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**REPORT TO: MORAY COUNCIL EMERGENCY CABINET ON 14 MAY 2020**

**SUBJECT: SCHEME OF DEVOLVED SCHOOL MANAGEMENT**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT)**

**1. REASON FOR REPORT**

1.1 To update Cabinet on changes to the local Devolved School Management (DSM) scheme to date.

1.2 This report is submitted to the Emergency Cabinet following a decision of Moray Council on 25 March 2020 to temporarily suspend all delegations to committees as a result of the Covid-19 pandemic (para 2 of the draft minute refers).

**2. RECOMMENDATION**

**2.1 It is recommended that Emergency Cabinet:**

- (i) acknowledge the DSM scheme has been updated to reflect budgetary decisions from 2014;**
- (ii) agree the new primary school management formulae for
  - (a) schools with no enhanced provision**
  - (b) schools with an enhanced provision****
- (iii) acknowledge that the primary school management formulae for paired schools remains unchanged; and**
- (iv) instruct officers to implement the changes from August 2020**

**3. BACKGROUND**

3.1 The Devolved School Management (DSM) Scheme, first implemented by Grampian Regional Council in 1993, was adopted by Moray Council at reorganisation in 1996. The Scottish Government (SG) published guidelines on DSM in 2006, revised guidelines in 2012 and provided a further update in 2019 under Education Reform. It is an underlying principle of these guidelines that financial management is most effective when spending power is aligned with responsibility for outcomes and for budget management. The assumption held is that distributed power and responsibility leads to more

effective service delivery for children and young people.

#### **4. KEY PRINCIPLES OF DEVOLVED SCHOOL MANAGEMENT**

4.1 The updated DSM principles (2019) building on and enhancing the foundations and principles of the 2012 guidance are:

- Subsidiarity and Empowerment
- Collaboration
- Accountability and Responsibility
- Clarity and Equity

4.2 These principles reflect the National Improvement Framework aims of excellence through raising attainment and achieving equity, to:

- Support excellence and equity – ensuring every child and young person has the same opportunity to succeed
- Be fair – placing the needs of all children and young people at the centre
- Be simple, transparent and predictable – ensuring the costs of delivering education can be easily understood and explained and that schools are able to manage and plan ahead with certainty
- Deliver value for money – ensuring that every penny spent is used effectively

#### **5. DEVOLVED SCHOOL MANAGEMENT IN MORAY**

5.1 Moray Council is committed to promoting an empowered school system and recognise devolving budgets as a key vehicle for empowerment.

5.2 The current Moray Council DSM scheme was formally updated in 2014. On an annual basis adjustments have been made to the scheme due to budgetary decisions taken by the Council. The current scheme does not reflect all of these decisions.

5.3 The proposed scheme (**Appendix 1**) has been updated to take account of the budgetary decisions as well as new formulae for Primary School Leadership and Management posts.

#### **6. RATIONALE FOR CHANGE TO PRIMARY LEADERSHIP AND MANAGEMENT FORMULAE**

6.1 The current DSM has 2 linear formulae for Leadership and Management arrangements in Primary schools. Leadership and Management roles are Head Teacher (HT), Depute Head Teacher (DHT) and Principal Teacher (PT). HTs are class committed until the roll reaches 145. DHTs have 0.4 management time and 0.6 class commitment. PTs do not have management time however HTs can use their devolved budgets to provide this if they so wish. The current formulae are based on school roll are:

### Primary Schools

1-144	HT
144-179	HT, PT
180-279	HT, DHT, PT
280-379	HT, 2 DHT, PT
380-479	HT, 3 DHT, PT
480 upwards	HT, 4 DHT, PT

### Paired Primary Schools (combined roll)

1-179	HT, 2 PTs
180-279	HT, DHT, 2 PTs
280-379	HT, 2 DHTs, 2 PTs
380-479	HT, 3 DHTs, 2 PTs
480 upwards	HT, 4 DHTs, 2 PTs

- 6.2 In the two models above, the nursery capacity is combined with primary rolls for allocations from the linear formula. This is consistent with the job sizing toolkit. The expansion of hours in Early Learning and Childcare to 1140 hours has meant that the management of nurseries is moving to a new model and so the nursery roll can no longer be used in the linear formula for management positions in primary schools. PTs of Additional Support Needs (PT ASN) are allocated separately through the ASN Budget and so are not included in the formulae above.
- 6.3 The Headteacher's role is changing due to Education Reform which includes greater empowerment around staffing. There is greater demand on schools to increase parental involvement and learner voice in school improvement. Promoted staff can only undertake certain duties when they are not class committed and therefore management time is essential for promoted postholders across our Primary schools. Pressures on management time increase due to child's planning processes and named person service expectations. This is particularly evident across those schools that have enhanced provisions. The need for change takes account of this and provides a new management formula for those schools with enhanced provisions to increase leadership capacity with associated management time.
- 6.4 Any changes to the formulae had to be cost neutral so that there is no budget pressure to the Council at this time.
- 6.5 The rationale to implement change were derived through quality assurance visits to schools, feedback at headteacher meetings and through discussions with individual leaders and officers. There are many barriers to school improvement and maintaining and enhancing leadership capacity at a time of great change in Education is seen as a priority for Moray at this time. The proposed changes to the DSM scheme are intended to:
- Recognise the need for leadership positions to support school improvement by maintaining current levels of leadership posts across our primary schools
  - Support effective leadership for change and raising attainment and achievement

- Support succession planning by maintaining a clear promotion ladder across our schools so that our future school leaders can be supported and developed
- Increase leadership and management capacity in schools with enhanced provisions in recognition of the time and resource required to support an effective child's planning process
- To ensure that the correct schools are identified as primary enhanced provision schools based on the number of children with identified needs and as a result that there are appropriate leadership and management posts
- To make adjustments for Aberlour Primary as an enhanced provision but with a smaller school roll

## **7. NEW LINEAR FORMULAE FOR PRIMARY SCHOOL MANAGEMENT**

7.1 It is proposed to have 3 linear formulae for Primary School Management as follows:

### Primary Schools without an enhanced provision (Appendix 2)

1-119	HT
120-159	HT, PT
160-279	HT, DHT, PT
280-379	HT, 2 DHT, PT
380 upwards	HT, 3 DHT, PT

### Primary Schools with an enhanced provision (Appendix 3)

1-99	HT
100-144	HT, PT
145-249	HT, DHT
250-379	HT, 2 DHT
380 upwards	HT, 3 DHT

### Paired Primary Schools (combined roll) (Appendix 4)

1-179	HT, 2 PTs
180-279	HT, DHT, 2 PTs
280-379	HT, 2 DHTs, 2 PTs
380 upwards	HT, 3 DHTs, 2 PTs

- 7.2 DHTs will have 0.4 management time and 0.6 class commitment in a non enhanced provision school. In an enhanced provision school child's planning arrangements place an additional management burden on these schools and so to support this the DHTs will have 0.6 management time and 0.4 class commitment. In order to provide budget for this, PT post allocation will be reduced in an enhanced provision, however they will still be allocated a PT ASN via the ASN budget.
- 7.3 The number of enhanced provision schools will increase with Linkwood Primary (new build) and New Elgin Primary being included. Any requirement for further enhanced provisions in new build Primary Schools will be considered during the planning stages in line with the review of ASN provision and based on need at that time and projected need in the future.

- 7.4 Four out of the 8 current enhanced provisions will have an excess PT as a result of the 0.2 management time change for their DHTs. The excess posts will be dealt with under SNCT arrangements.

8. **SUMMARY OF IMPLICATIONS.**

(a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**

This report relates the priority 'Provide a sustainable education service aiming for excellence' from the Corporate Plan and to 'Building a better future for our children and young people in Moray' from the LOIP.

(b) **Policy and Legal**

Raising attainment is a key priority of the Scottish Government as part of the National Improvement Framework. Moray Council has a duty each year to report on progress to meet national priorities and to provide evaluative evidence of improvement which informs the National Improvement Framework annual report. Leadership is a priority in this and in school inspections and the capacity for school to improve.

(c) **Financial implications**

There are no financial implications in this review of DSM within Moray as the proposals are cost neutral to the Council.

(d) **Risk implications**

The risks of not maintaining current leadership arrangements across our schools would reflect badly on our ability to provide leadership at this time of change in Education. It would affect our ability to recruit to HT posts in future and it would reduce our ability to grow future leaders. If we do not provide additional leadership across our enhanced provision schools we will have increased absence due to stress and we may be unable to recruit to vacant promoted posts.

(e) **Staffing implications**

Almost all schools will maintain current arrangements however due to roll decreases a few schools will lose the requirement for a promoted post and this will be dealt with under SNCT arrangements.

(f) **Property**

There are no property issues arising directly from this report.

(g) **Equalities**

None arising directly from this report

(h) **Consultations**

Depute Chief Executive (Education, Communities and Organisational Development), Quality Improvement Managers, Lindsey Stanley, Business Support Team Manager, Grant Cruickshank, Senior HR Adviser, Paul Connor, Principal Accountant, Tracey Sutherland, Committee Services Officer and the Equal Opportunities Officer have

been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

## **9. CONCLUSION**

- 9.1 The new DSM scheme has been updated to take cognisance of budgetary decisions from 2014 onwards and also taking into consideration the impact of removal of nursery roll in the linear formulae for leadership and management positions as well as taking into consideration increased demands on leaders within Education and the desire to maintain senior leadership roles.**

Author of Report: Vivienne Cross (Head of Education, Chief Education Officer)

Background Papers: