

Agenda Item	11ii.
Report No	PEO 33/17

HIGHLAND COUNCIL

Committee: People

Date: 19 October 2017

Report Title: Management of Schools Update

Report By: Director of Care and Learning

1. Purpose/Executive Summary

- 1.1 This report is intended to update Members on the current progress in Management of Schools programme.

2. Recommendations

- 2.1 Members are asked to approve:
- the key stakeholder engagement process
 - the list of ASGs to be progressed in phase 2
 - an amendment to the current DSM guidance regarding nursery rolls, as set out in paragraph 13.2.

3. Introduction

- 3.1 The Management of Schools programme continues to develop. At the outset of the programme, a three year timescale was envisaged. One of the outcomes of the work completed so far, is the realisation that this work will go beyond the original timescale.
- 3.2 As part of the ongoing development of the programme, it is important that the Workstreams are reviewed on a regular basis to ensure the resource is allocated in the most effective way. It is important that this remains a high priority for the authority

as it sets out clearly a direction of travel that will deliver the sustainable and effective delivery of education in the Highlands.

4. Workstream 2 - Management Structures (led by the Head of Education)

4.1 Phase 1

4.1.1 The Management of Schools Programme Phase 1 involved eight Associated School Groups (ASGs): Farr, Dornoch, Kinlochbervie, Kilchuimen, Mallaig, Plockton, Lochaber and Millburn. We have made progress in seven of these ASGs. The Mallaig ASG is the subject of a separate report to this meeting of the Committee.

4.1.2 To date:

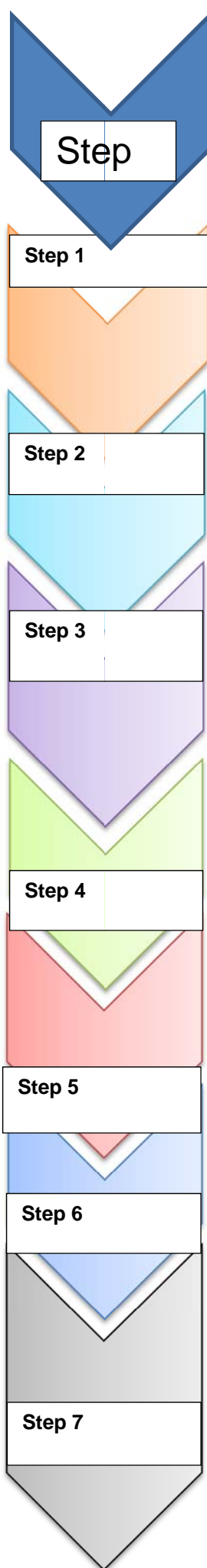
- Farr, Dornoch and Kinlochbervie all opened their doors as 3-18 schools at the start of this term, with new management structures agreed. All staffing for the new structures is in place with the exception of one Depute Head Teacher at Dornoch, who will take up post in January.
- Kilchuimen has been operating as a 3-18 school for approximately two years. We are in the process of formalising management arrangements, although issues with the recruitment and retention of staff at the school remain to be resolved.
- Temporary 3-18 management arrangements linking Plockton High School and Primary School have been established along with new Primary clusters across the ASG. These temporary arrangements will be reviewed before the Summer term and addressed accordingly.
- A review of the middle management structures of both Lochaber High School and Millburn Academy has been agreed and will proceed through this session, with a new middle management structure for each school to be implemented by August 2018.
- One new school cluster incorporating Daviot and Strathdearn was created, as planned, within the Millburn ASG.

4.1.3 We are already seeing the good practice that we envisaged from 3-18 schools, for example with Kinlochbervie teaching all P6 and P7 pupils in the High School every Wednesday. This is giving the children the benefit of being taught by specialists in subjects such as Music, PE, Science etc. as well as beginning to integrate children from across the ASG into one cohort. Children write about enjoying the experience and the way this is helping them to make new friends whilst learning new skills.

4.1.4 At Dornoch Primary, pupils are enjoying 'Paired reading' where senior pupils help Nursery children with their reading, both gaining greater confidence through working together. At Dornoch there are also plans for a Gaelic learning project involving P4/5 and S2 children learning together. These are just some of the early examples of benefits from the 3-18 arrangements.

5. Engagement Process

5.1 We have learnt from Phase 1 that a measured and consistent engagement process is critical for all stakeholders, if we are to take the Management of Schools Programme forward as consensually as possible. The process below has been modelled on the meetings and timescales for Phase 2, and aims to define the engagement that all stakeholders can expect for each Phase of the Programme. This is currently being trialled, and will be both reviewed and amended as needed, but is intended to form the basis for future engagement.



Management of Schools Officer/Elected Member Engagement Milestones 2017

March 2017, Initial Head Teacher Meeting

- Area meetings with HTs in proposed Phase 2 schools
- Progress with Phase 1 outlined
- Phase 2 proposals discussed
- HTs asked for their ideas

May 2017, Second Head Teacher Meeting

- Area meetings reconvened
- Initial proposals from March presented to HTs to review
- HTs given chance to reconsider initial proposal
- Proposals re-drafted by HTs

17th August 2017, Directorate Workshop

Area staff, workstream leads and Senior Management meet to review the Management of Schools programme, reflect on Phase 1 and agree plans for Phase 2

8th September 2017, Elected Member Seminar

- Review of the Management of Schools Programme, aims and timescales, with Members
- Workstream Leads present progress report from Phase 1
- Area Officers discuss initial proposals for Phase 2 schools with local Elected Members
- Area Officer return finalised Area proposals to be reviewed and costed

22nd to 29th September

Engage with Area Teams to finalise Phase 2 proposals

19th October 2017 People Committee

- Report taken to Committee confirming the Phase 1 plans for the Mallaig ASG and updating the Management of Schools Programme, identifying Phase 2 ASGs

November 2017 to February 2018

- Agreed proposals taken back to Phase 2 HTs and schools by Area Officers
- Area Officers share proposals with Elected Members at Ward Business meetings
- Engagement begins in Areas with school staff and Parent Councils



Management of Schools Officer/Elected Member/School/Parent Council Engagement Milestones 2018

Step 8

- Draft Plan circulated to HTs/Parents/Local Members 9th February for comments.
- 19th February deadline for final submissions regarding Phase 2 structures.

15th March 2018 People Committee

Report taken to Committee to seek approval for Phase 2 Plans prior to final engagement with staff, parents and communities

April 2018

- Final plans and Management Structures for Phase 2 costed and agreed
- Area Teams engage with HTs, school staff and Parent Councils on final Phase 2 plans

Management of Schools Phase 2 Implementation

April to June - Recruitment

- Job descriptions and remits prepared and agreed
- Posts advertised and appointed
- CPD requirements discussed with each ASG and plans developed

Step 11

August 2018

Phase 2 Plans implemented and new structures become operational

Step 12

6. Phase 2 – October 2017

- 6.1 Further to the discussions to date with Headteachers, Service managers and Members, it is proposed that the ASGs for Phase 2 are;
- North - Wick and Thurso
 - Mid – Fortrose, Dingwall and Tain
 - West – Gairloch and Mallaig
 - South – Inverness High, IRA and Nairn
- 6.2 It is intended that Area Management Teams will continue to develop proposals with the Head Teachers, school staff, Parent Councils, Communities and Elected Members for each of these ASGs. A draft plan for each ASG will be produced and shared by 9th February 2018, with a deadline for submissions to these drafts by 19th February 2018. The proposal is for Phase 2 plans to be brought to Committee in March 2018 for agreement prior to implementation.

7. Engagement with Education Scotland and the Scottish Government

- 7.1 Creation of 3-18 schools in Phase 1 has highlighted the need to discuss and agree a number of expectations with The Scottish Government and Education Scotland.
- 7.2 We have recently met with the Lead Officer for Education Scotland to open discussions around the implications for inspection that the new 3-18 schools create. This includes whether the new 'schools' will be inspected as 3-18 establishments regardless of geography, which is what we would like to see happen, or whether each school will continue to be inspected as stand-alone. The Head of Education will be helping to 'shape' this debate by joining a National Working Group on the inspection of 'All-through Schools'.
- 7.3 Contact has been made with Scottish Government to begin to address other issues, such as;
- School SEED numbers - the unique registration number for each school. Currently each school in an ASG such as Farr (five schools) has a separate SEED number. Now that schools have been joined as 3-18 establishments, we would prefer the 3-18 'school' to have the one SEED number
 - Standards and Quality Reports and School Improvement Plans (SIPs) – every separate school is expected to produce a Standards and Quality Report and SIP each year. We want to secure agreement that 3-18 schools only need to produce the one report and one SIP.
- 7.4 These changes take forward the organisational aspects set out in Workstream 2 of the Management of Schools programme. Ward members will be kept updated and involved regarding their local schools.
- 7.5 Detailed updates on the other workstreams were provided to Members at the recent half day seminar. In summary, this included the following information.

8. Workstream 1 – Curriculum

- 8.1 The recent focus of activity has been to ensure that schools are prepared for the deployment of chromebooks, in line with the planned roll-out schedule. Dedicated support is being provided for approaches to Learning & Teaching, and work has continued to ensure the necessary curriculum applications will be available.

- 8.2 Dedicated support is also being provided to school to enhance e-safety, through the promotion of digital citizenship, involving an audit of readiness and school-based action plans.
- 8.3 The Northern Alliance has agreed to look more broadly at exploiting the benefits of eSgoil, to develop a collaborative approach across a number of curriculum areas that would benefit from a co-ordinated approach across our authorities.

9. Workstream 3 - Support to Schools

- 9.1 A Project Manager was appointed to this Workstream at the end of July.
- 9.2 Ongoing discussions with one trade union have, to date, delayed the proposed pilots, but we hope to have these running as soon as possible after the October break.
- 9.3 The Phase 1 schools at Farr, Dornoch, Kinlochbervie, Kilchuimen and Plockton will benefit from increased Office Support with a senior Administration post for each of these schools/ASGs. Once Mallaig gets underway, discussions will begin to support the new management structure here.
- 9.4 A pilot exploring the benefits of an enhanced Admin Team Leader role is continuing at Ardnamurchan and Charleston. The Project Manager is in the process of evaluating the effectiveness of these pilots to make informed recommendations for future Office Support.

10 Workstream 4 – Early Learning and Childcare

- 10.1 Members have been sighted on and consulted about the development of the Delivery Plan, which provides a comprehensive overview of current and future provision for the expansion of ELC in Highland. Following Committee in August, further comments were taken account of, and an updated plan was submitted to the Scottish Government on 29 September 2017.
- 10.2 The Delivery Plan details how we will deliver high quality outcomes for children and their families through the main guiding principles of quality, flexibility, affordability and accessibility. The journey to flexibility that we have taken so far has enabled a huge amount of learning to be gathered around the impact that expansion can have on quality of provision. This has allowed us to take a considered approach as we move forward with phasing in of the additional hours between now and 2020. Too rapid an expansion of hours is a risk that needs to be managed appropriately and in a measured way.
- 10.3 With this in mind, and because of the unique geography of Highland with the implications that rural poverty can have on access to services, our intention is to increase incrementally the number of hours for all families across Highland. This involves the enhancement from the current 600 hours, to 760 hours in 2018/19; to 840 hours in 2019/20 and the full roll out of 1140 hours in 2020/21.
- 10.4 In addition, we intend to test a fully funded 1140 hour model in two areas of deprivation, from 2018/19 onwards.
- 10.5 The delivery of this programme is extensive, with 130 local authority and 54 partner providers and childminders in Highland, and the additional resource and capital funding required to ensure the expansion is also extensive. The 5 year projected capital costs to 2021/22 are projected to involve a total spend of £40.30 million across all sites.

- 10.6 The projected revenue costs take account of workforce expansion and development, administration, management information systems, catering, cleaning, educational resources, buildings energy, maintenance, rents and rates. Increase in hourly rates to partners to ensure a provider neutral approach must be taken account of, as well as the needs of children with ASN. Accordingly, the revenue costs are projected to increase incrementally as expansion takes place from £21.33 million in 2017/18, up to £44.69 million in 2020/21.
- 10.7 The Scottish Government's ELC Expansion Programme Projects and Delivery teams will now undertake an in-depth review of all local authority plans and provide tailored feedback to each authority. They have arranged individual meetings to discuss the plans before publishing a national learning report by the end of December 2017.

11. Workstream 5 – Recruitment and workforce planning

- 11.1 At the outset of phase 1, it was agreed with our union partners that we would use existing LNCT agreements to manage the appointments of the promoted teaching posts. This has proved successful to date, but these agreements take a largely reactive approach, and it may now be necessary to plan ahead to protect the interests of our staff as we move forward with subsequent phases.
- 11.2 With regard to general recruitment of teaching staff, we have taken the following actions to increase our ability to recruit staff: enabling us to meet local and national targets at a difficult time:
- Delivered on the targets set by Government in terms of probationer numbers.
 - Undertaken a Generic Primary Recruitment exercise early in the calendar year, successfully retaining a large number of probationers in the area.
 - Regularly listed all unpromoted teaching posts in the TES in print and on-line.
 - Worked in partnership with UHI, who now deliver PGCE courses in primary, and are moving towards offering several PGCE secondary courses subject areas
 - Continued to work with Aberdeen University to deliver the Distance Learning Post graduate course.

12 Workstream 6 – Leadership and Staff Development

- 12.1 Each of the new 3-18 schools have a bespoke training plan, developed through consultation, to support staff in their new enhanced roles. Previous training, new job descriptions and duties have all been taken into consideration when identifying what is needed before devising a support plan for the staff in each school.
- 12.2 Head Teachers from Phase 1 schools are meeting on a termly basis to share issues and good practice. These meetings include Head Teachers from Phase 2 schools, so that they too can be better prepared for future changes. The sharing of practice is vitally important to learn from what we have in place, in order to improve how we move forward with the programme.

13 Devolved School Management (DSM)

- 13.1 As work progresses with the Management of Schools Programme, we are acutely aware that some of the existing processes and formula that are currently part of DSM require updating. Work is about to begin on a review of the DSM guidance, but one protocol needs immediate attention.
- 13.2 Currently Nursery pupils count as 0.5 towards the school roll. Up until recently,

Nursery places were limited to a morning or afternoon for each child. We know that this is set to increase dramatically by 2020, when each child will be entitled to flexible but almost full time attendance. It is recommended that, as of August 2018, we agree to count each Nursery child as one full addition to the school roll, to take account of the changes to Nursery attendance.

14 Implications

- 14.1 **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.
- 14.2 **Legal:** These are addressed within the report.
- 14.3 **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.
- 14.4 **Climate Change / Carbon Clever:** Increased use of technology, both in curricular and business support terms, should reduce current travel requirements.
- 14.5 **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.
- 14.6 **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 6 October 2017

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