Review of Secondary Schools Management Structures – Progress Report

Education, Children and Families Committee

8 March 2012

1　Purpose of report

1.1　The purpose of this report is to update the Education, Children and Families Committee on the progress being made with the implementation of changes to the management structures in secondary schools in the City of Edinburgh.

1.2　A progress report on the implementation was brought to the Education, Children and Families Committee on the 15 November 2011. An amendment was approved at this meeting calling for the Committee to be provided with more evidence regarding the educational benefit of the changes along with details on how projected savings could be made. These are contained within this report.

2　Summary

2.1　This report provides information on the progress in implementation of the revised management structure in secondary schools, further information on educational impact and on current estimates of budget savings.

3　Main report

Background

3.1　There was a council decision in February 2011 to reduce secondary school management costs by £2.4 million over two years in order to balance the budget by reducing management costs and maintaining front line teacher numbers in secondary schools. A report on the implementation of changes to management structures came to the Education, Children and Families Committee in June 2011 and this was subsequently approved by the Council on 30 June 2011. A progress report on the implementation of the changes was brought to the Education, Children and Families Committee on 15 November.

3.2   Committee should note that these changes were approved on the basis that they would achieve significant savings by reducing the number of management posts in secondary schools. By focussing on management changes it has been possible to avoid any reduction in front line teaching capacity. Attainment data for all Scottish authorities shows no variations in attainment trends between those which have introduced curricular leader structures and those which have not.

Progress with Implementation

3.3   Officers from Children and Families have continued to work closely with the Teacher Unions on all aspects of the implementation strategy. The Local Negotiating Committee for Teachers (LNCT) reached an agreement on the implementation process and protocol on 15 November 2011 subject to minor revisions which were completed on 22 November 2011. This agreement was properly struck within the established negotiating machinery by all constituent Teacher Unions within the LNCT. The agreement was communicated to secondary schools on 9 December 2011 and Head Teachers provided all staff in the scope of the review with a copy.

3.4   Using the agreed protocol for implementation, Head Teachers began matching staff into the new Curriculum Leader posts in December 2011. The process of assigning staff to Curriculum Leader posts continued throughout January and February 2012 with all schools implementing their new structures by the end of February 2012. At this stage, 198 staff have been assigned to Curriculum Leader posts, there are 7 remaining vacant Curriculum Leader posts to be filled, and there are 87 former Principal Teachers (subject) now in teaching posts on conserved salaries.

3.5   The required reduction in the number of Depute Head Teacher posts has been achieved by ring fencing applications for Depute vacancies to Depute Head Teachers in the city.

3.6   Head Teachers and staff have been supported fully throughout the implementation phase. Regular Head Teachers meetings have taken place, briefings have been produced and a central Coordination Group comprising officers and HR representatives was set up to answer any questions arising from the process, provide advice on implementation matters and consider solutions to any difficult issues.

3.7   The LNCT has continued to meet throughout the implementation phase and has focussed on producing a framework for supporting Principal Teachers who were not matched into Curriculum Leader posts as well as developing a training and support programme for the leadership development of Curriculum Leaders.

Guidance and Pupil Support

3.8   It was reported to the Committee in June 2011 that the implementation of the proposed Secondary School Management structures should be phased so that no changes would take place in Guidance and Pupil Support until the end of session 2012. Schools have maintained their pupil support structures throughout this session.

3.9   A working group was set up in November 2011 comprising officers, Head Teachers, Depute Head Teachers and Principal Teachers to consider effective models of pastoral, behaviour and Learning Support, based on the principles of GIRFEC, and has made draft recommendations on the effective delivery of Pupil Support and Support for Learning. These are currently being discussed with Head Teachers before wide consultation with all stakeholders. Consultation will be completed by Easter 2012.

Educational impact

National context

3.10   *"A Teaching Profession for the 21st Century"* was published in January 2001. From 2002 to 2006 HMIE carried out a review of its implementation and in 2007 published a report "*Teaching Scotland's Children: A Report on Progress in Implementing 'A Teaching Profession for the 21st Century"*. This report made specific reference to the introduction of faculty/curriculum leader posts replacing Principal Teacher posts.

*"*As they started to implement the new arrangements in the Teachers Agreement, a majority of education authorities also embarked on the additional process of reducing the number of middle managers in secondary schools. These education authorities were introducing principal teacher posts of faculty groupings which were usually based on broadly cognate subjects. The new management structures aimed to deliver a modernised, flexible and inclusive curriculum. Authorities intended that the new faculty structures would help schools to:

- Improve the quality of learning, teaching, attainment and achievement;
- Enable learners to make links between areas of study and apply skills more widely;
- Support continuity across sectors;
- Promote social inclusion, and provide flexibility and adaptability in the curriculum; and
- Implement more effective quality assurance, CPD and collegiality

3.11   In evaluating the success of these revised management structures, the report states "By 2006 there was some evidence of some progress in

meeting these aims. High calibre faculty principal teachers were being appointed and these new principal teachers were giving a greater impetus to leadership and quality assurance in their schools. There were encouraging examples of better involvement of unpromoted staff in course planning and in auditing aspects of provision". Authorities "had analysed SQA attainment results in the context of new structures....they had decided there was no evidence of overall decrease and signs of increase in some departments which were part of a faculty structure".

3.12 The report confirms the view that it is not possible to establish a direct causal link between revised management structures and outcomes for young people. "On the whole, it is likely that the success of these initiatives will depend on a range of factors, including whether education authorities and schools can achieve their aim of putting high quality leaders in post at faculty or department level. It will also be essential for education authorities and schools to ensure a fully effective professional and collegiate response from classroom teachers to tasks involving the improvement of the curriculum, the quality of learning and teaching, and the promotion of positive pupil behaviour".

3.13 It is widely acknowledged at national level that school improvement is dependent on:

- high quality learning and teaching (the principal factor)
- an effective curriculum which meets the needs of learners
- a positive ethos and learning environment and
- effective leadership at all levels

3.14 Effective leadership requires all teachers to have a professional role in leading learning and curriculum development and a management structure which creates and maintains all the key characteristics associated with school improvement.

3.15 Authorities which have introduced curricular leader structures include West Lothian (2003), Falkirk (2003), Angus (2004), Perth and Kinross (2006), Aberdeenshire (2007), Fife (2009), Scottish Borders (2010), and East Renfrewshire (2011). Their attainment trends are highlighted in the appendix which includes performance data from 2003 to 2011 for all Scottish authorities. The evidence included in appendix 1 demonstrates that there is no significant variation in attainment trends between those authorities which have introduced curricular leader structures and those which have not**.**

3.16 The decision to revise secondary management structures in Edinburgh schools is achieving significant savings. These changes and the associated reduction of promoted posts is enabling the authority to establish a more sustainable staffing model in secondary schools which maintains capacity in classrooms. There is no evidence from elsewhere

in Scotland that these changes will have a negative impact on school improvement.

3.17 The changes also support the consolidation of Curriculum for Excellence which is designed to be delivered across the four contexts of learning; discrete curricular areas, inter-disciplinary learning, planned opportunities for achievement and the ethos and wider life of the school. This requires teachers in secondary schools to work differently, including working across subject disciplines to plan appropriate learning experiences for pupils. The grouping of subject areas into faculties, led by curriculum leaders, provides greater coherence and an effective structure to deliver this.

City of Edinburgh context

3.18 In addition to the evidence from other authorities, it is clear that movement towards a curriculum leader structure in a significant number of Edinburgh's schools prior to the Council decision to implement the current revisions have not had a negative impact.

3.19 Prior to August 2011, in 21 out of 23 Secondary Schools, Head Teachers had already begun implementing revised management structures, replacing Principal Teachers posts with Curriculum Leader posts.

3.20 In session 2010-2011, prior to the introduction of revised management structures, Head Teachers did not staff to their full PT budget allocation profile but where vacancies arose made appointments bringing more than one curricular area together under a single curriculum leader. Appendix 2 outlines **PT staffing** budget allocations and **PT actual** allocations in session 2010-11 across all 23 City of Edinburgh secondary schools.

3.21 Head Teachers believed that these revised management structures were effective in providing leadership across a number of subject areas ensuring the delivery of high quality learning and teaching and appropriate curricular planning and delivery across more than one area.

3.22 Improved performance in both attainment and positive destinations has been delivered across the authority in session 2010-2011 by schools which have chosen not to staff to their full complement of principal teacher posts.

3.23 The revised management structures already put in place by Edinburgh's Head Teachers have not had any negative impact on the educational experience of young people.

4   Summary

4.1   A significant saving of £2.4m in secondary school management costs is being achieved by implementing a management structure which reflects Curriculum for Excellence and which has been implemented in other authorities, and to varying degrees in our own schools, with no evidence of a negative impact on attainment trends. Committee should also note that these budget reductions approved in 2011, have now been embedded in the Children and Families core budget, as approved by Council at its meeting on 9 February 2012.

5   Financial Implications

5.1   The new management arrangements will be fully implemented during 2012/13. By March 2013 the department will be in a position to deliver £2.4m savings per annum. These savings will be achieved by:

Reduction of 8 Depute posts (already achieved)	£0.5m
Reduction in the management element of Principal Teacher posts (subject to final analysis of costs)	£1.9m
Total	£2.4m

5.2   198 staff have been assigned to curriculum leader posts and 7 vacancies remain to be filled.

5.3   A reduction of 59 posts has already been delivered through the voluntary early release scheme and retirements and a further 87 Principal Teachers are carrying out front line teaching duties with conserved salaries.

5.4   Conservation costs will be reduced through a combination of:

   a) An opportunity for staff to apply for Voluntary Early Release

   b) Natural turnover in Curriculum Leader posts throughout the year and vacancies ring fenced for these posts.

6   Equalities Impact

6.1   There is no equality impact.

7   Environmental Impact

7.1   There is no environmental impact.

8   Recommendations

Committee is asked to note:

8.1   the progress that is being made with the implementation of the Review of Secondary Schools Management Structures;

8.2   that a report on the outcome of the review of guidance and pupil support will be submitted to Committee in June 2012.

Gillian Tee
Director of Children and Families

Appendices	1) Attainment Data 2) Principal Teacher Allocations vs Actual Principal Teachers in post – Session 2010/2011
Contact/tel/Email	David Wright, Senior Education Manger Schools 0131 469 3413 David.Wright@edinburgh.gov.uk
Wards affected	All
Single Outcome Agreement	
Background Papers	

2011 data is pre-appeal
Figures for years prior to 2003 may differ slightly from those published due to methodological changes.

Local Authority	Percentage of the original S4 roll attaining English and Maths awards at SCQF level 3 or better by the end of S4									Percentage of the original S4 roll attaining 5 awards at SCQF level 3 or better by the end of S4								
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2003	2004	2005	2006	2007	2008	2009	2010	2011
Aberdeen City	93	92	93	94	92	93	94	95	92	91	92	91	90	88	89	91	92	91
Aberdeenshire 2007	96	95	95	95	94	96	96	94	94	94	94	94	94	93	94	95	94	93
Angus 2004	92	92	92	89	93	92	92	92	94	91	91	91	89	90	91	91	92	93
Argyll & Bute	95	94	95	94	95	95	92	93	88	95	94	95	94	95	94	92	94	92
Clackmannanshire	89	89	82	90	89	89	93	94	92	85	83	84	88	91	91	93	95	92
Dumfries & Galloway	93	91	91	92	92	89	92	92	92	93	91	91	92	94	91	92	92	94
Dundee City	83	83	84	86	86	85	89	89	92	82	81	81	83	85	82	86	86	90
East Ayrshire	92	91	90	89	90	89	92	89	90	93	90	89	89	89	89	90	89	90
East Dunbartonshire	96	96	97	97	98	97	99	97	98	96	96	96	97	98	98	99	97	98
East Lothian	96	94	94	96	94	94	96	94	96	93	92	92	94	93	94	95	96	95
East Renfrewshire 2011	97	94	91	83	90	87	86	87	84	97	96	97	96	94	95	95	95	95
Edinburgh City of	90	90	89	91	91	92	92	93	93	88	89	87	89	89	89	90	90	92
Eilean Siar	93	93	91	95	94	95	98	94	96	93	92	90	93	92	93	97	93	96
Falkirk 2003	90	88	89	82	91	91	95	95	96	90	88	89	88	89	89	92	93	93
Fife 2009	91	91	90	92	89	92	92	94	94	89	91	90	91	89	90	90	92	92
Glasgow City	85	84	82	86	86	87	88	90	91	85	84	83	86	86	85	86	89	91
Highland	93	94	93	93	92	94	92	93	93	92	93	92	92	92	92	92	92	92
Inverclyde	94	92	92	92	95	95	96	95	95	95	93	95	94	95	94	95	96	95
Midlothian	91	91	91	94	96	96	93	94	94	92	90	89	91	93	92	90	90	92
Moray	90	92	94	94	94	92	94	95	94	91	92	93	92	93	90	92	93	94
North Ayrshire	89	91	91	90	91	90	95	97	96	88	90	91	88	90	88	92	95	95
North Lanarkshire	90	90	89	91	92	93	93	93	90	92	92	90	91	91	92	92	92	91
Orkney Islands	97	97	97	96	98	93	94	96	92	96	97	97	96	98	93	94	94	94
Perth & Kinross 2006	92	91	89	89	92	92	94	96	96	91	90	90	90	90	91	91	95	95
Renfrewshire	93	93	91	94	94	95	94	93	94	93	94	91	93	92	94	93	94	94
Scottish Borders 2010	93	91	91	92	93	90	92	92	94	91	92	92	90	92	88	90	92	92
Shetland Islands	96	96	98	94	95	94	96	96	95	94	95	97	93	95	95	97	97	94
South Ayrshire	93	92	93	93	91	93	93	94	93	93	92	93	92	90	92	91	95	95
South Lanarkshire	92	92	92	92	92	92	93	92	93	91	91	90	90	90	90	91	91	91
Stirling	93	93	91	93	89	91	93	92	93	92	92	90	90	90	89	91	91	90
West Dunbartonshire	88	91	90	91	90	93	93	94	96	88	91	93	91	89	93	93	93	95
West Lothian 2003	92	94	95	95	96	95	95	93	94	92	94	92	93	94	95	95	95	94
Grant Maintained	98	100	100	100	100	99	99	99	n/a	98	100	100	100	99	100	98	100	n/a
Scotland	**91**	**91**	**90**	**91**	**92**	**92**	**93**	**93**	**93**	**91**	**91**	**90**	**91**	**91**	**91**	**91**	**92**	**93**

Source: Adapted from Summary statistics for attainment, leaver destinations and school meals, No. 1: 2011 Edition - Attainment Published 27/06/11
2011 data from SQA pre-appeal exam results 2010/11 (http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/preappexam2011)
http://www.scotland.gov.uk/Resource/Doc/920/0120955.xls

2011 data is pre-appeal   2011 data is pre-appeal
Figures for years prior to 2Figures for years prior to 2003 may differ slightly from those published due to methodological changes.

Local Authority	Percentage of the original S4 roll attaining 5 awards at SCQF level 4 or better by the end of S4									Percentage of the original S4 roll attaining 5 awards at SCQF level 5 or better by the end of S4								
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2003	2004	2005	2006	2007	2008	2009	2010	2011
Aberdeen City	77	74	77	75	71	71	73	76	75	34	35	34	35	32	33	31	36	32
Aberdeenshire 2007	86	86	86	85	84	84	85	84	82	43	43	44	43	41	41	39	41	39
Angus 2004	78	78	79	76	74	80	78	76	78	39	36	36	33	32	37	34	34	33
Argyll & Bute	82	82	85	80	83	84	81	84	79	39	34	42	38	36	37	36	39	36
Clackmannanshire	71	69	72	71	72	75	77	75	76	25	27	31	28	28	27	28	28	31
Dumfries & Galloway	79	78	77	80	81	78	78	80	80	38	38	35	37	37	35	38	39	38
Dundee City	63	65	63	65	65	64	69	67	70	22	23	22	24	25	24	28	26	27
East Ayrshire	79	77	76	75	73	71	75	71	74	31	32	31	33	28	29	32	29	33
East Dunbartonshire	85	86	86	89	89	91	91	91	92	48	46	48	50	51	52	51	56	56
East Lothian	78	79	78	82	79	81	84	83	82	37	39	40	41	38	39	38	39	37
East Renfrewshire 2011	92	89	91	87	87	89	90	89	88	62	58	59	54	58	63	62	65	61
Edinburgh City of	74	74	74	75	75	76	77	76	77	34	35	35	34	34	36	38	38	39
Eilean Siar	84	82	80	83	78	78	90	83	86	41	41	39	47	36	39	43	40	38
Falkirk 2003	73	70	72	73	73	72	77	79	80	30	28	29	31	30	33	35	35	35
Fife 2009	75	77	75	76	74	75	75	77	76	32	33	32	32	29	31	32	32	32
Glasgow City	65	65	63	67	66	66	65	69	72	21	23	21	24	22	22	24	24	24
Highland	81	83	81	81	80	81	82	82	82	38	40	38	39	36	38	38	40	37
Inverclyde	81	80	78	80	80	81	80	82	82	32	36	33	33	34	34	37	35	36
Midlothian	75	76	75	78	80	78	81	77	77	28	30	31	30	32	35	33	31	31
Moray	79	84	80	80	83	81	83	83	81	34	34	34	36	35	37	40	37	36
North Ayrshire	72	70	72	69	69	68	73	75	74	29	29	31	29	28	26	29	30	32
North Lanarkshire	74	74	73	74	72	76	77	78	77	28	30	27	30	27	31	32	33	33
Orkney Islands	86	86	88	88	91	82	86	85	84	39	40	44	45	42	37	42	41	41
Perth & Kinross 2006	80	79	78	77	74	78	79	79	81	38	38	38	38	35	39	36	41	38
Renfrewshire	79	79	77	80	78	79	80	82	81	36	37	37	38	36	35	39	38	35
Scottish Borders 2010	81	80	81	81	81	77	80	80	80	40	40	40	38	39	39	40	42	39
Shetland Islands	86	90	89	85	88	90	90	91	88	44	45	43	45	42	49	46	47	47
South Ayrshire	77	78	77	77	76	76	77	83	80	38	40	39	38	36	38	38	42	39
South Lanarkshire	76	76	77	77	75	75	78	77	77	35	35	34	36	33	35	34	36	34
Stirling	79	80	79	76	75	77	79	78	79	42	42	42	42	38	42	41	42	44
West Dunbartonshire	72	74	77	76	69	76	73	74	76	28	30	28	32	28	30	30	32	29
West Lothian 2003	76	78	77	80	75	78	79	81	78	33	36	33	36	33	34	37	34	34
Grant Maintained	98	100	95	99	98	99	97	99	n/a	85	89	77	84	77	79	81	84	n/a
Scotland	**76**	**77**	**76**	**77**	**76**	**76**	**78**	**78**	**78**	**34**	**35**	**34**	**35**	**33**	**34**	**35**	**36**	**35**

**Principal Teacher Allocations vs Actual Principal Teachers in post –
Session 2010/2011**

School	PT current allocation	PT in post	Difference PTs
Balerno	22.93	21	-1.93
Boroughmuir	25.71	22.79	-2.92
Broughton	24.88	18	-6.88
Castlebrae	17.90	12	-5.90
Craigmount	28.33	23.59	-4.74
Craigroyston	19.00	14.66	-4.34
Currie	23.75	20.91	-2.84
Drummond	19.57	15.3	-4.27
Firrhill	26.06	21.56	-4.50
Forrester	21.35	19.99	-1.36
Gracemount	21.37	17	-4.37
Holyrood	25.02	18.29	-6.73
James Gillespie's	25.96	22.43	-3.53
Leith	24.91	15.7	-9.21
Liberton	21.89	16	-5.89
Portobello	28.91	25.15	-3.76
Queensferry	22.66	23.64	+0.98
St Augustine's	22.19	24.58	+2.39
St Thomas of Aquin's	22.62	20.87	-1.75
The Royal High	27.16	22.43	-4.73
Trinity	23.88	23	-0.88
Tynecastle	20.60	16	-4.6
WHEC	19.11	17.8	-1.31
Totals	**535.77**	**452.69**	**83.08**