

Agenda Item	14.
Report No	CLH 11/19

## HIGHLAND COUNCIL

**Committee:** Care, Learning and Housing

**Date:** 24 January 2019

**Report Title:** **Sustainable Education in Highland Communities - Update**

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

### 1. Purpose/Executive Summary

1.1 The purpose of this report is to update Members on the Sustainable Education in Highland Communities programme, and to make recommendations on next steps.

### 2. Recommendations

2.1 Members are asked to agree the following recommendations:

- i. Approve the Three Year Plan for review of remaining Associated School Groups (Appendix 1)
- ii. Approve the meeting/engagement process and schedule (Appendix 2)
- iii. Approve the Action Plan for review of the Inverness High School ASG (Appendix 3)

### **3. Introduction**

- 3.1 Members agreed to the development of an overall multi-year plan for the Programme covering all 29 Highland Associated School Groups, and that the associated report to Committee should include a consultation framework and timetable.
- 3.2 Members agreed to be updated, as appropriate, at Committee meetings regarding progress on the Sustainable Education in Highland Communities programme rather than reporting to alternate Committee meetings.
- 3.3 In accordance with appropriate reporting and in recognition that this report is being written only a small number of days after the December Committee only updates on progress within workstreams are included.

### **4. Work Stream 2 – Communications**

- 4.1 In line with the proposed Three Year Plan for the Review of Highland ASGs the Communications Strategy is being revised to accurately represent the Programme's planned improvement pathway. A proposed meeting and engagement schedule for the Strategic Delivery Approach to ASG Restructures 2018/19 is appended to this report for Member consideration. (Appendix 2)
- 4.2 The current focus is on ensuring all internal communication elements are in place to support key spokespeople during the engagement and roll out process for those ASGs identified in Pre-Phase One and Phase One of the proposed Three Year Plan.
- 4.3 External communications for the programme are being extended and widened. A Twitter account ready to go-live and 'influencers' and 'followers' including staff, Elected Members and stakeholders are being actively encouraged to participate. (The twitter address is [www.twitter.com/seihc\\_thc](http://www.twitter.com/seihc_thc) and the intention is to launch this this soon after the January committee.)The programme Blog will launch at the end of January, following Committee approval of the Three Year Plan, providing a platform for external stakeholders to access information and ongoing programme developments.
- 4.4 Two news releases have been issued to the media, for release over the festive period, in addition to the Kinlochbervie case study, which was appended to our last paper. These were *7 December 2018: Multi-year improvement plan for Sustainable Education gets the thumbs up* and *11 December 2018: Melvich Primary School Reaps the Benefits of New Campus*

### **5. Work Stream 3 - Management Structures and School Groupings**

- 5.1 As agreed in December a three year plan for the review of all 29 Associated School Groups (ASGs) has been developed and shared with Area Officers. The plan is appended (Appendix 1) for consideration and approval.
- 5.2 The plan recognises the work already completed for the original phase 1 Schools and sets a timescale for implementation of ongoing work with Wick, Thurso, Kinlochleven, Gairloch and Inverness HS.
- 5.3 All remaining ASGs are scheduled for review by 2021 with changes to be implemented by August 2022.
- 5.4 To support engagement a standard process and meetings schedule has been

proposed and appended (Appendix 1). This aims to identify all the relevant groups to be included in the engagement and to sequence meetings in a logical order for the development of discussions and possible new structures. It is critical, as we move forward, to ensure that we have a comprehensive and consistent approach to engagement with the communities within each ASG.

5.5 As noted in the last report it is time to pick up the pace with some of the work with ASGs, in particular the Inverness High School. An Action Plan outlining key development stages, meetings and deadlines leading to implementation of a new structure in August 2020 is appended to this report (Appendix 3).

## 6. Work Stream 4 - Support for Schools

6.1 Previous reports to Committee have provided updates on the developing structure for the school office, and progress of posts and locations where new roles have been piloted or implemented.

6.2 The following diagram has been used in previous reports to highlight the potential structure being considered, it representing a combination of pre-existing posts within schools (General Auxiliary, Clerical Assistant and Admin Assistant) and potential new posts, including Cluster Clerical, Team Leader and Business Manager. The Team Leader post having been piloted and with prior Committee approval, deployed within 3-18 Campus locations.

General Auxiliary	Clerical Assistant	Cluster Clerical	Admin. Assistant	Team Leader	Business Manager
----------------------	-----------------------	---------------------	---------------------	----------------	---------------------

Most recent consideration, has been to the potential of a business manager role, the subject of which was discussed with a representative group of Head Teachers. Some of the key points arising from that session are set out in the table below. Further discussion is taking place, to consider whether such a role is beneficial and affordable in a Highland context. This will be subject to further report to Committee, should approval be sought to develop that job role further.

Pros	Cons
HT's with prior experience of a Business Manager role (while in other Authorities) spoke positively.	Previous examples largely related to a BM role in a single large school (mainly secondary). Given the number of schools, and number of smaller schools in Highland, a need to consider how such a role could fit into a Highland structure.)
The BM role acted as part of the school management team and	Previous experiences also highlighted the role varied Council by Council,

provided significant support to the Head Teacher on non-curricular issues.	with some graded at a similar level to Highland's current Team Leader role, whereas in others a more senior position was used with higher salary too.  Whether the post sat within a school, across a number of schools, or at an Area level, needed consideration.
The role seemed to work well in larger Secondaries.	If a BM had to support more than 1 school, how would that work on a day to day basis and how would the post be line managed? Could the post effectively meet the needs of multiple schools and HT's?
The role could line manage other school office posts and provide enhanced professional and technical support.	The post did not appear necessary in all situations. Those 3-18 Campus with Team Leader posts considered their new structures were working well and were unclear that a BM was necessary.  Was the post affordable within the proposed structure?

Focus in early 2019 will be on ensuring that this workstream activity closely aligns with the new ASG programme plan for 2019-2022, and appropriate recommendations are in place for revised office structures to be available in parallel with any management changes in schools.

## **7. Work Stream 5 – Workforce Planning & Development**

7.1 The Scottish Centre for Educational Leadership (SCEL) have been approached to facilitate a session with current 3-18 Head teachers to use their experience in defining a shared rationale for our 3-18 schools. This session is planned for the February INSET next year.

## **8. Programme Evaluation**

8.1 Senior management have received verbal feedback from the evaluation of the programme to date carried out by Rory Mair and Hugh Fraser. Initial indications are that by extending the programme beyond an educational focus we were being too ambitious and may struggle to achieve our aims. The advice was that we should focus more specifically on those factors which we believe will lead to improvements in educational attainment. This message has been factored in to the engagement strategy and rationale of the programme moving forwards

## **9. Implications**

- 9.1 Resource  
This programme will provide a sustainable basis for schools in Highland, by delivering some efficiencies which will be identified through detailed planning in each Associated School Group.
- 9.2 Legal  
All changes to education provision must take account of the relevant education legislation.
- 9.3 Community (Equality, Poverty and Rural)  
These proposals are based on the concept of local education at the heart of sustainable communities. This is a message that requires to be articulated more explicitly as part of the programme.
- 9.4 Climate Change / Carbon Clever  
It is envisaged that new management and organisational arrangements for schools, can make best use of our buildings and other assets.
- 9.5 Risk  
This programme is of critical importance to communities, the Council, and the provision of local education for years to come.
- 9.6 Gaelic  
All proposals should take full account of the Council's commitment to the promotion of Gaelic medium education.

Designation: Interim Director of Care and Learning  
Date: 21 December 2018  
Author: James Vance, Interim Head of Education

Appendices:

1. Three Year Plan for the review of all 29 Associated School Groups
2. Engagement Strategy and Meeting Schedule
3. Inverness High School ASG Review Action Plan



## Appendix 1

### SUSTAINABLE EDUCATION IN HIGHLAND COMMUNITIES

### THREE YEAR PLAN FOR THE REVIEW OF HIGHLAND ASGs

#### PRE-PHASE ONE\* ○ 2017-2018

<b>DORNOCH</b>	Complete. 3-18 campus incorporating all primary schools within the ASG
<b>FARR</b>	Complete. 3-18 campus incorporating all primary schools within the ASG
<b>KILCHUIMEN</b>	Complete. 3-18 campus incorporating all schools within the ASG
<b>KINLOCHBERVIE</b>	Complete. 3-18 campus incorporating all primary schools within the ASG
<b>MALLAIG</b>	Complete. 3-18 incorporating mainland primary schools within the ASG
<b>MILLBURN</b>	Daviot / Strathdearn Primary Schools cluster implemented August session 2017/18
<b>PLOCKTON</b>	3-18 comprising Plockton Primary and High School
<b>THURSO</b>	Under review 2018, aiming for implementation August 2019
<b>WICK</b>	Under review 2018, aiming for implementation August 2019

\*Pre-Phase One includes all ASGs that have, to date, had some review albeit minimal in some cases. It is proposed that all but two of these ASGs be revisited in Phase Four once all the ASGs have been reviewed.

#### PHASE ONE ○ 2019-2020

<b>INVERNESS HS**</b>	South	Underway 2018 for implementation by August 2020
<b>KINLOCHLEVEN</b>	West	Underway June 2018 for implementation August 2019
<b>GAIRLOCH</b>	West	Underway 2018 for implementation August 2019
<b>ARDNAMURCHAN</b>	West	Underway 2019 for implementation by August 2020
<b>GLENURQUHART</b>	South	Underway 2019 for implementation by August 2020
<b>GOLSPIE</b>	North	Underway 2019 for implementation by August 2020
<b>GRANTOWN</b>	South	Underway 2019 for implementation by August 2020
<b>INVERGORDON</b>	Mid	Underway 2019 for implementation by August 2020
<b>NAIRN</b>	South	Underway 2019 for implementation by August 2020

#### PHASE TWO ○ 2020-2021

<b>ALNESS</b>	Mid	Underway 2020 for implementation by August 2021
<b>DINGWALL</b>	Mid	Underway 2020 for implementation by August 2021
<b>ST CLEMENTS SCHOOL</b>	Mid	Underway 2020 for implementation by August 2021
<b>INVERNESS ROYAL</b>	South	Underway 2020 for implementation by August 2021
<b>DRUMMOND SCHOOL</b>	South	Underway 2020 for implementation by August 2021
<b>KINGUSSIE</b>	South	Underway 2020 for implementation by August 2021
<b>PLOCKTON*</b>	West	Underway 2020 for implementation by August 2021
<b>PORTREE</b>	West	Underway 2020 for implementation by August 2021
<b>ULLAPOOL</b>	West	Underway 2020 for implementation by August 2021

\*Plockton revisit to consider remainder of ASG

## PHASE THREE ○ 2021-2022

<b>CHARLESTON</b>	South	Underway 2021 for implementation by August 2022
<b>FORTROSE</b>	Mid	Underway 2021 for implementation by August 2022
<b>KILCHUIMEN***</b>	West	Underway 2021 for implementation by August 2022
<b>LOCHABER</b>	West	Underway 2021 for implementation by August 2022
<b>TAIN</b>	Mid	Underway 2021 for implementation by August 2022
<b>ST DUTHUS SCHOOL</b>	Mid	Underway 2021 for implementation by August 2022

## PHASE FOUR ○ 2021 (WRAP AND REVIEW)

<b>DORNOCH FIRTH 3-18 CAMPUS</b>	North	
<b>NORTH COAST 3-18 CAMPUS</b>	North	
<b>MALLAIG*</b>	West	
<b>MILLBURN</b>	South	
<b>NORTH WEST SUTHERLAND SCHOOLS 3-18 CAMPUS</b>	North	
<b>THURSO</b>	North	
<b>WICK</b>	North	

\*Mallaig revisit to consider remainder of ASG

\*\*Inverness High School is underway in 2018. The review should take the form of a very different approach. It is expected that the South Team prepare a very clear plan for the completion of work on the ASG by January 2019 CLH Committee. The plan should be time-limited to implementation by August 2020 and should contain clear stages with deadlines for completion of each stage

\*\*\*\*Kilchuiemen included as there may be implications following review at Lochaber

## Appendix 2 SEIHC STRATEGIC DELIVERY APPROACH TO ASG RESTRUCTURES 2018/19



DEC 2018/JAN 2019

DIRECTORATE WORKSHOP

To make sure everyone is crystal clear about the direction of travel and their expected roles

JAN 2019

CARE, LEARNING & HOUSING COMMITTEE

To agree a new approach and the proposed three year plan

WHAT/WHY	HOW/WHO	WHEN/DEADLINE	INFORMATION REQUIRED	NEXT STEPS	LEAD RESPONSIBILITY
<i>Which ASG are we focusing on next and why?</i>	<i>Who do we need to meet to gain agreement with and progress this restructure?</i>	<i>When does this step of the restructure need to be completed by?</i>	<i>What information do we need to be collated? What is the information going to tell us? What are we going to use it for?</i>	<i>What must we do with the information/feedback we have gathered?</i>	<i>Who is responsible for taking this forward?</i>
<b>REVIEW EXISTING AREA SCHOOL STRUCTURES</b>					
<b>Initial Mtg.</b>					
<b>Purpose</b> ➤ To discuss and agree proposed ASG/re-structure work and indicative timescales	<ul style="list-style-type: none"> <li>Area Team – AC&amp;LM, EQIM, Ed. Officer, ASN Manager and other officers invited by the Area</li> <li>SEiHC Programme Team</li> </ul>		Current ASG School Structures Data: <ul style="list-style-type: none"> <li>Demographics</li> <li>Staffing (SMT &amp; office support)</li> <li>Existing delivery costs</li> </ul>	Prepare restructure proposal and timescales for CLH Committee [date] and place on SharePoint site. Provide area team with ASG Stakeholder Group Information Pack	Area Care & Learning Manager with support from Programme Officer and Service Data Team



1) Locality Planning/Ward Business Manager Mtg.					
<p><b>Purpose</b></p> <p>➤ To widen the discussion around the proposed ASG considering the communities involved and how this work can complement the locality plan</p> <p><i>Consider: What other aspects of the communities involved in this ASG do we need to consider and what wider benefits can we achieve?</i></p>	<ul style="list-style-type: none"> <li>• Area Team – AC&amp;LM, EQIM, Ed. Officer, ASN Manager</li> <li>• Lead for the Locality Plan</li> <li>• Ward Manager</li> <li>• Other officers invited by the Area</li> </ul>		<p>Present current arrangements and reasons to consider a restructure proposal with timescales</p>	<ul style="list-style-type: none"> <li>• Determine feasibility to proceed with restructure</li> <li>• Share feedback on SharePoint site</li> </ul>	<p>Area Care &amp; Learning Manager/EQIM</p>
2) Directorate Mtg.					
<p><b>Purpose</b></p> <p>➤ To discuss initial proposal, indicative start date and explore options</p> <p>➤ To make Workstream Leads aware of proposal and get agreement to proceed</p> <p><i>Consider: Is there any reason not to go ahead with this ASG?</i></p>	<ul style="list-style-type: none"> <li>• Directorate</li> </ul>		<ul style="list-style-type: none"> <li>• Restructure proposal with timescales</li> <li>• Feedback from wards for consideration</li> </ul>		<ul style="list-style-type: none"> <li>• Area Care &amp; Learning Manager</li> <li>• SEiHC Programme Manager</li> </ul>
3) Ward Business Mtg.					
<p><b>Purpose</b></p> <p>➤ Present initial proposal to appropriate Ward Business Mtg. for discussion with local Elected Members</p>	<ul style="list-style-type: none"> <li>• C&amp;L team representatives</li> <li>• Ward Manager</li> <li>• Local Elected Members</li> </ul>			<ul style="list-style-type: none"> <li>• Set date for feedback/opinion sharing</li> </ul>	<ul style="list-style-type: none"> <li>• Area Care &amp; Learning Manager /EQIM</li> </ul>

4) Head Teacher Mtg.					
<p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>➤ To make of the intention to review all HTs aware the ASG.</li> <li>➤ To remind staff of the aims of the SEiHC programme and to invite their thoughts, concerns and ideas</li> <li>➤ To ensure that information at a local level is shared as close to simultaneously as possible. <ul style="list-style-type: none"> <li>○ AM: Ward Business Mtg.</li> <li>○ 3/4pm Twilight: HTs</li> </ul> </li> </ul> <p><i>Consider: Timing is key to make sure HTs in an ASG do not hear about this second-hand</i></p>	<ul style="list-style-type: none"> <li>• All HTs</li> <li>• Area C&amp;L team</li> </ul>				<ul style="list-style-type: none"> <li>• Area Care &amp; Learning Manager /EQIM</li> </ul>
5) SEiHC Steering Group Mtg.					
<p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>➤ Seek approval from the SEiHC Steering Group to proceed to committee</li> </ul>	Take proposal to begin a review of the ASG to the SEiHC Steering Group for final agreement prior to being taken to the CLH Committee		Proposal to begin a review of the ASG and timescales		<ul style="list-style-type: none"> <li>• Area Care &amp; Learning Manager /EQIM</li> </ul>
6) Care, Learning and Housing Committee					
<p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>➤ Take proposal to Committee to seek approval to proceed</li> </ul> <p><i>Committee to approve approach before holding local PC Mtgs.</i></p>				Consider restructure implementation process and elements	Chief Education Officer/Programme (project) Manager
7) Individual School Mtgs.					
<p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>➤ For HTs to share initial information with staff, parent council and pupils (preferably on the same day).</li> <li>➤ To begin engagement with</li> </ul>	Invited Parent Council and Area Officers; <ul style="list-style-type: none"> <li>• Officers of the Parent Councils involved</li> <li>• Area Officers – AC&amp;LM, EQIM</li> </ul>			<ul style="list-style-type: none"> <li>• Set date of next meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Area Care &amp; Learning Manager /EQIM/Community Engagement Officer/HT</li> </ul>

<p>the PC Officers, making them aware of and listening to their thoughts around</p> <ul style="list-style-type: none"> <li>○ the intention to review the ASG</li> <li>○ the aims of and need for the review</li> <li>○ implications, concerns and possible outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• HTs (and school staff?)</li> <li>• Other Area staff as required by the Area team (e.g. ASNMM, EYESO, Ward Business Manager etc.)</li> <li>• SEiHC team support as agreed with the Area</li> </ul>				
<b>8) Officer Stakeholder Mtg.</b>					
<p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>➤ To share the proposal with key staff in the Area and widen the discussion beyond Care and Learning</li> <li>➤ To ensure coherence with Locality and Partnership plans and to consider wider opportunities and implications</li> </ul>	<ul style="list-style-type: none"> <li>• Invited Officer/Elected Member stakeholders;</li> <li>• Area Officer team (AC&amp;LM, EQIM, ASNMM, EYESO etc.)</li> <li>• SEiHC Programme Team</li> <li>• Ward Manager</li> <li>• Local Elected Members</li> <li>• HighLife Highland rep.</li> <li>• Community Partnership/Locality Plan Lead</li> <li>• Other relevant officers as identified by the Area</li> </ul>		<p>Restructure proposal and timescales</p>		<ul style="list-style-type: none"> <li>• Area Care &amp; Learning Manager &amp; EQIM</li> </ul>
<b>9) Open Community Mtg.</b>					
<p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>➤ To present the aims and need for the SEiHC programme</li> <li>➤ To widen the discussion to include community input in</li> </ul>	<ul style="list-style-type: none"> <li>• Officer stakeholder team (relevant Area staff including Ward Business Manager)</li> </ul>		<ul style="list-style-type: none"> <li>• Core ASG data bundles</li> </ul>		<p>Area Care &amp; Learning Manager /EQIM/Community Engagement Officer</p>

<p>identifying possible structures</p> <ul style="list-style-type: none"> <li>➤ To begin to identify opportunities, challenges and threats</li> <li>➤ To identify key community groups and stakeholders to form the local Stakeholder Group</li> </ul>	<ul style="list-style-type: none"> <li>• SEIHC team support (not necessarily attendance)</li> <li>• Local Elected Members</li> <li>• HTs and school staff</li> <li>• PCs from all schools involved</li> <li>• Parent body</li> <li>• Community group representatives</li> </ul>				
<b>10) Stakeholder Group Meetings</b>					
<p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>➤ To begin the meetings that will see the implementation of a sustainable ASG schools structure</li> </ul>			<ul style="list-style-type: none"> <li>• Core ASG data bundles</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly define amount of follow-up meetings required before a final decision can be made and implementation date set</li> </ul>	<p>Area Care &amp; Learning Manager /EQIM/Community Engagement Officer</p>

<b>Appendix 3: Inverness High School ASG Review Action Plan</b>	<b>Date</b>
	19.12.2018

### What work has been completed to date?

The South Area Care & Learning Team selected the Inverness High School ASG due to the breadth of social and economic indicators and challenges in the area; linking to educational attainment and life opportunities. Given the groundwork established around Community and Children's Planning, we want to work with partners and stakeholders, to have children and education at the heart of the School's communities. We want to focus on closing the attainment gap by targeting poverty, social challenges and improving opportunities for our young people.

The Schools involved are Inverness High School plus Merkinch, Dalneigh and Central Primary Schools. Bishop Eden's and St Joseph's Primary Schools, as Inverness Area Denominational Schools are not specifically included in this exercise, as their pupils can come from outwith the High School's catchment. However, these schools will be included in specific ASG meetings and discussions in order that relevant pupils and parents' views are taken into account.

Early engagement was also undertaken by Area Office and other Council colleagues including the Estates Team, with Third Sector partners; and also with staff and pupils at IHS, plus Local Members and parents.

We met with Architecture and Design Scotland and associated stakeholders, the Estates Team and Local Members on 3 July 2018. We met with the IHS ASG Head Teachers on 21 September 2018 and again in November 2018. We continue to contribute to both the Community Planning and Community Children's Planning processes within the ASG.

### What work is planned?

Having had initial discussions with Member at Ward Business Meetings, the next steps will involve discussions with Local Members in January 2019, along with HT's and Children's Service Manager to take a collegiate overview of our priorities and agree a shared vision/approach. We then aim to scope out the organisations and partners that need to be engaged with more widely across the ASG. We will also involve young people (both Primary & Secondary) and engage with community representatives. We will make use of the dataset for the IHS ASG to inform our discussions.

In conjunction with the Schools and Local Members, we will co-ordinate our input to initiatives across the IHS ASG including linking with the actions and outcomes from the Community Partnership Plan, Community Children's Plan, Locality Plans and the City Plan. We will also explore potential links with D&I colleagues around the City/Region deal; explore other potential funding links to support project delivery (e.g. aspiring communities, sports/lottery funding). We will also be exploring possible links between our development work in the ASG and a range of partners including Skills Development Scotland, Inverness College/UHI and Highlands and Islands Enterprise.

We will also be maintaining an overview of the Dalneigh Primary School refurbishment, the new Merkinch Primary School development, including early learning & childcare provision around the family centre/partner centre; plus continuing oversight of Inverness High refurb/re-build.

We are also looking at exemplar projects in other parts of Scotland (e.g. the Raploch Community Campus in Stirling) to see if we could learn from their practical experiences.

We are keen to adopt a community development approach, looking at a “bottom up”, in contrast to a “top down” strategy. Our plan therefore, is to work collaboratively with communities, to identify and consider what they might ideally wish to experience and achieve; as opposed to initiatives being imposed from outside.

The focus of our work is to help deliver:

- The best opportunities for learning, life and work for children and young people.
- Family Learning within the ASG.
- Enhanced community cohesion - care, learning & community development.
- Improved support for families.
- Clearer/stronger links across public sector planning and intervention.