

North Lanarkshire Council Report

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Does this report require to be approved? Yes No

Ref DB Date 07/06/22

Chryston Consultation

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Executive Summary

In May 2020, the Education and Families Committee approved the development of an Executive Headship approach (now known as a Multi-Establishment Leaderships model (MELM)) to be considered in some North Lanarkshire schools subject to a range of tests being met.

This model seeks to align with The Plan for North Lanarkshire in terms of improving outcomes for learners and strengthening leadership pathways while addressing local and national recruitment challenges. The development of Executive Headships also draws on the lessons learned during the COVID-19 emergency phase, where head teachers collaborated to establish successful integrated community hubs.

When the head teacher arrangements at Chryston Primary and Secondary Schools changed, with both posts becoming vacant, an opportunity for an Executive Headship to be considered presented itself.

In considering the tests for an Executive Headship, the community case, improvement case, leadership case, change case and business case must be taken into account by the Senior Leadership Team of Education and Families. The development of the rationale includes consultation with staff, parents, pupils and stakeholders.

This report sets out the conclusion of that consideration with a specific focus on the business case phase.

Recommendations

It is recommended that Council:

1. Note the decision that the Chryston consultation proposal is rejected on business case grounds.

The Plan for North Lanarkshire

Priority All priorities

Ambition statement (10) Engage with children, young people, parents, carers, and families to help all children and young people reach their full potential

1. Background

- 1.1.1 Several reports have been developed and approved during the last three years pertinent to MELM (see **appendix 1**).
- 1.2 In March 2019, the council outlined its transformational change plan to Policy and Strategy Committee through the Plan for North Lanarkshire and associated programme of work. In September 2019 the Scottish Negotiating Committee for Teachers (SNCT) Working Group produced a report entitled *Headship & Beyond*. This report references the development of new and developing career pathways for head teachers, including the potential benefits in relation to MELMs.
- 1.3 In May 2020, the Developing Executive Headships paper was presented to the Education and Families committee. This outlined changes to current educational leadership models and the rationale behind these changes. Executive Headships were identified as a potentially effective and efficient model for strengthening educational leadership progressions pathways, maximising staff expertise, and improving outcomes for learners.
- 1.4 The proposed introduction of a new multi-establishment headship would see a 'cluster' of local education facilities from age 3-18 years overseen by a Multi Establishment Leadership Model (MELM). This model would provide another vehicle to nurture children and young people from early years through to adulthood with hands-on support to develop their full potential, strengthen collaboration between schools and other integrated services and, crucially, place the local community at the heart of education. Although there are several multi-establishment headships already in place, this proposal outlined a more systematic and planned approach to introducing further MELMs, overseeing both primary, secondary and, possibly, early years establishments.
- 1.5 Due to a reduction in applicants for head teacher posts, this model can provide new opportunities to recruit highly experienced head teachers who would lead and manage more than one establishment. This would enable existing head teachers to extend and utilise their skills to develop a MELM in a community. As part of the MELM, management points would be allocated as appropriate to increase management structures across each of the associated sectors, with appropriate recruitment to senior manager positions. The approach requires a thorough planning process including robust consultation with parents, carers, staff, unions, and the wider community. There are five key principles for consideration:
- **Community Case:** There should be alignment of schools within clusters as far as possible, or at least on the basis of geographical proximity, to allow head teachers to provide a real and visible presence in affected schools and build community relationship.
 - **Improvement Case:** The opportunity should strengthen overall the leadership of the schools involved and realise important benefits by allowing practitioners in schools to

work more collaboratively with a wider group of colleagues, as part of an enhanced staff team.

- **Leadership Case:** There should be resultant model leadership and management development opportunities for leaders and aspiring leaders of schools, with natural opportunities created to realise and recognise their strengths.
- **Business Case:** There should be a clear business case for each model developed to ensure a clear contribution to the overall financial burden faced by North Lanarkshire Council is made.
- **Change Case:** There should be an opportunity to devolve increased powers and responsibilities to Executive Heads and in doing so help realise the ambitions of the Plan for North Lanarkshire. This could include the realisation of other council priorities within that plan. In addition, future policies, such as the Review of the Devolved School Management Scheme, should align to any such developments

2. Report

2.1 Stakeholder engagement and consultation

- 2.1.1 The formal consultation process was carried out as outlined below (further details from consultation results are included at **appendix 2**). As can be seen from the appendix, the MELM proposal was considered not to be appropriate for Chryston by the majority of parents, pupils and staff who responded (it should be noted that there was a relatively low base of respondents within the parent and pupil groups).

Table 1 – Stakeholders engaged with			
Stakeholder	No of responses	Consultation opened	Consultation closed
SWOT Analysis	-	22 nd October 2021	22 nd October 2021
Staff	40	27 th January 2022	28 th February 2022
Parent/Carer	178	23 rd February	3rd April 2022
Pupil	160	18 th April 2022	29 th April 2022
Community	59	18 th April 2022	29 th April 2022
Cluster Parent Council Reps	4 (1 per primary school)	18 th April 2022	29 th April 2022

- 2.1.2 As part of North Lanarkshire Council's LNCT mechanism, referred to as the Joint Negotiating Committee for Teachers (JNCT), a subgroup, made up of both Trade Union and Management, have had a number of meetings to develop and agree appropriate policy, procedures, and approach to support the introduction of the proposed multi-establishment leadership models (including cross sector). The work has been ongoing since early September 2021, and by the end of February 2022 the Sub-Group brought

forward several recommendations for approval. On 15 March 2022, all recommendations undertaken by the sub-group were formally approved by the JNCT.

2.2 Governance Considerations

2.2.1 In addition to JNCT consideration, local authorities are empowered to develop local agreements, subject to several national and statutory policy considerations. Following an initial (SWOT) analysis and subsequent wider consultation process, findings have been organised against the key principles outlined above.

2.2.2 Recapping the Key Principles

1. Community Case

The MELM aligns with the Empowering Cluster model. There are no geographical barriers.

2. Improvement Case

This model could potentially strengthen transitions and provide increased opportunities to share practice across the sectors. This was expressed explicitly by secondary colleagues. Some concerns were noted across all consultation groups that there was no clear improvement agenda associated with the introduction of the proposed model.

3. Leadership Case

While recognising some key opportunities provided by this model in terms of strengthening leadership pathways feedback from stakeholders highlighted several areas of concern requiring further consideration including impact on the senior leadership team, further detail required around roles and remits and overall reduction in head teacher positions.

4. Service Change Case

Appropriate recruitment and selection, and remuneration to attract the best candidate available, will future proof the leadership model moving forward, including succession planning. There is a risk around the feasibility of suitable applicants applying for the post, given the national shortage in head teacher recruitment.

2.2.3 Business Case

As part of the development of the phases to consider a rationale for a MELM, data has been gathered about projections for future population and household growth in the catchment area of the schools. The information in the table below concerns the significant impact of a projected increase in roll over the next five years, including additional congestion on and around the campus. With increased housebuilding planned within the area there is a risk of a negative impact on access to services and, ultimately, learning and teaching. A report setting out the options to deal with this projected increase will be submitted to a future meeting of the Education and Families Committee.

However, it is considered inappropriate to implement a MELM in Chryston while the school rolls are projected to grow to such an extent. It is considered particularly

important that head teachers are fully focussed on these potential impacts within an individual school setting.

School	2022 Roll	2022 Capacity	New build Capacity (5 year)
Chryston High School	946	976	1422
Chryston Primary School	359	367	509
Early Years	54	66	*66
Total	1359	1,409	1997

- Early Years maximum capacity as agreed with the care inspectorate (birth to 5)

2.2.4 The council will now proceed to recruit head teachers for both Chryston Primary and Chryston Secondary in line with existing policy.

3. Measures of success

3.1 N/A

4. Supporting documentation

4.1.1 Education and Families Committee in 2019- create leaders who oversee complex establishments and services.

4.2.1 Policy and Strategy Committee Paper March 2019- Commitment to more integrated service delivery through the Community Investment Fund.

4.2.2 Education and Families Committee- Developing Executive Headships (May 2020)

4.2.3 JNCT- (June- Sept 2021)- Proposed Interim Executive Headship Model

4.2.4 Management Model for Future Campuses

4.2.5 The Plan for North Lanarkshire- Linked to the Ambition Statement (7)- Enhance collaborative working to maximize support and ensure all our children and young people are included, supported and safe



Derek Brown
Depute Chief Executive

5. Impacts (<http://connect/report-template-guidance>) Any financial information / Communications impact to be included here

<p>5.1 Public Sector Equality Duty and Fairer Scotland Duty Does the report contain information that has an impact as a result of the Public Sector Equality Duty and/or Fairer Scotland Duty? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If Yes, please provide a brief summary of the impact? If Yes, has an assessment been carried out and published on the council's website? https://www.northlanarkshire.gov.uk/your-community/equalities/equality-and-fairer-scotland-duty-impact-assessments Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>
<p>5.2 Financial impact Does the report contain any financial impacts? Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, have all relevant financial impacts have been discussed and agreed with Financial Solutions? Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> The proposed recommendation assumes a status quo position with regards to the existing school budgets.</p>
<p>5.3 HR policy impact Does the report contain any HR policy or procedure impacts? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, have all relevant HR impacts have been discussed and agreed with People and Organisational Development? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, please provide a brief summary of the impact?</p>
<p>5.4 Legal impact Does the report contain any legal impacts (such as general legal matters, statutory considerations (including employment law considerations), or new legislation)? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, have all relevant legal impacts have been discussed and agreed with Legal and Democratic Solutions? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, please provide a brief summary of the impact?</p>
<p>5.5 Data protection impact Does the report / project / practice contain or involve the processing of personal data? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, is the processing of this personal data likely to result in a high risk to the data subject? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, has a Data Protection Impact Assessment (DPIA) been carried out and e-mailed to dataprotection@northlan.gov.uk Yes <input type="checkbox"/> No <input type="checkbox"/></p>

5.6 Technology / Digital impact

Does the report contain information that has an impact on either technology, digital transformation, service redesign / business change processes, data management, or connectivity / broadband / Wi-Fi?

Yes No

If Yes, please provide a brief summary of the impact?

Where the impact identifies a requirement for technology, has an assessment been carried out (or scheduled) by the Enterprise Architecture Governance Group (EAGG)?

Yes No

5.7 Environmental / Carbon impact

Does the report / project / practice contain information that has an impact on any environmental or carbon matters?

Yes No

If Yes, please provide a brief summary of the impact?

Improved air quality within all learning, teaching and play areas across the school estate

5.8 Communications impact

Does the report contain any information that has an impact on the council's communications activities?

Yes No

If Yes, please provide a brief summary of the impact?

5.9 Risk impact

Is there a risk impact?

Yes No

If Yes, please provide a brief summary of the key risks and potential impacts, highlighting where the risk(s) are assessed and recorded (e.g. Corporate or Service or Project Risk Registers), and how they are managed?

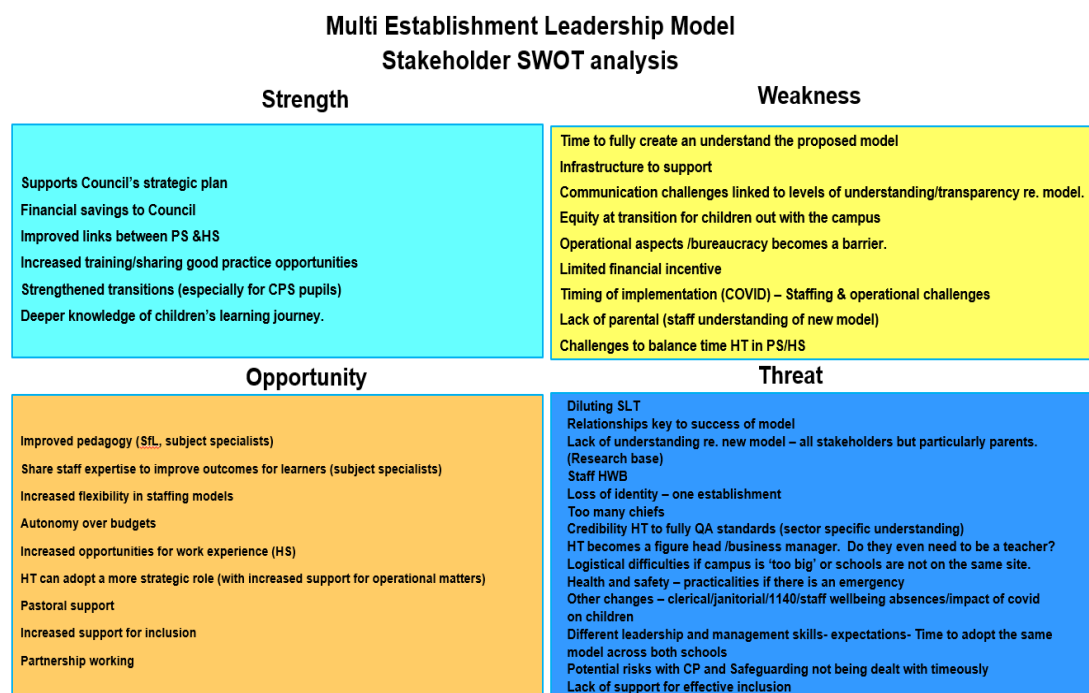
Appendix 1

No	Date	Committee/Prof Body	Report Name
1	21/03/2019	Policy & Strategy Committee	The Plan for NL-Programme of Work
2	26/09/2019	SNCT	SNCT Working Group Report on Headship & Beyond
3	24/02/2020	Special Committee	Savings Proposals
4	19/05/2020	E&F Committee	Developing Executive Headships
5	19/05/2020	E&F Committee	Empowering Clusters to Achieve Change
6	19/05/2020	E&F Committee	List of Committee Report Recommendations approved via Delegated Authorisation
7		Full Council	Full Council Meeting (covers May 2020 E&F Committee Reports)
8	24/11/2020	E&F Committee	Reconfiguring Intensive ASN Systems and Services
9	07/06/2021	E&F Committee	Reconfiguring Intensive ASN Systems and Services-We Aspire College (Fallside Sec School)
10	02/12/2021	CMT	Multi Establishment Headships
11	15/03/2022	JNCT	Management Circular F20
12	15/03/2022	JNCT	Agreed procedures for the Redeployment of Promoted Teachers, including Head Teachers.

Appendix 2 – Summary of responses

SWOT Analysis

The diagram below is a summary of the feedback highlighting strengths, weaknesses, opportunities, and threats of the proposed Multi Establishment Leadership Model. An overview indicated 15 positive opinions and 23 highlighted negative/challenging opinions.



Staff Consultation

In January 2022, presentations were delivered to teaching and non-teaching staff at Chryston Primary and Chryston Secondary schools. Following the delivery of the presentations on the proposed Multi-Establishment Leadership Model (MELM) and Question & Answer sessions, a consultation was carried out with staff. There was a total of 40 responses, 20 from Chryston Primary (95.23% of total staffing) and 20 from Chryston High school (30.30% of total staffing). Of the 113 staff who responded, 95 (84.07%) indicated they did not agree the model was beneficial for all pupils across the two schools as shown in table 2.

Response	No of staff who responded	% of those who responded
Yes	4	3.54
No	95	84.07
Don't know	14	12.39

It should be noted that more than 25% of primary staff could see advantages with the model, and more than 40% of secondary staff could see advantages of the model.

Parent/Carer consultation

A total of 178 responses were received. 12.23% of Chryston HS parents responded and 25.87% of Chryston PS parents responded. Of those who responded 67.05% indicated they now have a clear understanding of the proposed integrated model as shown in table 3. When asked if they can see some advantages of the proposed model 80.89% indicated no.

Table 3 – Do you have a clear understanding on the MELM?		
Response	No of Parent/carers	% of those who responded
Yes	118	67.05
No	42	23.86
Don't know	15	8.52

Parent/carers were then asked if they could see any advantages of the proposed integrated model, table 4 highlights 81.82% indicated no.

Table 4 – Do you see any advantages of MELM?		
Response	No of Parent/carers	% of those who responded
Yes	14	7.95
No	144	81.82
Don't know	15	8.52

Advantages	Disadvantages
Only effective if strong leadership structure underneath HT	Not suitable for size of school (examples used are smaller communities)
Additional layer of management could be beneficial to teachers	Not advantages or benefits to children
	Cost cutting exercise
	Too much responsibility for one person

Pupil consultation(s)

A total of 47 pupils (13.78% of primary population) responded from Chryston primary school and 113 pupils (12.68% of secondary population) responded from Chryston secondary school as shown in table 5.

Table 5: No of pupils who responded per school			
Pupil survey	No of pupils responded	School Roll	% of school community who responded
Chryston Primary school	47	341	13.78%
Chryston Secondary school	113	891	12.68%

Table 6: Do you agree with the proposed MELM?		
Response	Pupils	% of those who responded
No	95	84%
Yes	4	3.52%
Don't know	15	12.38

Advantages	Disadvantages
It allows for a good connection between the two schools	Won't see Head Teacher very often / Less time in establishment
It helps with primary transition from P7 to S1	Head Teacher can't focus on issues – Too stretched
Education more consistent	Lack of focus on quality leadership only saving money
Familiar face when going to high school	Pupils will suffer – Head Teacher crucial to child education

Community consultation

Consultation took place with community stakeholders via community matters and a total of 59 responses were received. Of those who responded 100% indicated they did not think Chryston Primary and secondary school were suitable for MELM as shown in table 7.

Table 7: Do you think Chryston PS and HS are suitable for MELM?		
Response	Stakeholders	% of stakeholders who responded
No	59	100%
Yes	0	0.00%
Don't know	0	0.00%

Advantages	Disadvantages
Potential for smoother transition	Disadvantage to the children – detrimental effect No unions support this Reduction in the support for children School won't be on the same site Different skillset for Primary and secondary Head Teachers Not effective given the size of the schools and potential increase over next four years

A further four responses were received from Parent Council of the following cluster primary schools. 100% responded they did not think Chryston Primary School and Chryston High School are suitable for a MELM as shown in table 8.

- Stepps Primary
- Auchinloch Primary
- Gartcosh Primary
- Glenmanor Primary

NB: A further written response was provided by Stepps Parent Council outlining their concerns.

Table 8: Do you think Chryston PS and HS are suitable for MELM?		
Response	Stakeholders	% of stakeholders who responded
No	4	100%
Yes	0	0.00%
Don't know	0	0.00%

Advantages	Disadvantages
Continuity of care for pupils with greater joined up thinking through all the years due to shared vision	Other cluster primaries disadvantaged. Perceived lack of contact with leadership by parents No education rationale Leaders of school be stretched

A petition was received in opposition to the Chryston MELM. The petition signatures total 1505 and will be addressed via the agreed Council governance arrangements in place for petitions.