputy Headteacher - Assistant Headteacher - GGS&amp;SFC</p> <p><b>Enrichment:</b> Learning Outside the Classroom - LMDC, Teacher of English - LBHS, Teacher of PE - LBHS, Head of Music - GGS&amp;SFC, Teacher of Music - GGS&amp;SFC</p> <p><b>Teaching and Learning:</b> Assistant Headteacher- LMDC, Assistant Headteacher - LBHS, Assistant Headteacher- SSHS, Deputy Headteacher -</p>
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	<b>18 July 2019</b> - SEN and Inclusion  <b>11 September 2019</b> - Mental Health and Wellbeing	GG&SFC  <b>SEN and Inclusion:</b> Inclusion Manager - LMDC, SENCO - LBHS, Intervention Manager - SSHS, SENCO - GG&SFC  <b>Mental Health and Wellbeing:</b> Assistant Headteacher - LMDC, Learning Support Assistant - LMDC, SENCO - LBHS, Assistant Headteacher - SSHS, Mental Health and Wellbeing Coordinator - GG&SFC, Assistant Headteacher- GG&SFC
Letter to Year 6 Parents and Carers regarding <b>transition days</b>	<b>June 2019</b>	<b><u>Letter to parents and carers</u></b>
<b>Drop in sessions for staff</b> to cover questions about the Policy Letter/ building plans.	<b>12 June 2019</b> - LMDC <b>13 June 2019</b> - SSHS <b>17 June 2019</b> - GG&SFC <b>18 June 2019</b> - LBHS	
<b>Public Drop in Sessions</b>	<b>17 July 2019</b> - SSHS <b>24 July 2019</b> - LBHS	
Publication of <b>Policy Letter</b>  <b>Names of the new school and colleges</b> announced  <b>New uniform</b> announced	<b>July 2019</b>	<b>The full document can be found on this link</b> as soon as it is published by the Greffe: <a href="https://www.gov.gg/StatesMeetings">https://www.gov.gg/StatesMeetings</a> within the Future States Meetings tab.  <b><u>Letter to parents and carers</u></b> from the President of ESC  <b><u>Letter to parents and carers</u></b> from the President of ESC
<b>Staff Training Day</b>	<b>2 September 2019</b> - One school focus at LBHS  <b>3 September 2019</b> - Focus on school priorities	
<b>Letter to Year 6 Parents and Carers</b>	<b>September 2019</b>	<b><u>Letter to Parents and Carers</u></b>  <b><u>FAQs</u></b>
Meeting regarding <b>uniforms</b> involving Executive Headteacher, Procurement, Stockists, Retailers, Headteachers, PE Leads.	<b>25 September 2018</b>  <b>16 July 2019</b>  <b>26 July 2019</b>	

	<b>13 November 2019</b> <b>19 November 2019</b> <b>20 November 2019</b> <b>21 November 2019</b> <b>28 November 2019</b> <b>31 January 2019</b> <b>3 February 2019</b>	
<b>Education Transformation Update - Autumn 2019</b>	<b>October 2019</b>	<b><u>Letter to Parents and Carers</u></b>
Meeting with <b>national/local union representatives, ESC Committee and P&amp;R Committee</b>	<b>23 October 2019</b>	
<b>NCTLG Liaison Meeting</b> (long standing meeting between the NCTLG and the employer (SoG)).	<b>24 October 2019</b> <b>21 November 2019</b> <b>12 December 2019</b> <b>9 January 2020</b> <b>6 February 2020</b>	<p>The Negotiating Committee for Teachers &amp; Lecturers in Guernsey (NCTLG) Liaison is made of members of recognised Teaching Unions (NEU; NASUWT; ASCL; UCU) and Prospect.</p> <p>SOG representation comprises Director of Operations, Senior Educational Lead and HR Business Partner</p> <p>It meets as part of BAU functions. Several members are also representatives at SETS and SFHETS.</p>
Meeting with <b>Officers and national/local union representatives</b>	<b>30 October 2019</b>	
<b>Update to Primary Headteacher</b>	<b>November 2019</b>	Executive Headteacher
Communication with Staff following <b>Union Surveys</b>	<b>November 2019</b>	<b><u>Letter to Staff</u></b>
Staff consulted on <b>School Dress Codes</b> via Headteachers	<b>November 2019</b>	
Letter to Staff regarding Committee <b>Drop In Sessions</b>	<b>7 November 2019</b>	<b><u>Letter to Staff</u></b>
<b>Staff Drop In Sessions</b> with ESC Committee Members	<b>11 November 2019 - SSHS</b> <b>12 November 2019 - LBHS</b>	

	<b>13 November 2019 - LMDC</b> <b>14 November 2019 - GGS&amp;SFC</b>	
Letter to Primary school Parents and Carers - <b>Transition to Secondary School and FAQs</b>	<b>November 2019</b>	<u><b>Letter to parents and carers</b></u> <u><b>Student Profiles</b></u>
<b>Kieran James and Vicky Godley, Designate Principals</b> - Assemblies at SSHS and LBHS on Education Transformation	<b>20 November 2019</b>	
Voting form sent to staff and students about <b>preferred logo</b>	<b>22 November 2019</b> <b>27 November 2019</b>	
<b>Workshops</b> - Discussion regarding site plans - Librarians and Science Technicians	<b>19 November 2019</b> <b>6 December 2019</b> (Feedback) <b>19 December 2019</b> <b>22 January 2020</b>	
<b>Plans and Traffic Impact Assessment</b> Drop In for Residents	<b>10 December 2019 - SSHS</b> <b>11 December 2019 - LBHS</b>	
<b>Plans and Traffic Impact Assessment</b> Drop In for Staff	<b>10 December 2019 - SSHS</b> <b>11 December 2019 - LBHS</b> <b>12 December 2019 - GGS&amp;SFC</b> <b>13 December 2019 - LMDC</b>	
<b>Staff Training Day</b> - Support staff on education transformation	<b>6 January 2020</b>	Two bespoke events for support staff led by the Executive Headteacher
<b>Douzaine Presentations</b>	<b>7 January 2020</b> - St Andrews, St Martins, Castel, Vale and St Peter Port Douzaine <b>8 January 2020</b> - St Sampsons Douzaine <b>13 January 2020</b> - Forest, St Pierre du Bois, St Saviour, Torteval, Vale and St Peter Port	

<b>Change Readiness Survey for all staff</b>	<b>January 2020</b>	
<b>Parent/Carer Lisia School Update</b>	<b>17 January 2020</b>  <b>24 January 2020</b>  <b>31 January 2020</b>  <b>7 February 2020</b>  <b>14 February 2020</b>	<u><b>Letter to Parents and Carers</b></u> <b>from the President of ESC</b>  <u><b>Issue 1</b></u> - Newsletter  <u><b>Issue 2</b></u> - Newsletter  <u><b>Issue 3</b></u> - Newsletter  <u><b>Issue 4</b></u> - Newsletter  <u><b>Issue 5</b></u> - Newsletter
<b>People Working Group Meetings</b>  The PWG coordinates and implements the staffing elements associated with organisational redesign of the new 11-18 School, as part of the Transforming Education Programme. The Group uses project management approaches to ensure key elements are successfully achieved. The Group operates with delegated authority from the Change Management Work Stream (TEP) and uses approved States of Guernsey frameworks.	<b>22 January 2020</b>  Weekly (initially) for one hour, with invitation to legal officers every third meeting.	<b>Members:</b>  Executive Head Teacher Business Change Manager (Chair) People Transformation Representative Legal officer (as required) Finance Business Partner HR Officers – HR Business Partner & HR Manager External Advisors (ad hoc)
<b>People Advisory Group meeting</b>  The People Advisory Group is a joint employer/union consultative group established to identify and initiate the actions necessary to: <ol style="list-style-type: none"> <li>identify the numbers, types and responsibilities of staff required to deliver the educational outcomes of the new 11-18 school;</li> <li>ensure a smooth transition of staff transferring from their existing roles and responsibilities into those required for the new 11-18 school;</li> <li>ensure there are appropriate procedures to deal with any redeployment and/or redundancy issues, including suitable pay protection arrangements.</li> </ol> The People Advisory Group is not a decision-making forum, but makes	<b>22 January 2020</b> - The group meets on a fortnightly basis.	<b>Members:</b>  National NASUWT representative National ASCL representative National UNITE representative Local NEU representative (NCTLG Member) Local ASCL representative (NCTLG Member) Local Prospect representative Director of Operations Social Security, Education and Inclusion Executive Headteacher HR Business Partner Business Change Manager, TEP Human Resources Manager Finance Business Partner, States of Guernsey

recommendations for consideration by the relevant decision-making body.		
<b>Appointment of 11-18 Change Lead.</b>  The Change Lead supports the process of change for all staff across the four school has a strong background in change management. The Change Lead is able to continue with staff workshops and provide feedback to SETS and senior staff. The Lead helps to ensure that staff are able to talk through change and look at where additional support such as 1:1s or coaching etc. are required. The Lead will support SETS reps in schools and is more readily available to talk to staff.	<b>February 2020</b>	
<b>Lisia School Primary Presentations</b>  Presentation for parents of children at all feeder schools, to talk about the plans and proposals for Lisia School and the two new colleges and many aspects of the transformation of education programme	<b>3 February 2020</b> - Forest Primary <b>12 February 2020</b> - Castel Primary <b>13 February 2020</b> - Vale Primary <b>24 February 2020</b> - Vauvert Primary <b>25 February 2020</b> - Notre Dame du Rosaire <b>2 March 2020</b> - St Martin's Primary <b>3 March 2020</b> - Hautes Capelles Primary <b>4 March 2020</b> - La Mare de Carteret Primary <b>5 March 2020</b> - Amherst Primary <b>6 March 2020</b> - La Houquette Primary <b>9 March 2020</b> - Le Rondin <b>11 March 2020</b> - St Mary and St Michael Primary	<b>Presenters led by / managed by:</b>  Committee for Education Sport and Culture representatives  Executive Headteacher  Designate Principals  ESC Officers  Programme Director

Education Transformation Frequently Asked Questions [can be found online here.](#)