

Agenda Item	10.
Report No	PEO 05/17

## HIGHLAND COUNCIL

**Committee:** People

**Date:** 21 June 2017

**Report Title:** Update on Management of Schools Programme

**Report By:** Director of Care and Learning

### 1. Purpose/Executive Summary

- 1.1 The report provides members with background information and an update on the six workstreams of the Management of Schools Programme, which was first presented to Members at the Education, Children and Adult Services Committee in October 2015.
- 1.2 The report sets out the progress on Phase 1 implementation of new management structures for session 2017/18, and the initial approach and process of engagement for devising plans for Phase 2 implementation in 2018/19.
- 1.3 The report includes the revised plan for Mallaig High Associated School Group (ASG) which has been subject to wider consultation to address the more complex rural and island issues of this particular ASG.

### 2. Recommendations

- 2.1 Members are asked to:
  - i. Note the progress on all six workstreams – Curriculum Delivery, Management Structures, Support to Schools, Early Learning and Childcare, Workforce Planning and Recruitment, Leadership and Staff Development.
  - ii. Note the progress on Phase 1 implementation and approve the engagement process for drawing together Phase 2 proposals.
  - iii. Approve the revised plan for Mallaig High ASG.
  - iv. Approve the Workstream 3 proposal to undertake a pilot of new office and school support arrangements in two of the Phase 1 ASGs and one other primary cluster, between August and December 2017.

### **3. Background and Workstream Updates**

3.1 Members agreed that a new approach to school management was required because of the:

- Sustained requirement for Head Teachers to maintain quality and lead school improvement
- New corporate management systems, placing new demands on school management
- Pressures on time to manage, especially for primary Head Teachers who are also class committed
- Challenges recruiting to Head Teacher and other management posts
- Sustained challenges presented by the Highland geography.

3.2 Accordingly six inter-related workstreams were established and they have been running concurrently, reporting back to a strategic programme group, which is chaired by the Director of Care and Learning and includes Head Teacher and Parent Forum representation.

#### **3.3. Workstream 1 – Curriculum Delivery (led by Head of Education)**

3.3.1 This workstream is at the heart of the management of schools programme. The delivery of the workstream will enhance the delivery of learning and teaching and the curricular provision from 3 to 18 in Highland.

3.3.2 We have begun to put in place the key building blocks which will ensure long term high quality curricular delivery. All secondary schools in Highland have moved to a common curricular delivery model. The roll out of the 1-1 devices begins in August 2017. The online provision provided by Highland has been relaunched. A strategic curriculum group has also been set up to look at the integration of curriculum delivery across school and colleges, and the Developing the Young Workforce Initiative continues to be implemented in primary and secondary schools. The work plan for this workstream will now be adjusted to ensure it also delivers on the National Improvement Framework.

#### **3.4 Workstream 2 – Management Structures (led by Head of Education)**

3.4.1 Members endorsed a bold new approach to the delivery of education, to better support Head teachers, sustain rural provision, and achieve the benefits of collaborative working.

3.4.2 A three year programme of implementation was approved to run from August 2017. As the programme progresses, it is clear that, to achieve the best outcomes, changes in some ASGs may require to be phased over more than one year. The implementation of Phase 1 and the start of the engagement process for Phase 2, are the current priorities for this workstream, as set out in more detail in Sections 4 and 5 below.

#### **3.5 Workstream 3 – Support to Schools (led by Head of Resources)**

3.5.1 This workstream has most recently focussed on the administration, clerical and general school support arrangements, particularly in relation to the new structures in the Phase 1 schools. This has provided an opportunity to examine the remits for clerical and administration staff, and potential advances with ICT and school systems,

identifying the potential for improved business support through a co-ordinated and managed ASG approach. There has also been consideration of how a generalist non-teaching member of staff in small rural schools could deal with a range of day to day tasks on site, including some clerical work, pupil transport issues, visitors and callers, and classroom assistance. This would allow class teachers to concentrate on Learning and Teaching matters, without interruption.

3.5.2 To take forward the development of these new roles, it is recommended that pilots of these approaches are carried out during August to December in two of the Phase 1 ASGs and one in an existing primary cluster. These pilots will need to be fluid and responsive to the feedback we get from staff, to derive the most informed direction for development. At the end of the pilot, when there is a clearer picture of the requirements of these roles there can be further engagement with staff and members.

### 3.6 **Workstream 4 – Early Learning and Childcare (led by Senior Manager, Early Years)**

3.6.1 The developments in management and workforce structures required for the expansion of Early Learning and Childcare to 1140 hours for 2020 are integral to the overall future school management structures. The detail relating to those developments is included in a separate report to this Committee.

### 3.7 **Workstream 5 – Workforce Planning and Recruitment (led by Workforce Planning and Staffing Manager)**

3.7.1 Workstreams 2 and 5 have been taken forward together over the past year, to ensure that the structures agreed by members are implemented effectively and appropriately, in consultation with staff side representatives and other stakeholders. As the management arrangements for Phase 2 and beyond become clearer, it is likely that a more proactive approach will be required to ensure the filling of posts in the new structures, while also supporting our existing workforce. This approach will be discussed further with Headteachers and staff representatives, and reported back to Committee.

### 3.8 **Workstream 6 – Leadership and Staff Development**

3.6.1 This workstream aims to ensure our staff and managers are best equipped to lead and deliver learning and teaching, now and in the future. This work continues to evolve, as new local and national opportunities are developed and implemented.

3.6.2 A working party has been tasked with reviewing the programme of continuous professional development. The aim is to rationalise the opportunities and develop a three year programme to build knowledge and capacity at appropriate milestones.

3.6.3 A coherent leadership pathway has been created. The Head Teacher toolkit has been reviewed to support Head Teachers to more easily access policies, procedures and guidance. We have also developed a system whereby newly appointed Head Teachers are appointed a mentor to support them in the initial stages of their appointment.

## 4. **Phase 1 Implementation**

4.1 Agreement was reached in the previous Council to new structures in seven of the eight Phase 1 ASGs.

- 4.2 It was agreed to undertake further consultation on the Mallaig ASG, to fully account for the complexities of unique set of schools, including remote and fragile mainland and island communities.
- 4.3 That further consultation involved ongoing email correspondence, and initially and video conferences with the Small Isles and Inverie, followed up by meetings with the mainland schools. Further to this, the Head of Education and Education Quality Improvement Manager, West, visited Canna, Eigg, Muck and Rum, and Inverie Primary School for direct discussions with parent representatives. These were then followed by further consultation meetings with parents of Arisaig Primary, Mallaig Primary, Mallaig High, and Lady Lovat Primary.
- 4.4 The recommendation to Committee has taken cognisance of this consultation, to produce a three year staged approach to phasing of the new 3-18 management structure. The revised plan for Mallaig High ASG is attached at **Appendix 1**. It involves:
- Year 1**
- Mallaig Primary School to join with Mallaig High School with an additional Depute Head Teacher appointed.
  - The current Lady Lovat and Inverie cluster to have the addition of a Principal Teacher, new model.
  - The current Arisaig cluster to have the addition of two Principal Teachers, new model for Rum and Canna.
- Year 2**
- Lady Lovat and Inverie to join with the Mallaig 3-18 model, which will move from having 3 Principal Teachers, (Secondary) to having 5 Principal Teachers in total. The additional two PTs to be for Inverie and Lady Lovat.
- Year 3**
- As the model is extended in year three to include Arisaig the number of Principal Teachers would increase in total to 6, with the additional PT being allocated for Arisaig.
- 4.5 This proposal provides a management structure for sustainability and improvement. The new Principal Teacher entitlement is an opportunity for class teachers to take on additional responsibilities and also open up leadership pathways. By year three of the phased approach, Arisaig, Lady Lovat and Inverie would each have a Principal Teacher to support these schools, within the overall 3-18 management cluster.
- 4.6 The Head Teacher and the two Depute Head Teachers within the new management structure would have 3-18 remits. The secondary Principal Teachers specialism would be retained. Eigg and Muck would continue with the current cluster arrangements, with an additional Principal Teacher appointed from year one.
- 4.7 These proposals have been welcomed by many Mallaig ASG parents and Parent Councils but not by all as summarised in **Appendix 2**.
- 4.8 The overall impact of the Phase 1 implementation across the 7 ASGs will mean a reduction of 9 Head Teacher posts alongside the creation of 1 Depute Head Teacher post and 10 Principal Teacher posts.
- 4.9 The new structures require to be affordable in terms of the revised budgets for

primary and secondary education, and also release funding to enable the planning, trialling and development of the new support structures across the programme. It is estimated that the Phase 1 proposals will release around £400,000.

- 4.10 It is intended to establish sets of staffing templates across schools and ASGs, that can ensure a quality framework for the delivery of education, while recognising the diversity of Highland communities.

## 5. Phase 2 Process of Engagement

- 5.1 Lessons have been learned during the Phase 1 process about the process of engagement with head teachers, local members, staff and parents.
- 5.2 Schools are at the heart of communities, and any proposed changes to how they are managed can provoke much local debate and discussion. Officers are clear that members, staff and communities need good information and good engagement, to ensure that these discussions are managed positively.
- 5.3 Workshops were held in May for the Headteachers in the 14 ASGs that were being considered for Phase 2 implementation. The feedback has been collated and further meetings are planned for early in the new session. This will help confirm the proposals that will be taken forward for wider consultation.
- 5.4 As a consequence of these discussions, it is now thought likely that 9 ASGs may be included in Phase 2: Dingwall, Gairloch, Golspie, Inverness High, Inverness Royal Academy, Kinlochleven, Tain, Thurso and Wick.
- 5.5 It is proposed that a workshop for members covering these ASGs should be held in September, and that engagement with the local communities should then follow. This should enable proposals to be presented to Committee in January 2018, in good time to enable implementation proposals to be progressed.

## 6. Implications

- 6.1 **Resources** – The savings related to the changes to management structures will fund the further development of future phases of the project and in the longer term the overall structure will be modelled to be deliverable within existing budgets.
- 6.2 **Legal** – There are no legal implications.
- 6.3 **Community (Equality, Poverty and Rural)** - It is important that these plans maintain and enhance the equity of educational provision across the Highland area. In particular, the revised delivery model must ensure sustainable provision for children, families and staff.
- 6.4 **Climate Change / Carbon Clever** - Increased use of technology, both in curricular and business support terms, should reduce current travel requirements.
- 6.5 **Risk** - If this programme is not delivered successfully, there is significant risk that our management and administrative infrastructures will be inadequate to deliver the quality of education that Highland Communities and Highland Council believe in. Indeed, there would be risk regarding the long term sustainability of small and rural schools, and also that access to the breadth of the curriculum will be constrained for many young people.

6.6 **Gaelic** - It is envisaged that this programme of work will enable us to progress our objectives for the enhancement of Gaelic Medium Education.

Designation            Director of Care and Learning

Date                    12 June 2017

Author                 Jim Steven, Head of Education

**Mallaig ASG: Recommendation: Year 1 to Year 3**

School	Roll 16/17	Current Management Structure	Year 1 Session 2017-18 Management Structure	Year 2 Session 2018-2019 Management Structure	Year 3 Session 2019-2020 Management Structure	
<b>Mallaig High</b>	126	1 Headteacher 1 Depute Headteacher 3 Principal Teachers	<b>High School and Mallaig Primary as a 3 -18 arrangement</b> 1 Headteacher (3 -18) 2 Depute Headteachers (3 -18) (1 new post) 3 Principal Teachers (Existing Secondary)	<b>Mallaig 3-18 arrangement and Lady Lovat and Inverie</b> 1 Headteacher (3 -18) 2 Depute Headteachers (3 -18) as in year 1 5 Principal Teachers (3 existing Secondary) (Existing Primary PT from year 1 and 1 new PT post)	<b>Mallaig Mainland/Peninsula 3 -18 arrangement with Lady Lovat, Inverie and Arisaig.</b> 1 Headteacher (3-18) 2 Depute Headteachers (3 -18) 6 Principal Teachers (3 existing Secondary) (2 existing Primary PTs from year 2 and 1 new PT Primary post)	
<b>Mallaig Primary</b>	45	1 Acting Headteacher				
<b>Lady Lovat Primary</b>	22	1 Cluster Headteacher	<b>Lady Lovat and Inverie</b> 1 Cluster Headteacher 1 Principal Teacher ((1 new post)			
<b>Inverie Primary</b>	6					
<b>Arisaig Primary</b>	28	1 Cluster Headteacher	<b>Arisaig, Rum, and Canna</b> 1 Cluster Headteacher* 2 Principal Teachers (2 new posts)	<b>Arisaig, Rum, and Canna*</b> 1 Cluster Headteacher* 2 Principal Teachers		<b>Rum, and Canna,*</b> 1 Cluster Headteacher* 1 Principal Teacher
<b>Rum Primary</b>	4					
<b>Canna Primary</b>	3					
<b>Muck Primary</b>	8	1 Cluster Headteacher	<b>Muck &amp; Eigg</b> 1 Cluster Headteacher 1 Principal Teachers (1new post)	<b>Muck &amp; Eigg</b> 1 Cluster Headteacher 1 Principal Teacher	<b>Muck &amp; Eigg</b> 1 Cluster Headteacher 1 Principal Teacher	
<b>Eigg Primary</b>	5					
	247					

\*HT post which will support ICT/Management delivery.

### Responses to Mallaig ASG Final Recommendations of June 2017

#### Arisaig Primary School Parent Council

- **Question:** Requesting further the degree of clarity in the revised proposal as noted on Appendix 1 (draft)
- **Response:** Format revised to show detail of Principal Teacher Posts for each of the 3 years as noted on Appendix 1
  
- **Question:** The number of Principal Teachers the Arisaig, Rum and Canna cluster would have in year 2 of the proposal.
- **Response:** This was clarified as two Principal Teachers.
  
- **Question:** The position of Arisaig Primary in Year 3.
- **Response:** It was clarified that Arisaig Primary would join the Mallaig 3-18 cluster of Mallaig High School, Mallaig Primary, Lady Lovat Primary and Inverie Primary in year 3 as per Appendix 1.
  
- **Question:** Whether there would be future consultation/review of progress of the new model after three years.
- **Response:** The establishment of Stakeholder Groups, as from session 2017-18, and on a phased basis thereafter for each of the subsequent years, to support the implementation of phased approach. The Council has experience of such groups and feedback on this approach of engaging with parents and the wider community has been very positive. This will include ongoing monitoring and review to support improvement.

#### Arisaig Primary School Parent x 1 response

- Confident in the cluster proposal.
- Concerned that things are taking so long.
- Thought that it would make sense to have things in place for the new term in August.
- **Response:** Timeline could be reviewed at the end of year 1 if requested by a parent group.

#### Arisaig Primary School Parent x 1 response

- Would prefer that Arisaig Primary joins the Mallaig 3-18 model in year 2 and not in year 3.
- **Response:** Timeline could be reviewed at the end of year 1 if requested by a parent group.

#### Inverie Primary School Parent Council

- Disappointment with proposals and the limited information provided and disregard for the concerns and issues which had been raised previously.
- Concerns regarding timescales for implementation.



- Query regarding number of Principal Teachers in the Inverie and Lady Lovat cluster in Year 1 and whether there would be possibility of both Principal Teachers being appointed in year 1 to support the process.
- Query regarding Mallaig Primary not having a Principal Teacher.
- Query regarding process of reviewing changes.
- Concerns regarding Inverie Primary Nursery and the support for the EYP with the new model.
- Query regarding whether school roll projections had been taken into account as part of the new proposals.
- Query regarding the management models in other areas in Highland and the extent of educational benefits of these models and concerns regarding the possible detrimental effect.
- Highlighted the unique geographical location and unique logistical problems of Inverie and Knoydart

### **Response:**

- Management of Schools Committee Papers of January and March 2017 available.
- Timescales shared in March 2017 document which informed that the matter would be included in the Agenda of June Committee.
- One Principal Teacher in Year 1 as already part of Cluster arrangement. No second PT at this point as have the HT in post, with the second PT appointed at the beginning of year 2.
- At the beginning of year 1 the new Mallaig 3-18 model will have an additional DHT. This has been intentionally front loaded at the beginning of the three year phasing to support in the first instance Mallaig Primary School and thereafter the phasing of the three year 3-18 model, thus supporting each Primary School in years 2 and 3.
- The establishment of Stakeholder Groups, as from session 2017-18, and on a phased basis thereafter for each of the subsequent years to support the implementation of phased approach. The Council has experience of such groups and feedback on this approach of engaging with parents and the wider community has been very positive. This will include ongoing monitoring and review to support improvement.
- Nursery management support will largely follow the current model, with a view to enhancing this by utilising the skills of staff across the 3-18 Cluster.
- Projected rolls have been factored into the recommendations.
- Reference to educational benefits – see above
- Unique geographical location and unique logistical problems factored into the Management Structure and PT model.

### **Knoydart Community Association**

- In unanimous agreement with the letter forwarded from the Inverie Parent Council.

### **Mallaig Primary School Parent x 1 response by telephone**

- In agreement with the final Mallaig ASG Recommendations as per Appendix 1.