

Education, Children and Families Committee

10am, Tuesday, 9 December 2014

Progress Report on the Implementation of Revised Secondary School Management Structures

Item number	7.8
Report number	
Executive/routine	Executive
Wards	All

Executive summary

A report outlining the implementation of Revised Secondary School Management Structures was taken to the Education, Children and Families Committee in May 2013. The committee requested a further report to be submitted to the Education, Children and Families Committee in December 2014 providing further information on:

- i) The long term impact of the Revised Secondary Management Structures on attainment
- ii) The long term impact of the Revised Secondary Management Structures on staff morale

This report provides the information requested above.

Links

Coalition pledges	P5
Council outcomes	CO2
Single Outcome Agreement	SO3

Progress Report on the Implementation of Revised Secondary School Management Structures

Recommendations

- 1.1 Note the information in this report regarding the impact of the Revised Secondary Management Structures with regard to the above specific areas
- 1.2 Note the summary of actions (Appendix 2) which provides details of continuing support

Background

- 2.1 This report provides details on progress in addressing specific issues of impact of the Revised Secondary Management Structures on attainment and on staff morale
- 2.2 The Revised Secondary Management Structures were implemented in August 2011. All Secondary schools now have middle management structures of Curriculum Leaders and Pupil Support Leaders/Support for Learning Leaders and senior management structures of Depute Head Teachers and a Head Teacher

Main report

- 3.1 The report taken to the Education, Children and Families Committee in May 2013 outlined progress in the implementation of the Revised Secondary Management Structures. This report focused on the outcomes of a survey issued to a sample of teaching staff in September/October 2012. At the same time, the EIS issued separate surveys to all EIS members, in all secondary schools, regardless of post held. These surveys, and the results, were made available to elected members of the Education, Children and Families Committee. The report in May 2013, focused on areas for action following these surveys as follows:
 - 3.1.1 Subject specific training for Curriculum Leaders to be provided for those Curriculum Leaders whose new remits included unfamiliar subjects.
 - 3.1.2 All schools are required to review their behaviour management policy to reflect the reduced number of Curriculum Leaders and Depute Head Teachers.

- 3.1.3 Head Teachers to review with Curriculum Leaders the allocation of adequate management time by the start of the new timetables for session 20113/14.
- 3.1.4 Joint work streams organised through LNCT will monitor and address the impact of attainment and workload resulting from the implementation of Curriculum for Excellence and the new National Qualifications.
- 3.2 A specific recommendation agreed by the Education, Children and Families Committee was to review the long term impact of the Revised Secondary Management changes on attainment and staff morale, and report back by December 2014.

Impact on Attainment

- 3.3 The following measures have been used to evidence the impact of the revised management structures on attainment:
- Attainment by the end of S4 - including the introduction of new national qualifications in May 2014.
 - Attainment by the end of S5
 - Attainment by the end of S6

Attainment by the end of S4

- 3.4 In May 2014, S4 pupils sat new National qualifications in all City of Edinburgh Secondary schools. While it is not possible to directly compare these new National qualifications with previous years S4 attainment where S4 pupils sat Standard Grade or Intermediate qualifications, it is possible to show the City of Edinburgh's performance in S4 compared to the national performance.
- 3.5 Care should also be taken when comparisons are made with previous years due to different timetable structures where schools offer an S4 curriculum of between 6-8 subjects and in some cases different pupils in the same school will undertake a different number of qualifications depending on what is most appropriate for each individual.

S4 Performance: 2009-2013 Examinations

3.6 S4 performance has improved across the four key measures listed below:

	%age of S4 pupils attaining awards in English and Mathematics at SCQF level 3 or better by the end of S4					%age of S4 pupils attaining 5 or more awards at SCQF level 3 or better by the end of S4					%age of S4 pupils attaining 5 or more awards at SCQF level 4 or better by the end of S4					%age of S4 pupils attaining 5 or more awards at SCQF level 5 or better by the end of S4				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Edinburgh	92	93	94	95	95	90	90	92	93	94	77	76	77	80	81	38	38	39	39	41
Scotland	93	93	93	94	95	92	92	93	94	95	78	78	79	80	82	35	36	36	37	39

S4 Performance: 2014 Examinations

3.7 In session 2013/14 with the implementation of the new qualifications, the measure for attainment in S4 were changed. The tables below outline the new measures for Improving attainment in literacy and numeracy (levels 4 and 5) and Improving attainment for all (Average total tariff scores). A full Attainment report will be presented to the Education, Children and Families Committee in March 2015:

Level 4 Literacy and Numeracy	2011/12	2012/13	2013/14
City of Edinburgh	52.29%	54.72%	80.54%
National	61.01%	62.64%	77.09%

Level 5 Literacy and Numeracy	2011/12	2012/13	2013/14
City of Edinburgh	22.81%	24.23%	38.20%
National	23.71%	25.05%	37.55%

Improving attainment for all: Average Total Tariff Score in 2014 Examinations	Lowest 20%	Middle 20%	Highest 20%
City of Edinburgh	116	383	645
National	105	359	606

Attainment by the end of S5 and S6

3.8 Key measures below report attainment from 2009 – 2014 examination diet for S5/6:

	%age of S4 pupils attaining 1 or more awards at SCQF level 6 or better by the end of S5						%age of S4 pupils attaining 3 or more awards at SCQF level 6 or better by the end of S5					
	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014
Edinburgh	42	47	48	50	52	54	27	29	29	31	32	33
Scotland	41	43	45	47	49	n/a	23	25	26	27	29	n/a
	%age of S4 pupils attaining 5 or more awards at SCQF level 6 or better by the end of S5						%age of S4 pupils attaining 1 or more awards at SCQF level 7 or better by the end of S6					
	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014
Edinburgh	13	14	14	16	16	16	18	18	20	20	21	22
Scotland	11	11	12	13	14	n/a	14	15	16	16	17	n/a

Analysis of attainment with regard to the implementation of Revised Secondary Management Structures

3.9 Attainment has continued to improve across nearly all key measures.

Exclusions and attendance

3.10 Figures in the table below show the continued improvement in both exclusions and attendance since the introduction of the new management structures

	2011/12	2012/13	2013/14
Exclusion Incidents	790	720	221
Exclusion Incidents per 1000 pupils	42.64	39.18	12.09
% Attendance	92.1%	92.5%	93.0%
Roll	18528	18376	18281

Staff Morale

3.11 It should be noted that in the City of Edinburgh Council employee survey, completed between April and June 2014 the following responses were received:

- 55% of Children and Families school based staff respondees (3% above the CEC average) reported that morale was good
 - 84% of Children and Families school based staff respondees (3% above the CEC average) reported that they got the help and support they needed from colleagues
 - 67% of Children and Families school based staff respondees (5% above the CEC average) reported that they felt valued for the work they do
- 3.12 In September 2014 jointly developed questionnaires were issued to all teaching staff including Curriculum Leaders, Pupil Support Leaders/Support for Learning leaders, former Principal Teachers, Depute Head Teachers and Head Teachers. The purpose of these questionnaires was to ascertain the views of staff, resulting from the implementation of the Revised Management Structures approximately 2½ years after implementation. Links to the questionnaires are accessed in background reading and details of the questions used are included in Appendix 1.
- 3.13 Workload issues affecting teaching staff were noted in the recent national report Tackling Bureaucracy as well as the recently produced national report on the first year of new qualifications. These reports make recommendations for schools, local authorities and national agencies to address workload concerns and can be accessed in background reading.
- 3.14 The response rate for the questionnaires are below:

Category	All staff	Class Teachers	Curriculum Leaders	SfP/SfL Leaders	HT / DHT
Total Staff	1657	1287	185	105	80
Responses	513	339	102	35	37
Percentage	31%	26%	55%	33%	42%

Response rates varied across schools from the lowest response rate of 13% to the highest response rate of 59%. 6 schools had a response rate of less than 20%, 11 schools had a response of between 20% and 40% and 6 schools had a response rate of more than 40%.

Teaching Survey Response by key areas

- 3.15 Questions focused on the following key areas:
- The impact on pupil learning

- Behaviour Management
 - Impact on pupil behaviour
 - Impact on School Improvement
 - Confidence in their Curriculum leader
 - Management time of Curriculum leader
 - Professional development
 - Undertaking tasks previously undertaken by promoted staff
 - Impact on morale
- 3.16 Most staff who completed the questionnaire also gave qualitative information through comments. These have been analysed to identify key areas of concern. These areas will be taken forward and jointly monitored by the LNCT.
- 3.17 Key areas identified as issues to be addressed were as follows:
- The knowledge of the Curriculum leader in areas other than their subject specialism
 - The impact of introducing new qualifications within a Faculty structure
 - Behaviour management issues arising from a Curriculum Leader managing a faculty where not all the subject areas are together
 - The view that reducing posts is bad for professional development
 - Workload demands in non subject specific led curricular areas

Addressing Teaching Staff concerns

Knowledge of the Curriculum leader in areas other than their specialism

- 3.18 In each subject area, there are 3 local authority network meetings each session where professional discussion takes place at 1 to 1 meetings. Introduction of new qualifications. Curriculum Leaders either attend these for the subject areas they manage or have agreed within their department that their faculty will be represented. These meetings are called subject leaders meetings and are open to all staff to attend.
- 3.19 Across the authority, we have a lead teacher in each subject area who carries out a professional development role in managing these meetings, ensuring the agenda is appropriate and liaising with the Quality Improvement Officer. All Curriculum Leaders are aware of who the lead teachers are within the areas they manage. This information on centrally appointed lead teachers in each subject area will be shared with all staff.
- 3.20 Through networking and the establishment of positive relationships, Curriculum leaders are aware of which other Curriculum leaders in a similar post have a

different subject specialism that they can call on for advice should this be required.

- 3.21 In preparing for the introduction of new National qualifications and for new Higher qualifications, there are extensive Professional Development activities throughout the session in each subject area.
- 3.22 While the Curriculum leader may not have an in depth knowledge of each subject area similar to a subject specialist, the role of managing a number of linked departments includes generic management skills; ensuring there is appropriate curriculum development involving all staff, ensuring there is a high quality of learning and teaching, ensuring appropriate quality assurance and ensuring there are positive behaviour management strategies in place.
- 3.23 The introduction of a half day in-service day bringing together all teaching staff in subject areas, together with 2 neighbourhood meetings held on Friday afternoons, allows for all teaching staff in each subject area to benefit from sharing the expertise of colleagues within their subject across the city.

The impact of introducing new qualifications within a Faculty structure

- 3.24 It was felt by some to be more challenging than when there were Principal Teachers; however there was support from both Quality Improvement Officers and lead teachers in each subject area to support the introduction of new National qualifications as well as additional funding made available to schools. This funding provided staff with additional time to undertake development work, to moderate assessment work and to work collaboratively with colleagues. The introduction of the new National qualifications in S4 have been successfully introduced and the performance is higher than the national average as outlined in the attainment section of this report. Work continues to introduce new Higher qualifications in session 2014/15.

Behaviour Management

- 3.25 There was a commitment to ensure that all schools reviewed their behaviour management approaches to ensure that appropriate procedures were in place to support staff in dealing with challenging behaviour. Some schools have undertaken a formal review of their Positive Behaviour Management policy. All remaining schools will be required to complete a review by end of this session.
- 3.26 Quality Improvement officers will ensure that all schools have appropriate arrangements in place for the effective management of behaviour.

3.27 A roll out of restorative approaches to managing behaviour is underway and seventeen out of the twenty three secondary schools have attended Restorative training and will be introduced in all secondary schools by end of June 2016. A range of professional development opportunities in managing emotional health and wellbeing of teenagers through the Growing Confidence programme has supported staff to improve their behaviour management at classroom level with the vast majority of staff effectively managing behaviour through positive relationships. Sixteen out of the twenty three secondary schools have been involved in the *Cool Calm Connected* Programme and the Leadership *Growing Confidence* course. Thirteen out of the twenty three secondary schools have engaged with the *Teenage Brains and Behaviour* staff training. This is evidenced by the continued reduction in exclusions across the City of Edinburgh's Secondary schools.

Professional Development

3.28 Some staff commented that they felt that the introduction of Faculty structures meant that there were fewer promotion opportunities. While this is obviously true, the following posts were available over session 2013/14, firstly as ring fenced promoted posts (to former Principal Teachers) then open to advert across the city on either a permanent or temporary basis. This will continue as appropriate until the end of nationally agreed conservation arrangements.

3.29 **Number of promoted posts advertised during session 2013-14**

Curriculum Leader	40
Pupil Support Leader	30
Support for Learning Leader	7

Curriculum Leader Survey Response by key areas

3.30 Questions were as outlined in section 2.3.3 of this report. The response rate was 55% representing 102 curriculum leaders.

3.31 Key areas identified were similar to those identified by teaching staff. In addition to the areas previously noted in this report, Curriculum Leaders also commented on the following:

- Inconsistency across schools as to the management time given to Curriculum Leaders
- Workload

- Morale

Addressing Curriculum Leader concerns

- 3.32 The Senior Education Manager (Schools, Quality & Curriculum) will review with Head Teachers the allocation of management time and agree guidance for consistent practice across all secondary schools.
- 3.33 Workload concerns raised across the teaching profession are referenced in paragraph 3.9.2.

Pupil Support/Support for Learning Leaders Survey Response by key areas:

- 3.34 Questions were as outlined in section 2.3.3 of this report. The response rate was 33% representing 35 Pupil Support/Support for Learning leaders.
- 3.35 Key areas identified were as follows:
- Balance of PSE teaching and caseload responsibilities
 - Demands of caseload responsibilities
 - Morale related to the decision to create a generic remit for these posts which has resulted, for some post holders, in a lower salary

Addressing Pupil Support/Support for Learning Leader concerns

- 3.36 As part of the Revised Secondary Management Structures, a decision was taken to have Pupil Support leaders only teach Personal and Social Education (PSE) classes thereby getting to know their caseload and not having the competing demands of subject teaching and a pastoral role. Some Pupil Support leaders reported that they were unable to teach their caseload, due to timetabling restrictions therefore making it more difficult to get to know pupils while others felt that the demands on the number of teaching periods of PSE made balancing their time to manage the demands of having a caseload challenging.
- 3.37 The Senior Education Manager (Schools, Quality & Curriculum) will review the consistency across schools with regard to the teaching of PSE and the balance of time to manage caseload.

Former Principal Teachers

- 3.38 In the teaching staff questionnaire, those staff who were formerly Principal Teachers and had not, in the new structure, secured a Curriculum Leader or Pupil Support/Support for Learning Leader post were asked whether they had

felt valued since restructuring was implemented. 84% of former Principal Teachers had not felt valued since restructuring while 16% had felt valued.

Addressing former Principal Teacher concerns

- 3.39 The Senior Education Manager (Schools, Quality & Curriculum) will ensure that all Head Teachers positively engage with former Principal Teachers, in line with previously agreed arrangements, with regard to the contribution they may wish to make and to discuss how they can improve the low staff morale evident from the answer to this question.

Head Teachers and Depute Head Teachers Survey Response by key areas

- 3.40 Questions were as outlined in section 2.3.3 of this report. The response rate was 42% representing 37 Depute Head Teachers and Head Teachers out of a possible 80.

- 3.41 Key areas identified were as follows:

- The reduction to 2 Depute Head Teachers in 13 schools
- Workload due to reduced senior management team in most schools
- Challenges in providing discretionary management time for curriculum leaders within the model given budget constraints.
- These outcomes of these workshops are summarised in appendix 3.

Addressing Head Teacher/Depute Head Teacher concerns

- 3.42 There is a planned review of Devolved School Management in terms of the funding formula and revision of guidance to Head Teachers which will be completed by August 2015.
- 3.43 Head Teachers have an allocation of management points which were set at the commencement of the management restructuring process. Following the end of conservation, Head Teachers will be able to develop management structures which reflect local circumstances in discussion with the Senior Education Manager (Schools, Quality & Curriculum).
- 3.44 The Head Teachers believe that if there is a return to having Devolved School Management that they would be better able to manage the identified issues.
- 3.45 While Head Teachers recognised the support for Curriculum Leaders in leading across the curriculum, learning and teaching and the introduction of new qualifications, there is a request for more generic management development training. There are extensive professional development opportunities available within the council and within Children and Families. Some training was made

available for curriculum leaders at the point of transition to the new structures. Further training will be offered to middle and senior managers in schools based on an audit of need.

Summary

- 3.46 It is recognised that managing this change has been challenging in terms of managing a transition to fewer promoted posts and, as these posts were all new, they required to be job-sized. Conservation arrangements have been applied as appropriate.
- 3.47 However, there is evidence of strong attainment being secured for young people throughout this transition period. Teaching staff, Curriculum Leaders, Pupil Support/Support for Learning staff, Depute Head Teachers and Head Teachers should be commended for their professionalism and commitment at a time of not only the introduction of Revised Secondary School Management Structures, but of the implementation of Curriculum for Excellence and the introduction of new National qualifications in May 2014 and when there are significant workload pressures in the system associated with such major changes.
- 3.48 Officers will work together with the teacher professional associations and Head Teachers to ensure that the actions detailed in this report, in response to the issues raised, lead to improved staff morale and continued improved outcomes for young people.

Measures of success

- 4.1 Attainment has continued to improve
- 4.2 New national qualifications have been successfully introduced in S4 with further preparation for new Higher qualifications in May 2015
- 4.3 Head Teachers feel that the Revised Secondary Management Structures are working successfully
- 4.4 Depute Head Teachers feel supported in carrying out their role
- 4.5 Curriculum leaders feel supported in carrying out their role
- 4.6 Teachers feel supported working within a faculty structure
- 4.7 Every school has an effective behaviour policy in place to take account of changes following management restructuring
- 4.8 There has been an improvement in attendance
- 4.9 There has been a continuing reduction in exclusions

Financial impact

- 5.1 The Revised Secondary Management Structures targeted annual savings of £2.4m. The staffing structures are now in place and the full savings will only be realised in April 2016 due to the conservation of salaries for former Principal Teachers.

Risk, policy, compliance and governance impact

- 6.1 There are no impacts on risk, policy or governance.

Equalities impact

- 7.1 There are measures in place to continue to monitor any equalities issues with regard to any impact on pupils who have additional needs and where English is an additional language.

Sustainability impact

- 8.1 There are no adverse impacts arising from this report.

Consultation and engagement

- 9.1 Head Teacher meetings to discuss their evaluation of the impact of Revised Secondary Management Structures
- 9.2 A questionnaire issued to all teaching staff, Curriculum Leaders, Pupil Support Leaders, Support for Learning Leaders, Depute Head Teachers and Head Teachers in September 2014, jointly developed by officers and professional associations through the LNCT.
- 9.3 Current discussion with Secondary Head Teachers on the Scottish Government Report, Tackling Bureaucracy and the recently published report on the First Year of New Qualifications include customer, people and partner consultation.

Background reading / external references

Links to previous reports to Education, Children and Families

December 2012 Report:

[Implementation of revised secondary school management structures](#)

May 2013 Report:

[Implementation of revised secondary school management structures](#)

Links to the full collation of responses to all four surveys:

[Revised School Management Survey results](#)

Link to Tackling Bureaucracy: [Tackling Bureaucracy](#)

Link to New Qualifications: [Implementation of the new higher qualifications](#)

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Links

Coalition pledges	P5 – seek to ensure the smooth introduction of the Curriculum for Excellence and the management structures within our schools to support the new curriculum
Council outcomes	CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
Single Outcome Agreement	SO3 – Edinburgh’s children and young people enjoy their childhood and fulfil their potential.
Appendices	Appendix 1 – Summary of actions arising from the feedback from schools Appendix 2 – Revised Secondary Management Structures Questionnaires Appendix 3 – Headteacher workshop

**Revised Secondary School Management Structures
Questionnaire to Secondary Schools
September 2014**

Staff were asked to select very positive, slightly positive, no impact, slightly negative or very negative in their responses.

Questionnaire – teachers

- Q1 The impact of restructuring on pupil learning experiences has been..
 - Q2 There has been a whole school review of behaviour management since restructuring was implemented.
 - Q3 The impact of restructuring on pupil behaviour has been...
 - Q4 The implementation of the faculty structure has had the following impact on school improvement
 - Q5 I have confidence that my Curriculum Leader has sufficient knowledge of the relevant subject content and assessment requirements to support the staff in my faculty.
 - Q6 My Curriculum Leader is able to allocate sufficient time to support me
 - Q7 The implementation of the faculty structure has had the following impact on my own professional development
 - Q8 I have been asked to undertake tasks previously done by promoted staff
 - Q9 Since restructuring was implemented the impact on my morale has been
- Q10* If at the time of management re-structuring you were a Principal Teacher, please answer the following question. I have felt valued by school leaders since restructuring was implemented.

Questionnaire – Curriculum Leaders

Q1-Q4 as above

- Q5 I have sufficient knowledge of the relevant subject content and assessment requirements to support the staff in my faculty.
- Q6 I have confidence that I am able to allocate sufficient time to support the staff in my faculty.
- Q7 The implementation of the faculty structure has had the following impact on my own professional development.
- Q8 Class teachers are being asked to perform tasks previously undertaken by promoted staff.
- Q9 Since restructuring was implemented the impact on my morale has been

Questionnaire – Pupil Support/Support for Learning Leaders

Q1, Q2, Q7, Q8 and Q9 as above

- Q3 I am confident that my link Depute Head Teacher has sufficient knowledge of Support for Pupils/Support for Learning requirements to support me
- Q4 I have confident that my link Depute Head Teacher is able to allocate sufficient time to support me.
- Q5 I have sufficient time to support staff and pupils
- Q6 I am being asked to undertake tasks previously done by Depute Head Teachers

Questionnaire – Depute Head Teachers/Head Teachers

Q1 – Q4 as above

- Q5 I have confidence that Curriculum Leaders are able to support the staff in their faculties in terms of curriculum content and assessment advice.
- Q6 I have confidence that Curriculum Leaders are able to allocate sufficient time to support the staff in their faculties
- Q7 I have sufficient time to support all staff
- Q8 Staff are being asked to undertake tasks previously done by promoted staff
- Q9 Since restructuring was implemented the impact on my morale has been.

**Summary of Actions arising from the evaluation of the Revised Secondary
Management Restructuring
October 2014**

1	All schools have appropriate arrangements for effective behaviour management. Quality Improvement officers will re-visit this with individual Head Teachers.	QIOs
2	Re-visit the allocation of management time for Curriculum Leaders to ensure a consistent approach across schools	Senior Education Manager/HTs
3	Undertake further consultation with Head Teachers and school based staff on the recommendations from the Tackling Bureaucracy report to reduce workload	LNCT
4	Evaluate progress against recommendations made for schools and local authorities in the report First Year of New Qualifications to reduce workload	LNCT
5	Re-visit with Head Teachers the balance of PSE and time to managing caseload for Pupil Support Leaders	Senior Education Manager/HTs
6	Head Teachers to meet with former Principal Teachers to explore whether how they can improve their staff morale	HTs/Senior Education Manager
7	Undertake a review of Devolved School Management	Senior Education Manager
8	Package generic management skills training for middle leaders	Quality Improvement Manager
9	Bespoke training packages will be provided for Curriculum Leaders in non subject specialist areas.	Senior Education Manager/ Quality Improvement Manager

Head Teacher Workshop

Secondary Head Teachers held a workshop to share their perspectives on the implementation of Revised Secondary Management Structures. This focused on positive aspects as well as issues.

Positive aspects

- Smaller leadership teams in schools had facilitated team-working, improved communication and middle managers had an increased whole school perspective.
- McCrone Agreement fully embraced in terms of all staff being more aware of collegiate responsibilities with teaching staff enabled to take on more (informal) leadership and development opportunities
- Curriculum for Excellence implemented through richer pedagogical sharing of practice across school teams and different subjects with more coherence in curricular areas

Issues

- Head Teachers had voiced concerns about the reduction to 2 Depute Head Teachers in 13 schools.
- The Pupil Support review was helpful to manage the transition. However, Head Teachers now wish to return to full Devolved School Management to allow them the opportunity to have greater flexibility in management models to meet the needs of local communities.
- Difficulties in maintaining salary differentials, which would encourage promotion, with highly paid Curriculum Leaders in schools with higher rolls paid more than Depute Head Teachers in smaller schools.
- While recognising the curricular support which has been provided, there is a further need for generic management training.