

# Queen Anne High School

Staff and Pupil Support Plan: Ideas for consideration & discussion before engaging in the Managing Change Process.



## Key information and context for change

### 1. Modification of the staffing and pupil support plan to ensure financial viability and to enable flexibility and financial sustainability going forward

Fife Council have a significant budget gap to close over the next few years. The Administration has taken a proportionately smaller saving from the Education and Children's Services budget in an attempt to try and protect 'front-line' delivery in schools.

The Council set its budget for 2018-19 on 22 February 2018 and one of the proposals was to 'review the budget allocation formulae for secondary teachers and all supply cover within the Devolved School Management (DSM) scheme to deliver a more equitable and targeted distribution reflecting current requirements'. It was agreed to 'implement a reduction in the secondary staffing allocation, and a reduction in the supply teachers budget for schools'. The associated saving from secondary schools in Fife for session 2018-19 is £865,000.

The allocated teacher staffing budget for QAHS has been reduced to £5,108,086 (this is a saving of £153,505 over two years)

The supply teachers budget has been reduced by 50% to £5000.

The teacher staffing formula used to generate the budget allocated to secondary schools for teachers has been changed. Schools have been issued with a digital budget calculator which generates how many teachers (full-time equivalent: FTE) can be employed using the new formula.

The overall number of teachers we have to create our timetable has been reduced as a result of this new formula.

### 2. Projected increase in the school roll

The school roll is increasing and this will be further accelerated following the proposed catchment rezoning from August 2019. This will be reflected in the staffing formula and therefore the associated staffing budget in future years.

Year	2017	2018	2019	2020	2021	2022	2023	2024	2025
Pupils	1594	1638	1699	1780	1832	1889	1951	1968	1970

### 3. Social Index of Multiple Deprivation (SIMD) Profile, Free School Meal Entitlement/Request (FME/R) and Pupil Equity Funding (PEF).

The SIMD profile and FME of the school is changing. The SIMD profile is shifting towards the left (less affluent deciles) and FME percentage is increasing. If SIMD data and FME data continue to be used as a measure of poverty then the staff and pupil support plan must reflect this to best support all learners.

Introduction of PEF requires robust coordination of interventions and resources. These also need to be monitored and evaluated with regard to impact. Although welcome there is an

associated workload. PEF cannot be used to employ additional teachers and does not fill the financial gap resulting from budget savings.

4. Inclusion of Department Additional Support/ Integrated Support Area 2 (ISA2) budget. Devolvement and incorporation of Integrated Support Area 2 (ISA2) resources, recruitment procedures and budgets associated with single status staff and teaching staff from the Education and Children's Services budget into the Queen Anne High School budget is likely to be introduced from 2020.
5. Changing nature of the national curriculum and assessment. We will need to evaluate how we manage assessment at department and whole school level. We will no longer have the capacity to cover internally as we have previously.

Currently the timetable for 2018-19 has a total of 44 non-contact periods which can be used to cover colleagues not in school due to illness, professional learning etc. We randomly selected two weeks this session: w/c 5 March we used 91 periods of cover and w/c 12 March we used 173 periods of cover. This clearly illustrates the pressure we will be under next session.

This will impact prelim examinations and also subjects required to do mandatory internal SQA assessments e.g. Modern Languages, Physical Education, Dance, Home Economics, Hospitality, Music, Drama, Art & Design. Increased curriculum efficiency will also be required i.e. a narrowing of National Qualification choice. We will still be in the fortunate position of offering more than most schools due to our size but less than we are currently.

6. Increasing diversity within the pupil population with regard to Additional Support Needs (ASN) and Social, Emotional and Behavioural Difficulties (SEBD). The spike in young people with ASN, SEBD and also emotional wellbeing issues is placing us under significant pressure and is possibly one of our greatest challenges.

The school will be staffed on the allocated FTE budget of 104.5 FTE teachers for session 2018-19. This is a reduction on last session and does not incorporate a saving. In session 2019-20 we will reduce to approximately 100 FTE teaching staff and a reduced promoted staffing structure. The only way to increase teacher numbers is to reduce promoted posts.

In previous sessions we have over-staffed to enable flexibility in the development of the timetable i.e. supporting single teacher delivery in S1 and S2 as a priority and to ensure we could cover classes internally when members of staff are involved in professional learning activities, medical/dental appointments, absence due to illness, bereavement etc.

We still feel that internal cover is the best option as QAHS teachers know learners, school systems and policies and this enhances the learner experience and also helps maintain a stable environment. Unfortunately this is no longer financially sustainable.

## Ideas for consideration:

### (A) Change to posts

#### 1. Introduction from change of timetable in June 2018 – already been actioned.

The temporary extension of the acting DHT post for an additional 12 months to increase the number of Depute Rectors temporarily from 5 to 6 in session 2018-19 will no longer take place. The number of DHTs will remain at 5 irrespective of the increasing pupil roll and strategic remit from national statutory requirements, guidance and codes of practice (Additional Support for Learning Act (ASL); Children and Young People Scotland Act including Getting It Right For Every Child, Children's rights and participation; Included Engaged and Involved (IEI) Parts 1 and 2 – attendance and exclusions; Equality Act 2010; Respect for All – National approach to anti-bullying; Child Protection; Health Promotion and Nutrition Act; Pupil Equity Fund...)

#### Positives:

- a) Appropriate in the circumstances.
- b) When the acting DHT returns to their substantive post of PT Pupil Support: Guidance the acting PT Pupil Support: Guidance will return to their substantive Pupil Support Teaching post. Increased Pupil Support Teachers.
- c) Financial saving.

#### Negatives:

- d) Increasing strategic remit and pupil roll will continue to further detract from staff/wider community expectations of the role of SLT.

#### 2. Introduction from: August 2018 – already been actioned.

The retirement of the Geography PT provides an opportunity for the post holders remit to be temporarily absorbed by the existing PT History (PT History and BGE Social Studies) and PT Modern Studies (PT Modern Studies, Politics and Geography). Both posts have been re-jobsized. The PT Geography post and teaching remit will not be replaced.

#### Positives:

- a) No reduction in curriculum delivery for learners (Geography will continue to be offered in S3 and as a SQA National Qualification N3- N7 in the Senior Phase by existing staff).
- b) Development of Social Studies as an area of Interdisciplinary Learning (IDL) in-line with Education Scotland and Curriculum for Excellence within the Broad General Education (BGE).
- c) Opportunity for increased responsibility and professional development for two existing promoted post holders within the current structure.
- d) Financial saving.

#### Negatives:

- e) Removal of one current promoted post.
- f) Post holders will be subject to procedures outlined in LNCT06, LNCT11, LNCT13 and LNCT16.

**3. Introduction from: August 2018 – already been actioned.**

The retirement of the Drama PT provides an opportunity for the post holders remit to be temporarily absorbed by the existing PT Music to become PTC Music & Drama. The post has been rejobbed. The PT Drama post will not be replaced but the Drama teacher post will be.

**Positives:**

- a) No reduction in curriculum delivery for learners.
- b) Opportunity for increased responsibility and professional development for an existing promoted post holder within the current structure.
- c) Financial saving.

**Negatives:**

- d) Removal of one current promoted post.
- e) Post holder will be subject to procedures outlined in LNCT06, LNCT11, LNCT13 and LNCT16.

**4. Introduction from the change of timetable: June/Aug 2019?**

To reflect the complexity of the Additional Support Needs (ASN) agenda (including SEBD, ACE and emotional wellbeing) with regard to legislation, expectation and diversification, this remit should be absorbed into the Senior Leadership Team (SLT) and become the responsibility of a Depute Rector. The PT Pupil Support: ASN post will no longer be part of the structure.

**Positives:**

- a) Complete coordination at a more senior level of:
  - Pupil Support Assistants (PSAs)
  - The increasing complexity of Integrated Support Area 1 (ISA1): Skills Development Scotland (SDS) Advisor; Pupil Support: Guidance; Pupil Support: Nurture; Drugs, Alcohol and Psychotherapies Ltd (DAPL) Counselling Service; Targeted intervention initiatives (West Fife Enterprise & RUTS); Programme of Supported Inclusion (PSI)
  - Pupil Support Services (PSS)
  - ASN: SEBD, SQA Additional Assessment Arrangements (AAA), ACE, emotional wellbeing/mental health strategy
  - Coordinated Support Plans, Additional Support Plans and Personal Emergency Evacuation Plans.
  - Anti-bullying
  - Better Relationships, Better Learning, Better Behaviour Guidelines: Staged Intervention.
- b) Significant financial saving.

**Negatives:**

- c) PT Pupil Support: ASN post will no longer be part of the structure.
- d) Postholder will be subject to procedures outlined in LNCT06, LNCT11, LNCT13 and LNCT16.

**5. Introduction from the change of timetable: June/Aug 2019?**

In order to make the savings required the PT Business Education post will be removed from the structure and associated teaching remit not replaced.

**Positives:**

- e) BGE not affected.
- f) Financial saving.

**Negatives:**

- g) Reduction in Senior Phase curriculum offer for learners.
- h) PT Business Education post will no longer be part of the structure. Post holder will be subject to procedures outlined in LNCT06, LNCT11, LNCT13 and LNCT16.

**6. Introduction from the change of timetable: June/Aug 2019?**

In order to make the savings required the PT Religious, Moral & Philosophical Studies(RMPS)/ Outdoor Learning post will be removed from the structure and associated teaching remit not replaced. RMPS will be absorbed into another PTC Post. Most likely PTC Modern Studies, Politics, Geography & RMPS, or PTC History, Social Subjects BGE & RMPS.

**Positives:**

- i) Financial saving.
- j) Statutory core RMPS will still be provided.

**Negatives:**

- k) Reduction in Senior Phase curriculum offer for learners.
- l) PT RMPS/Outdoor Learning post will no longer be part of the structure. Post holder will be subject to procedures outlined in LNCT06, LNCT11, LNCT13 and LNCT16.

**7. Introduction from the change of timetable: June/Aug 2019?**

Joining of Physics and Biology as the two smallest discrete science departments: PTC Physics & Biology.

**Positives:**

- a) No reduction in curriculum delivery for learners (Physics and Biology will continue to be offered in S3 and as a SQA National Qualification N3- N7 in the Senior Phase by existing staff).
- b) Opportunity for increased responsibility and professional development for one existing promoted post holder within the current structure.
- c) Financial saving.

**Negatives:**

- d) Removal of one current promoted post.
- e) Post holder will be subject to procedures outlined in LNCT06, LNCT11, LNCT13 and LNCT16.

## 8. Introduction from the change of timetable: June/Aug 2019?

Adding responsibility for BGE science to the PT Chemistry remit: PTC Chemistry & BGE Science.

### Positives:

- a) No reduction in curriculum delivery for learners (Chemistry will continue to be offered in S3 and as a SQA National Qualification N3- N7 in the Senior Phase by existing staff).
- f) Development of Science as an area of Interdisciplinary Learning (IDL) in-line with Education Scotland and Curriculum for Excellence within the Broad General Education (BGE).
- g) Opportunity for increased responsibility and professional development for one existing promoted post holders within the current structure.
- h) Financial saving (from promoted post holders in Science as a whole).

### Negatives:

- i) Post holder will be subject to procedures outlined in LNCT06, LNCT11, LNCT13 and LNCT16.

## (B) Change to day-to-day business

1. After 20 working days (long term absence) we will do everything we can to secure supply cover as this currently remains centrally funded. In almost all cases we will be unable to provide short term supply cover due to the reduction in staffing.

How will we manage this as a school?

- Use of the Learning Hub as a permanent area for cover S1 – S3 classes to be located. This will be supervised by SLT.
  - S4-S6 classes will be expected to work independently in most cases.
  - In both cases appropriate work should be organised by the class teacher in advance of their absence. Where this is not possible work should be provided by the Subject PT.
2. SQA involvement to support the professional development of staff in session 2018-19 will only be supported where it is out with the pupil day. Although the SQA provide money for supply cover it is ever increasingly difficult to secure quality, subject specific supply cover. This is to the detriment of the learner experience and also destabilises the school.
  3. We are asking for your support to ensure that wherever possible any appointment is made out with the pupil day i.e. after 15.00 on a Tuesday, Thursday or Friday. We fully appreciate that there are certain circumstances where this is not possible, but in most cases other professionals are very supportive of requests out with the pupil day.
  4. Going forwards we will consider more flexible arrangements for S6 pupils i.e. we will no longer insist on a full timetable (session 2019-20). This may better prepare pupils in their final year before the transition to college, university or employment.

5. Where a teacher moves on from QAHS mid-session we will continue to scrutinise each vacancy created as to its viability. Vacant posts will not automatically be filled the following session.
6. We will have to slightly narrow the Senior Phase curriculum to make savings. It is our intention to continue to support progression right through to Advanced Higher level. As one of the largest secondary schools in Scotland we have one of the widest curriculum offers for learners and although we will slightly reduce this it will still be significantly greater than in most other schools.
7. We will give consideration to adding wifi to the Dining Hall to enable S6 pupils to work in this area when not in timetabled classes.

### **Informal consultation**

This finalised draft was produced after informal consultation with staff and is the subject of on-going informal consultation with staff, professional association representatives and the QAHS Joint Trade Union & Management Committee.

This draft will be formalised into a proposal when we enter the Managing Change process in August 2018.

### **Budget**

The staffing and pupil support plan has been developed within the allocated budget provided by Fife Education and Children's Services using the new staffing formula. Currently this budget does not include teachers in Integrated Support Area 2 but this will change from 2020 onwards.

## Promoted Staffing Structure

Currently in session 2017-18		From session 2019-20 onwards
<b>Senior Leadership Team (SLT)</b>		<b>Senior Leadership Team (SLT)</b>
Headteacher		Headteacher
Depute Headteacher (DHT) x 5		Depute Headteacher (DHT) x 5
Business Manager x 1		Business Manager x 1
<b>Principal Teachers of Subject (20)</b>		<b>Principal Teachers of Subject (15)</b>
Maths & Numeracy x 2		Maths & Numeracy x 2
English & Literacy x 2		English & Literacy x 2
Modern Languages x 1		Modern Languages x 1
Social Studies x 3		Social Studies x 2
Science x 3		Science x 2
Expressive Arts x 3		Expressive Arts x 2
RMPS x 1		RMPS x 0
Health & Wellbeing x 2		Health & Wellbeing x 2
Technologies x 3		Technologies x 2
<i>Temporary PT1: Whole School Responsibility x 3</i>		<i>Temporary PT1: Whole School Responsibility x 3</i>
<b>Principal Teacher of Pupil Support (8)</b>		<b>Principal Teacher of Pupil Support (7)</b>
PT Pupil Support: Guidance x 6		PT Pupil Support: Guidance x 6
PT Pupil Support: Nurture x 1		PT Pupil Support: Nurture x 1
PT Pupil Support: ASN x 1		
Pupil Support Teachers x 3		Pupil Support Teachers x 5
<b>Total Teaching Posts Full-time Equivalent (FTE): <u>104.5</u></b>		<b>Total Teaching Posts Full-time Equivalent FTE: <u>100</u></b>

## Appendix 1: Informal consultation timeline

### Week commencing 12.03.18:

- Meeting with the Professional Associations: EIS, SSTA and NASUWT
- Meeting with Senior Leadership Team (SLT)
- Whole staff meeting to invite staff views via e-mail, or in person via drop-in sessions.
- Meeting with PT Pupil Support: Guidance

### Week commencing 19.03.18:

- Optional drop-in sessions at lunch and end of the pupil day to meet with the Rector.
- Meeting with PT Pupil Support: Nurture

### Week commencing 28.05.18

- Brief discussion with almost all current PTs on an individual basis

### Week commencing 04.06.18:

- Fife Education standard presentation & QAHS ideas for consideration to make the savings required.
- Invitation to meet with SLT links and/or the HT to discuss the ideas presented.

**Only when the formal Managing Change process is initiated will the 90 day official consultation period commence.**