

## Appendix A

### Case studies of Good Practice in relation to Education Governance

As part of our response to the consultation on the Education (Scotland) Bill we asked local authorities and the wider local government family across Scotland to provide us with case studies of good practice in relation to the various aspects of the proposals in the consultation document. We received many case studies which demonstrate the myriad of good practice including strong examples of collaboration in the curriculum, support, challenge and partnership. We hope the Scottish Government find these examples a useful supplement to the points we have made in our response. The case studies have been anonymised but we would be happy to provide details of where the practice took place in discussions with the Scottish Government.

#### 1. Curriculum

##### Case study A: Curriculum design and delivery

In a **local authority**, headteachers have autonomy to design and deliver a curriculum to meet the needs of pupils, taking account of the context of their school and its community. As part of the local authority's self-evaluation activities, it was evident that schools were using a range of curriculum resources to plan learning, teaching and assessment, adding to teacher workload. The principles of a broad and balanced curriculum also needed to be revisited to improve equity of experience across all schools.

As a result, the decision was taken to establish Curriculum Framework Groups to develop curriculum frameworks across all curriculum areas. The local authority provided the funding to support the development work with the Quality Improvement Team supporting the curriculum groups and maintaining an overview of progress given the agreed implementation timeframe.

Practitioners from schools across the council volunteered to participate in this authority-wide development and a member of the group took on responsibility for leading the project, thus developing key leadership and management skills. The local authority facilitated meetings with the LNCT regarding the development of the curriculum frameworks with a key aim to reduce teacher workload and tackle bureaucracy. Professional engagement sessions enabled all staff across every school to review and improve the curriculum frameworks. As a result, the local authority organized the planning to enable secondary school staff to work alongside their associated primary school colleagues to review the curriculum frameworks.

This collaboration between the local authority and schools has supported teachers' planning. It has improved equity of experience and transition arrangements at key stages. It supports the delivery of a balanced and suitably broad curriculum.

### Case study B: school consortia and partnership arrangements

Within a **local authority** headteachers have autonomy to develop the curriculum in line with the principles of Curriculum for Excellence and taking into account the school's context. Currently, the six secondary schools do not have a common school day or the same number of periods per week. This has impacted negatively on school consortia and school-college partnership arrangements.

In session 2016/17, the local authority seconded a deputy headteacher from a local secondary school as Lead Officer Secondary Curriculum and School Estate to work closely with each of the secondary schools to move towards a common school day. Key aims are to improve the senior phase curriculum offer for all young people and to improve access to a wider range of courses and programmes.

The Lead Officer is working with a range of partners and other Council services to support the schools to enhance the curriculum offer within the senior phase as illustrated below:

- Transportation – The Lead Officer collaborates with local authority transportation managers to plan the different transportation routes from each school to either another school or college on the agreed consortia afternoons. The Lead Officer works closely with Developing the Young Workforce (DYW) leads in schools to ensure all travel arrangements meet the needs of pupils.
- Developing the Young Workforce (DYW) – The Lead Officer works closely with officers from the local authorities works department and other partners such as Skills Development Scotland to improve the curriculum offer across all secondary schools. The Lead Officer worked with three secondary schools to establish Foundation Apprenticeship programmes in Financial Services, Health and Social Care and Science with these courses being offered to all young people across the authority. Staff in each school have attended local authority led Career Education Standard and DYW sessions to take forward the DYW recommendations.
- School-college partnerships – The Lead Officer works closely with local colleges to refresh the curriculum offer to secondary schools to ensure the courses and awards deliver flexible and progressive pathways building on young people's aspirations and interests.

The local authority continues to engage with secondary headteachers regarding a common school day.

### Case Study C: Skills for Employment

**A local authority** was central in driving forwards curriculum developments in close partnership with a local college, to offer enhanced access to learning across its schools with a focus on two key employment sectors for our area: construction and hospitality/tourism.

An academies programme, and the more recently-established Construction & Technology Centre, are testament to the close collaborative work in existence across the Community Planning Partnership. The authority's strategy has resulted in year on year improvements to school leaver positive destination results and in 2017 the authority was highlighted by

Skills Development Scotland to be the second most improved local authority across Scotland for 16-19 year old participation levels.

The establishment of a common school timetable across the 6 secondary high schools, together with integrated local authority transport infrastructure for transporting pupils to appropriate venues, will be fundamental to the long term success of the programme.

#### Case Study D: collaborative work on the curriculum

A **local authority** developed the 'Environment Visual Audit' where colleagues across the authority worked together with partner agencies to support children's learning and to enhance local communities. Working together staff from environmental health, the police, and health work collaboratively with children, parents and educational staff to evaluate local communities and to support children in identifying areas for improvement in the local area and how to go about achieving improvement. Children can work in the outdoors, in their local community with a range of professionals and with parents. They have a say in what's good about their community and what improvements are needed. They get an understanding of the types of jobs that support these improvements as well as seeing the impact of their suggestions in making their local community a better place to be. Partnership working with colleagues across the authority is key in ensuring the success of the Environmental Visual Audit.

## **2. Improvement**

#### Case study E: Improvement planning

A **local authority** Education Service Local Improvement Plan 2017/18, was developed in partnership with all headteachers and Education Service staff. The Education Service provide guidance to schools to support the development of school improvement plans. School improvement plan priorities are collated to inform the Education Service Local Improvement Plan and determine how best the authority can support schools to drive forward school improvement priorities. The Education Improvement Group, comprising headteachers and Education officers, determine the actions required to evidence impact of the education service and inform future priorities for the service.

As a result of collaborating with headteachers on key priorities, the authority has developed a validated self-evaluation school review programme with headteachers, new curriculum frameworks, support staff conferences, workshop sessions for headteachers/ depute headteachers and PTs. A primary teacher conference and a secondary teacher conference focused on areas identified for improvement.

The Education Service Local Improvement Plan is related to and informs the priorities within the Integrated Children's Services Plan, the local authority Partnership Plan and other Plans such as the Poverty Action Plan. The Education Service plays a critical role in bringing coherence to the various actions set out across the related Improvement Plans supporting headteachers to address the associated priorities within their school and community.

### Case Study F: joined up planning

A **local authority** is focused on the raising of achievement and attainment, improving literacy, numeracy, health and wellbeing, knowledge, skills, confidence and creativity which will inspire learners, transform learning and strengthen communities.

The authority has developed the improvement planning framework to enable schools to show clearly how their plans link to the **Council Plan, Children's Services Plan, Getting it right for every child, and local outcome improvement plans (LOIP)** and also to monitor and assess impact. This work has demonstrated that improvement planning does help to achieve better outcomes for young people. A key factor being the engagement and dialogue with children, young people, parents/carers, elected members and partners which helps to shape and influence the planning process and outcomes. Having a clear understanding of the Council's vision, values and objectives enables schools to identify their priorities taking account of local and community needs. Collaboration is central to this.

### Case study G: collaborative approach to improvement planning

A **local authority** wanted to show how a collaborative approach to improvement planning can make a difference to the educational outcomes for young people. A school has taken forward its commitment to improve the reading skills of young people knowing that they have helped to inform the priorities in the Council Plan, Children's Services Plan, Local Outcome Improvement Plan and Education Resources Plan in terms of improving attainment.

The authority and headteacher worked together with the school community to look at ways of raising achievement and attainment by developing a strong and whole school approach to improving reading skills. This formed part of their improvement plan. The intention was to provide a pathway for young people to achieve their potential through an inspiring environment, the provision of excellent learning and teaching and an ethos of hard work.

A number of key events and developments took place:

- Through the First Minister's Reading Challenge for secondary schools an opportunity was taken to build on the work already taking place in the school to encourage young people to read widely, and develop a love of reading.

*A partnership of staff, pupils, parents a range of other stakeholders organised:*

- (S1-S3) - 10 minutes personal reading time at the start of every period and Reading Reflection jotters introduced. 'Drop Everything and Read' on World Book Day.
- S3 Trip to the Edinburgh Book Festival
- Visits from 2 writers
- Closing the Gap funding provided 3 new class libraries
- S1 Fantastic Forest of Fiction
- Teachers have shown their love of reading, sharing their favourite poems with the whole staff, supporting World Book Day and Book Week Scotland, and attending

professional reading discussion sessions. 'What I am Reading/Watching' Posters are on many classroom doors throughout the school.

- The school won the local authority's Better Eating Better Learning initiative which was themed around World Book Day in March.
- A cross curricular Literacy team was set up and they have produced and implemented a comprehensive Literacy Toolkit.
- The Parent Council have been active partners with the school in helping to shape policy and improve the impact the school community has on the learning of young people.
- The development of literacy, numeracy and health and wellbeing is vital to providing equity and is recognised as a whole school responsibility. This remains a key focus in the School Improvement Plan. (Linked to the Council Plan and national priorities)

The result is that young people are more enthused about reading right across the school and this is helping to further develop their literacy skills. This is an example of how schools and the local authority work effectively to improve outcomes for children and young people at a local level through partnership and collaborative working.

#### Case Study H: links with the wider improvement agenda

A **local authority** has been involved with Realigning Children's Services (RCS) which has resulted in ongoing collaborative work between the Community Planning Partnership and local primary and secondary schools. This work has been facilitated to some extent by the RCS Team in Scottish Government and the children and young people's Improvement Collaborative. Following the completion of the extensive survey work in primary and secondary schools and 500 parents of children aged 0 -5 years, individual school reports and cluster reports were provided. This assisted the schools in producing school improvement plans last year.

Most recently the overall community planning report has been produced and the RCS Task and Finish Group is engaging with community planning members, school communities and operational/ strategic leads to determine the priorities arising from this report.

Schools are encouraged to study the report and the themes arising for their areas from the wellbeing surveys. Improvement Advisors are working with school clusters to develop their priorities arising from the RCS data.

A test of change has been initiated in one area of the authority, led by the local secondary school and involving young people from the school and the wider community. This test of change is an exemplar which will be used in other areas in the authority.

In this area of the authority the cluster report highlighted issues related to the environment, being able to talk to neighbours and feeling safe in the community. These are the issues the authority is now consulting with young people on and identifying ways of improving the area with their help.

The impact of this approach will be fully evaluated by the RCS Task and Finish Group.

### 3. Staffing

#### Case Study 1: working in clusters

A **local authority** is extending the scope of the existing primary staffing exercise to allow for greater involvement of clusters and headteachers in the movement of existing teachers through compulsory and voluntary transfers and the appointment of new teachers to vacant posts. The work will still be coordinated by a support officer within the Schools and Learning central team

Clusters have nominated a headteacher representative to be involved in and lead parts of the primary staffing exercise. Cluster headteacher representatives will act as staffing co-ordinators for their own cluster throughout a school session. Cluster representatives will liaise with staffing, HR and Manager (Support Services) to ensure primary schools, within their cluster, are adequately staffed. A nominated officer will still have an overview of primary staffing throughout a school session.

Cluster headteacher representatives will receive a half day induction to ensure they have an appropriate level of knowledge to support the primary staffing exercise. Colleagues from Finance, HR and staffing will support the Workforce Development Officer in the induction process.

Cluster headteachers, in collaboration with Workforce Development Officer will participate in two one day staffing workshops to consider:

- Most efficient class configuration for each school based on projected school rolls.
- Allocation of compulsory transfers
- Consideration and placement of voluntary transfers
- Teachers in temporary locations
- Placement of probationer teachers (including Dlite and Learn to Teach graduates)
- Flexible working requests
- Vacancies in individual establishments

Where vacancies exist cluster selection pools will be established to assist with the appointment of new staff to individual schools within a Cluster. The primary teacher application form will be adapted to allow candidates to nominate cluster preferences.

### 4. Funding

In one **local authority** a Head of Children's Services/Chief Social Work Officer is having to save approximately £1 million coming out of children's social care and health (80% from social work) whilst over £3 million is being allocated directly to schools via Pupil Equity Funding. The anticipated impact of this locally is that there will be a compromise in the capacity of statutory integrated children's service planning to identify and address gaps in need and levels of vulnerability. The money coming out of services will in the main be within preventative and early intervention services. The likely impact will be on

significantly reduced supports available for these children and resultant reduction in outcomes for the most vulnerable children and young people in communities who are furthest from education. This will place increased demands on headteachers to commission and provide services in a more ad hoc way and potentially drive demand for high cost residential and specialist placements if children's needs are not met within schools.

## **5. Whole system approach**

### *Case Study J: child with additional support needs*

Child L has additional support needs. The school holds regular planning meetings to look at strategies and ways to support him in class. A range of agencies such as educational psychology, speech and language therapy and children's wellbeing have contributed to these discussions and planning.

Transition from P4 to P5 involved a change of building and class-teacher and this caused difficulties. The school contacted the council's Additional Support Needs team who visited the school the next day to observe and offer advice around appropriate ways to engage Child L in learning.

The Additional Support Needs officer recognised that the learning and teaching in place at that point was not meeting the needs of the child, and provided advice on how this could change to support the child's interests and level of ability. The school had not recognised the advanced level of understanding of the child and the need to put in place appropriate challenge and interest to ensure engagement and participation.

Despite the support provided, the raised anxiety of this child increased; incidents of distressing behaviour became more frequent and increased in intensity to the extent that a number of children and adults were harmed. Following a distressed phone call from the headteacher, the Additional Support Needs team actioned a further range of activity involving the co-ordination of support from various professionals and increased resourcing to the school (for example, offered financial support to allow support staff to attend a training session).

In line with GIRFEC, the Additional Support Needs officers liaised with the parents of this child and mediated between them and the school to ensure both parties were working together; this could not have been achieved without the support of those council officers.

Officers responded quickly to the crisis that was developing in school and used their professional knowledge and experience to support the school staff and the child from further harm and distress. School staff were given training and support on effective de-escalation strategies. A positive behaviour plan was put in place to ensure all staff working with Child L knew how best to respond to his needs. School managers were given clear guidance on local authority policies and procedures with regards to inclusion and exclusion. Legal advice was given on the implementation of the Disability Discrimination Act. Occupational Health support was provided by the Council for two staff who reported feeling stressed and overwhelmed with having to deal the behaviour's of this child daily. Child L's parents were offered support from the Children's Wellbeing service, and have since taken up a place on a

Family Learning programme being delivered by the Council's Community Learning and Development Service.

#### Case Study K: Mental health

In a **local authority** mental health has been identified as a key barrier to achievement and attainment in a schools cluster, with statistical evidence suggesting that people in the area experience a comparatively high incidence of mental health problems. Access to the Child and Adolescent Mental Health services (CAMHs) is limited.

The local Children & Youth Worker Network is a wide network of local agencies and community groups which support children and young people in the area. It includes the local Area Partnership (part of the community planning partnership arrangements), school guidance staff, the Youth Project, the Council Community Learning and Development Staff and others.

At the initiative of this Network, a Mental Health Youth Worker has been employed by the Youth Project since January 2017, to work mainly in schools, with funding agreed by the Area Partnership through their Educational Attainment Budget. Costs have been £35k in each of the last two financial years. The Youth Worker delivers appropriate prevention and early intervention activities for young people and families, to promote good mental health.

#### Case Study L: support for inclusion

In a **local authority** the inclusion team work in close partnership with schools to support the most vulnerable young people. The team work with schools to ensure equity of provision to support learning. They work with school teams to ensure best practice and they provide quality frameworks to support consistent and manageable processes. The central team work in close partnership with school teams to support and challenge practice. They support in the up-skilling of staff through leading training and producing guidance. The partnership working between schools and the central team is vital in this key area of Getting it Right for Every Child (GIRFEC).

### **6. Strategic role of the authority**

#### Case Study M: supporting active schools

The Active Schools Team within a **local authority** are a busy team employed by the authority to lead on the engagement of children and young people in sport. The team work in close partnership with a cluster of schools, linking with the Health and Wellbeing curriculum. As part of their role they are involved in promoting engagement in activities and awards, for example Award of Ambition, engaging with parents by running activity sessions for children and their parents, supporting learning in the classroom and supporting the children and young people in taking on leadership roles. Partnership working is strong between the Active Schools coordinators and the schools. The team plan many sporting events and competitions for the children and young people and these, along with other local authority sporting events are well supported by the schools across the authority.

#### Case Study N: supporting the teaching of music

In a **local authority**, music specialists are employed by the authority and managed centrally by a team who focus on teaching of music. This team work in collaborating with headteachers and the staffing team to ensure that music teachers are deployed to the schools who requested their input. This team also organise the wide range of music specialists to ensure equity of provision across all schools. The team coordinate the various music initiatives that are on offer and ensure these are distributed fairly across the varying schools. The coordination of the people and of the initiatives is crucial in supporting equity in term of music provision for our young people in the local authority area.

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