**Education Management: Proposed Changes**

**New information gleaned from FOI requests**

1        The council claimed that these proposals were **cost neutral**. In fact, the starting point in late 2019 was that the proposals would save an estimated **£675k**, see page 2.

2        The council claimed that there would be **no removal of school identities**. In fact, page 2 shows that the **"complete management"** of what they called **"remote classrooms"** would be with the head teacher of the larger school, see page 2.

3        There was no mention publicly of the removal of all clerical staff from the smaller schools but in fact that is exactly what they stated in late 2019, see page 2.

4        There has been no mention publicly of the "streamlining" of the core staff but this has been taking place anyway. See page 3 as confirmation this was always part of the plan.

5        The council claimed that teaching duties would be removed from all headteachers. The words used were "100% non teaching". I asked for the costs of the additional teaching staff needed to make this happen and was told they didn't have that information to hand. I made an FOI asking how many contracted teaching hours were within current head teacher contracts which I eventually got. The teaching hours came to 25,738. I costed those hours at a median point on the teaching salary scale. The costs are in the region of £764k per annum. It is odd in the extreme that none of this information was to hand.

6        There has been no mention of the number of clusters of schools but the figure of 16 appeared in another document which was used to tender for companies to market their "concept". It is evident that their concept was fixed. The words used were:

knowledge, experience and locus. However, our concept and the associated benefits with it does not change.   We must listen to our stakeholders and adapt our

So, is this a genuine consultation or is it the marketing of the concept to the public?

7        In another document the following words were used. This has potentially big implications for the potential closure of small schools, especially if full management control is elsewhere.

*Staff would be part of a cluster and not part of a school and could therefore be moved accordingly either on a temporary basis to provide cover or on a longer term basis to support a specific development need in one of the schools.*

8        Lastly, the overall numbers are still opaque but from what you can see above, if it was to achieve a saving of  £675k, and given the costs at 5 above, huge savings need to be made. Streamlining core staff, losing clerical staff and, most likely, cuts to the salaries of current primary head teachers are all in the mix.

**So why did all of this have to be dragged from the council?**

Michael Breslin & Alan Stewart, 7 June 2022

**TRANSFORMATION PROGRAMME FOR A SUSTAINABLE EDUCATION SERVICE**

PROJECT BRIEF FOR OPTION 1

SCHOOLS PARTNERSHIP PROGRAMME

Date    07.10.2019

## 1    Project Purpose/Objectives

The Schools Partnership Programme (Clusters) will consider how a number of larger schools could potentially take on the management of smaller neighbouring schools. This would involve looking at smaller schools across the authority which are in relatively close proximity to a larger schools that would have the capacity to manage an additional 'classroom(s)'. The smaller schools would be treated as a remote classrooms and the complete management would be devolved to the Head Teacher of the larger school. There will still be a requirement for pupil support staff, both statutory and non-statutory in the smaller school, however, there will be no clerical support required as all administrative work will be undertaken within the larger school. This would enable schools to be managed in a more cost effective way and, significantly, would retain a presence in a village whilst offering the pupils in the smaller school the educational benefits of being part of a larger school community.

## 2    Project Scope

Initial analysis had identified 26 clusters which could be included in this new partnership approach. This was deemed to be too many and the methodology for determining the groupings is currently being revised with a view to reducing the number of groups to transform provision in a sustainable way whilst generating greater economies of scale. Depending on the geographical circumstances and educational benefits, it may be more appropriate for a larger group of schools to be merged under one headship.

The indicative savings with this project are circa £675k and the initial assumptions were:

The potential new cluster staffing structures were derived through the use of the staffing circular and the knowledge and expertise of those on the Education Budget Working Group. The salaries used for the costings were those included on the 2019/20 teacher's template but this was prior to the pay agreement being finalised so the salaries have changed since the calculation was done. The 2019/20 staffing exercise has also taken place since the original calculations were done and this has impacted on the school teacher entitlement figures. The finance rep would work with

the assistance of the project team to rework the details to fit with the model chosen to take forward.

There is also a list of assumptions which could impact on the level of saving achievable and these are:-

- All Head teachers salaries calculated at HTDHT scp 10
- All Depute Head teacher salaries calculated at HTDHT scp 5
- All Principal Teacher salaries calculated at PT scp 3
- Any potential job-sizing implications on secondary management structures (for 3-18 schools) have not been built into the calculations
- Basic Teachers based on current scp's (from 19/20 salary template) with any differences budgeted at scp 6 (top)
- Any saving in Gaelic Specific Grant funded units would result in a corresponding reduction in income
- Reduction in FTE assumes that starting point was 2019/20 primary staffing template
- It has been assumed that all Cluster Head Teachers are non-class committed
- No allowance has been made for conservation of salaries or redundancy costs

Since the majority of this saving would be achieved through the reduction in promoted posts within schools, there would be a period of salary conservation at promoted level which would mean that full savings would not be achieved (unless posts are vacant) until the conservation period ends.

## 3    Project team

| Name | Post | Role |
|------|------|------|
|  | Business Improvement Manager | Project Manager |
|  | HR Business Partner Customer Services | HR Rep |
| TBC | Lawyer | Legal Rep |
|  | Senior Accountant - Education | Finance Rep |
|  | Head Teacher Castlehill Primary, Carradale Primary, Drumlemble Primary | Education Rep - Primary |
|  | Executive Head – Oban High School, Tiree High School | Education Rep – Secondary |
|  | Education Manager | Education Rep – Central Team |
| TBC |  | Project Support – across all projects within the Education Transformation Programme |

# 4    Project risks

The risks with this project are

| Description | Prob | Imp | Mitigating Actions |
|---|---|---|---|
| Failure to meet agreed timescales for delivery due to failure to prioritise this project over other projects and ongoing pieces of work | 4 | 3 | Project Team identified and project plan takes cognisance of organisational capacity to deliver, potential changes in personnel and competing priorities |
| Failure to secure membership of the project team | 3 | 2 | Alternative members will be identified to take on the roles in the project brief section 3 |
| Failure to realise cashable and non-cashable benefits of the | 3 | 4 | Project team will focus on the delivery of the benefits. Risk that benefits will not be realised as anticipated will be flagged to the programme manager at the earliest opportunity and plans will be reviewed and revised accordingly. |
| Failure to comply with appropriate legislation when preparing plans to implement cluster model | 3 | 4 | Legal rep on project team will carry out a review all relevant legislation and ensure that the legislative requirements are built into the implementation plans and timescales. |
| Failure to manage interdependencies with other projects within the Education Transformation Programme.  Projects which could have an impact on this project are Devolved School Management and Streamlining the Central Management Team | 2 | 3 | The project will be managed within the Education Transformation Programme overseen by the Programme Manager.  The Heads of Education are the project Sponsors and the programme board meets regularly to review progress. |
| Failure to meet savings as anticipated due to failure to review pay and grading model for Education as anticipated | 2 | 4 | HR rep will carry out a review of Education pay and grading model and project team will prepare a set of recommendations which will alter the model.  Assuming there will need to be consultation on this with TUs, HTs and teaching staff. |
| Failure to implement the project due to failure to get buy in from stakeholders including pupils, parents, parent councils, teachers, HTs, non-teaching staff, TUs, EMT, elected members etc | 2 | 4 | Communication and engagement strategy will be prepared by project manager, overseen by programme manager. |

# 5    Project timelines

| ID | Action | Timescales | Interdependencies | Responsible person |
|---|---|---|---|---|
| 1 | Approve project brief and mobilise project team | 16th October 2019 | | Education Transformation Board |
| 2 | Prepare revised methodology for identification clusters | End of October 2019 | 1 | ▮▮▮▮▮▮ |

| 3 | Review appropriate policies and the methodology and approach used in other authorities who have implemented this model | End of November 2019 | 1, 2 | Project team |
|---|---|---|---|---|
| 4 | Review legislative requirements | End of December 2019 | 1, 2, 3 | Legal rep |
| 5 | Review pay and grading model and prepare set of recommendations to modify | End of January 2020 | 1, 2, 3 | ████████ |
| 6 | Apply methodology and identify potential clusters | End of December 2019 | 1, 2, 3 | Project team |
| 7 | Prepare implementation plan | Mid February 2020 | 1, 2, 3, 4, 5, 6 | Project team |
| 8 | Prepare communications plan and stakeholder engagement strategy | End of February 2020 | 7 | Project manager / project team |
| 9 | Prepare benefits realisation methodology and confirm cashable and non-cashable savings | End of March 2020 | 1, 2, 3, 4, 5, 6 | Project manager / project team |
| 10 | Prepare business case | End of April 2020 | 1, 2, 3, 4, 5, 6, 7, 8, 9 | Project manager / project team |
| 11 | Implementation – phased approach | Aug 2020 – June 2022 | 10 | Heads of Education |

**TRANSFORMATION PROGRAMME FOR A SUSTAINABLE EDUCATION SERVICE**

PROJECT BRIEF FOR OPTION 2

SCHOOLS PARTNERSHIP PROGRAMME

Updated 01.11.2019

## 1 Project Purpose/Objectives

Excellence and equity underpin the approach to delivering Scottish education. Within Argyll and Bute ambition, excellence and equality underpin our approach to the delivery of education reflecting national expectations.

To meet the challenges of delivering excellent learning and teaching, empowered leaders and best value across our learning estate cluster learning models may be implemented. These models will reflect the diversity of Argyll and Bute schools understanding learners, staff and parents in their specific contexts. Their main focus would centre upon the educational benefits for our learners.

The Schools Partnership Programme (Clusters) will develop a strategy and consider a range of potential models that would be implemented across our school estate in relation to the leadership and management of a cluster of schools. Models may include:

- Shared Headship
- Executive Headship
- Remote classroom clusters
- Geographical clusters

## 2 Project Scope

Consideration of "what is a cluster" will lead to identification of cluster models that will support the diversity of our learning estate and the particular challenges facing small and rural schools. Educational benefits will be at the centre of models and incorporate:

- Leadership and management, including staffing recruitment and retention
- 3-18 Curriculum and transitions
- Additional Support Needs (ASN)
- Business Support, Resources and IT

Cluster models will also focus upon delivering best value.

The Schools Partnership (Clusters) Project Team will prepare a methodology for identifying clusters ensuring that we maintain linkages with the other projects within the Education Transformation Programme. The project team will consider applying this methodology across Argyll and Bute and how a number of larger schools could potentially take on the management of smaller neighbouring schools. This would involve looking at smaller schools across the authority which are in relatively close

proximity to a larger schools that would have the capacity to manage an additional 'classroom(s)'. The smaller schools may be treated as a remote classrooms and the complete management would be devolved to the Head Teacher of the larger school. There will still be a requirement for pupil support staff, both statutory and non-statutory in the smaller school, however, there will be no clerical support required as all administrative work will be undertaken within the larger school. This would enable schools to be managed in a more cost effective way and, significantly, would retain a presence in a village whilst offering the pupils in the smaller school the educational benefits of being part of a larger school community.

For example, Initial analysis of a geographical cluster model had identified 26 clusters which could be included in this new partnership approach.  The indicative savings with this project are circa £675k.   These indicative savings were derived through the use of the staffing circular and the knowledge and expertise of those on the Education Budget Working Group.  The salaries used for the costings were those included on the 2019/20 teacher's template but this was prior to the pay agreement being finalised so the salaries have changed since the calculation was done.  The 2019/20 staffing exercise has also taken place since the original calculations were done and this has impacted on the school teacher entitlement figures.  Since the majority of the saving would be achieved through the reduction in promoted posts within schools, there would be a period of salary conservation at promoted level which would mean that full savings would not be achieved (unless posts are vacant) until the conservation period ends.  These assumptions and the indicative savings which could be achieved by implementing cluster models across Argyll and Bute will be revisited by the project team.

## 3      Project team

| Name | Post | Role |
|---|---|---|
| ████████ | Business Improvement Manager | Project Manager |
| ████████ | HR Business Partner Customer Services | HR Rep |
| ████████ - tbc | Lawyer | Legal Rep |
| ████████ | Senior Accountant - Education | Finance Rep |
| ████████ | Head Teacher Castlehill Primary, Carradale Primary, Drumlemble Primary (MAKI Cluster) | Education Rep - Primary |
| ████████ | Executive Head – Oban High School, Tiree High School (OLI Cluster) | Education Rep – Secondary |
| ████████ | Head Teacher - HALCO Cluster | Education Rep – Primary |
| ████████ | Education Manager | Education Rep – Central Team |
| ████████ | QIO Education Transformation Programme | Programme Support – across all projects within the Education |

| | | Transformation Programme |
|---|---|---|

## 4 Project risks

The risks with this project are

| Description | Prob | Imp | Mitigating Actions |
|---|---|---|---|
| Failure to meet agreed timescales for delivery due to failure to prioritise this project over other projects and ongoing pieces of work | 4 | 3 | Project Team identified and project plan takes cognisance of organisational capacity to deliver, potential changes in personnel and competing priorities |
| Failure to secure membership of the project team | 3 | 2 | Alternative members will be identified to take on the roles in the project brief section 3 |
| Failure to realise cashable and non-cashable benefits of the | 3 | 4 | Project team will focus on the delivery of the benefits. Risk that benefits will not be realised as anticipated will be flagged to the programme manager at the earliest opportunity and plans will be reviewed and revised accordingly. |
| Failure to comply with appropriate legislation when preparing plans to implement cluster model | 3 | 4 | Legal rep on project team will carry out a review all relevant legislation and ensure that the legislative requirements are built into the implementation plans and timescales. |
| Failure to manage interdependencies with other projects within the Education Transformation Programme. Projects which could have an impact on this project are Devolved School Management and Streamlining the Central Management Team | 2 | 3 | The project will be managed within the Education Transformation Programme overseen by the Programme Manager. The Heads of Education are the project Sponsors and the programme board meets regularly to review progress. |
| Failure to meet savings as anticipated due to failure to review pay and grading model for Education as anticipated | 2 | 4 | HR rep will carry out a review of Education pay and grading model and project team will prepare a set of recommendations which will alter the model. Assuming there will need to be consultation on this with TUs, HTs and teaching staff. |
| Failure to implement the project due to failure to get buy in from stakeholders including pupils, parents, parent councils, teachers, HTs, non-teaching staff, TUs, EMT, elected members etc | 2 | 4 | Communication and engagement strategy will be prepared by project manager, overseen by programme manager. |

## 5 Project timelines

| ID | Action | Timescales | Interdependencies | Responsible person |
|---|---|---|---|---|
| 1 | Approve project brief and mobilise project team | 16th October 2019 | | Education Transformation Board |

| 2 | Prepare revised methodology for identification clusters | End of November 2019 | 1 | Louise Connor |
|---|---|---|---|---|
| 3 | Review appropriate policies and the methodology and approach used in other authorities who have implemented this model | End of December 2019 | 1, 2 | Project team |
| 4 | Review legislative requirements | End of January 2019 | 1, 2, 3 | Legal rep |
| 5 | Review pay and grading model and prepare set of recommendations to modify | End of February 2020 | 1, 2, 3 | Jennifer Coyle |
| 6 | Apply methodology and identify potential clusters | End of March 2020 | 1, 2, 3 | Project team |
| 7 | Pilot project | Mid April 2020 | 1 ,2, 3, 4, 5, 6 | Heads of Education |
| 8 | Prepare communications plan and stakeholder engagement strategy | End of April 2020 | 1 ,2, 3, 4, 5, 6 | Project manager / project team |
| 9 | Prepare benefits realisation methodology and confirm cashable and non-cashable savings | End of April 2020 | 1, 2, 3, 4, 5, 6 | Project manager / project team |
| 10 | Prepare strategy | End of June 2020 | 1, 2, 3, 4, 5, 6, 7, 8, 9 | Project manager / project team |
| 11 | Evaluation of Pilot and capture of lessons learnt | October 2020 | 7 | Heads of Education / project team |
| 12 | Implementation – phased approach | Aug 2020 – June 2022 | 10, 11 | Heads of Education |