

Renfrewshire Council

To: **Education Policy Board**

On: **13 January 2011**

**Report
by
Director of Education and Leisure**

Revised Model for the Delivery of Primary Education

1. Summary

- 1.1. Curriculum for Excellence (CfE) aims to transform the Scottish education system and to achieve better educational outcomes for all children and young people. It requires that all those involved in education provide a coherent, more flexible and enriched curriculum from 3-18 which will ensure that learners achieve the four capacities of being a successful learner, confident individual, responsible citizen and effective contributor.
- 1.2. The HMle document published on 16 September 2008 'Improving our curriculum through self-evaluation' noted that "successful response to this challenging agenda (CfE) requires all those involved in Scottish education to show leadership and an openness to change and innovation".
- 1.3. Documents in the CfE series such as Building the Curriculum 3 and 4 (BtC 3&4) emphasise:
 - the entitlement to develop skills for learning, life and work; and
 - the importance of working in partnership with a range of providers including other local authority services such as Community Learning and Development (CLAD).
- 1.4. In its response to the HMle report 'Improving Scottish Education 2005-2008' published on 16 January 2008, the education policy board noted that CLAD services required to further integrate their work with aspects of formal education. In response to the above recommendations schools have continued to develop their partnership working with a wide range of services within the council, the wider community and other organisations.
- 1.5. Renfrewshire Council, in common with all local authorities in Scotland, is currently faced with significant financial pressures.
- 1.6. In considering how best to develop primary school provision in Renfrewshire to meet the aims of CfE and the financial pressures faced by the council it is proposed that the primary school pupil week be re-designed, from August 2011, into two distinct units of time. The total amount of time children spend in school would remain unchanged at 25 hours per week.
- 1.7. The proposal involves a teaching week of 22.5 hours and a further 2.5 hours during which children would work on a range of cultural, citizenship and sporting learning activities.
- 1.8. Children would continue to be taught by teachers, registered with the General Teaching Council for Scotland (GTCS), during the teaching week.

- 1.9. In the remaining 2.5 hours children would work with other council staff on an enrichment programme of learning activities designed to support the delivery of the experiences and outcomes as set out within CfE documentation. The proposed enrichment programme will, through the provision of an innovative and partnership approach, support the entitlement for all learners to develop the skills for learning, life and work and contribute to the development of the four capacities in all young learners.
- 1.10. The present model of primary school provision requires that additional teaching staff are employed to provide non-class contact time (NCCT) for other teacher colleagues.
- 1.11. A benefit of the enrichment programme is that the 2.5 hours NCCT which forms part of the marking and preparation time available to teachers will be at the same time for all staff in the same school with no requirement for this to be provided by additional teachers. Importantly this will ensure that continuity of learning and teaching for pupils is maintained by their own class teacher.
- 1.12. The proposed enrichment programme will deliver a consistent and coherent range of high quality activities for pupils in all of our primary schools for 2.5 hours per week. This will consist of a range of sporting, cultural and citizenship activities. The enrichment programme will be delivered by a combination of full-time cultural, leisure, sports development, active schools and CLAD staff supported by trained sessional staff.
- 1.13. The enrichment programme will contribute to a number of the council's strategies including:
 - the anti-poverty strategy which recognises that poor health can be a major contributory factor towards poverty and that poor health and poor lifestyle choices can also reinforce and perpetuate poverty within families;
 - our Active Renfrewshire strategy by encouraging active lifestyles through increasing access to and participation in lifelong physical activity; and
 - our cultural strategy which aims to increase the number of people taking part in cultural activity and providing more opportunities for young people to develop their creative ambition in Renfrewshire.
- 1.14. Implementation of the revised model will result in a reduced requirement for 60 FTE primary school teachers. A voluntary early retirement (VER)/voluntary redundancy (VR) scheme will be made available to primary school teachers should the revised model be approved by the education policy board.
- 1.15. Implementation of the revised model will ultimately generate full year savings of around £1.12m. Details of the savings generated are outlined in the "implications" section of this report.
- 1.16. It is also proposed that the enrichment programme is piloted in a number of schools in the 2011 summer term.

2. Recommendations

The education policy board is asked to approve:

- the piloting of the enrichment programme in the 2011 summer term; and
- implementation of the enrichment programme for the start of the 2011/12 school session.

3. Background

- 3.1. This innovative proposed primary school model will directly contribute to the implementation of the principles of CfE by providing breadth, depth, challenge and enjoyment, choice and personalisation through a range of learning activities. The proposed enrichment programme is designed to ensure that all pupils will have the opportunity to develop the attributes and capabilities they will need to flourish in life, learning and work and is compatible with the purposes of CfE. Engagement in this proposed enrichment programme will allow pupils to experience learning through the cross cutting themes of enterprise, health and wellbeing, creativity, citizenship and information technology.
- 3.2. The enrichment programme will not only support CfE, but will also provide a basis for an early intervention programme to engage our primary aged pupils in sport, cultural and citizenship activities through consistent co-ordinated delivery. Pupils will engage with our other services including CLAD, cultural, active schools and sports development through a more coherent and less fragmented approach which will encourage future involvement in these activities.
- 3.3. The proposed enrichment programme will impact on a number of key areas that have a bearing on the ability of pupils to reach their full potential in life. It will make a contribution to an early intervention approach by providing opportunities for pupils to become engaged at an early stage in their life in productive, positive and healthy behaviours.
- 3.4. The proposed enrichment programme will provide a wide range of class and out of class learning activities which will contribute to the agenda of recognising wider achievement by providing a structured programme which will have clearly defined progression routes to identifiable achievement and attainment. This will include youth leadership programmes, sports awards and in house achievement awards.
- 3.5. An underlying principle that is directly related to the success of CfE in transforming education provision is the development of the capacity of our teachers through collegiate working and the sharing of developing practice. This redesign of the primary week affords increased flexibility to facilitate collegiate working.
- 3.6. The management responsibility for the school will remain with each school's senior management team. Classroom assistants will be involved in the enrichment programme through their role in supporting learning. Strategic management of the enrichment programme will lie with the head of service with the responsibility for community services within education and leisure services.
- 3.7. Delivery of the enrichment programme will be on the basis of 10 schools per day with schools grouped in a locality model. This grouping of schools will facilitate the equalisation of the number of classes per day and in doing so ensure the most efficient use and deployment of staff.

- 3.8. The enrichment programme will be undertaken by deploying a combination of full-time cultural, leisure, sports development, active schools and CLAD staff supported by trained sessional staff (16 hours contract per week). Existing staff /pupil class ratios will be maintained. An additional number of full time staff will be allocated, on a pro rata basis between 1 and 3, for each school to take responsibility for the operational management and supervision of the delivery of the enrichment programme and line management of sessional staff. Head teachers will work in partnership with community services to support the delivery of the enrichment programme.
 - 3.9. It will be necessary to employ approximately 120 additional staff on a 16 hour per week term time contract will be required to operate the enrichment programme. Extensive training will be required to be undertaken by new and existing staff including child protection training, youth work training, sports/cultural activity training. The department of planning and transport have confirmed that European structured funds will meet 80% of costs for the staff training element of the enrichment programme.
 - 3.10. A management group consisting of representatives of primary head teachers and community services staff will oversee the development and implementation of the enrichment programme. This group will advise on key aspects of the enrichment programme including course materials, child protection, managing behaviour, safety and security.
 - 3.11. Specific programme course materials are currently being prepared. An example of a weeks' activities is contained in the attached appendix. It is proposed that in year 1 the same programme will be delivered in each school with greater flexibility through partnership working between the head teacher and cultural and community services in year 2 to adapt the programme to meet pupil needs. Pupils' progress will be tracked and their achievements recorded. This information will be used to develop a fuller profile of pupil achievement.
 - 3.12. It is proposed that this enrichment programme will be introduced from August 2011. To support implementation it is proposed to run a pilot programme in the summer term of 2011.
 - 3.13. Consultation with staff and pupils and teaching union representatives will inform further programme development.
 - 3.14. Quality assurance processes will be embedded into the enrichment programme to measure progress, outcomes and impact on pupils' learning.
 - 3.15. To support the launch of the enrichment programme a variety of strategies will be utilised to inform parents and carers including parent council briefing sessions, leaflets and use of school and council websites.
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Implications of this report

1. Financial Implications

	£
2011/12 (from August 2011 to March 2012)	
Reduction in teaching staff costs (part year)	1,447,000
Enrichment programme costs (including training)	769,500
Saving	<u>677,500</u>
2012/13 onwards	
Reduction in teaching staff costs (full year)	2,352,000
Enrichment programme costs (ongoing)	1,229,000
Saving	<u>1,123,000</u>

2. Personnel Implications

Recruitment of approximately 140 additional sessional staff.

Implementation of the revised model will result in a reduced requirement for 60 FTE primary school teachers. A voluntary early retiral (VER)/voluntary redundancy (VR) scheme will be made available to primary school teachers should the revised model be approved by the education policy board.

3. Community Plan/Council Plan Implications

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|-----------------------------|---|--|
| Wealthier and Fairer | - | Increased access to cultural, sporting and learning activities. |
| Smarter | - | Ensuring our children have the best start in life and are ready to succeed.

Our young people will be well qualified and prepared for life.

Our young people are successful learners, confident individuals, effective contributors and responsible citizens. |
| Healthier | - | The health of our children and young people has improved. |
| Safer and Stronger | - | None. |
| Greener | - | None. |
| Developing our Organisation | - | None. |

4. Legal Implications

None.

5. Property Implications

None.

6. Information Technology Implications

None.

7. Equal Opportunities Implications

None.

8. Health and Safety Implications

None.

9. Procurement Implications

None.

10. Risk Implications

A full risk assessment will be carried out in line with Renfrewshire Council policy.

11. CoSLA Policy Position

Not applicable.

Education and Leisure Services
RN/MS/CVG/LG
23 December 2010

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All Sessions 50 minutes with P1 and P2 undertaking a variety of activities within the 50 minutes

Class Group	Session 1	Session 2	Session 3
Primary 1	Basic motor skills hand eye co-ordination	What do I play – listening and talking groups	Who would you like to be if you were a sports person – discuss, draw and write
Primary 2	Playground games	The importance of playing and sharing	Classroom games to play and share
Primary 3	Introduction to skills related team/group activities	Choose a commonwealth country and find some facts	Draw/colour flag, symbols and emblems of country
Primary 4	Pupils work to create their own animations	Using hands on learning, online research and cultural resources, explore local history	Physical activity sports development session
Primary 5	Explore issues around bullying in groupwork	Develop small group drama based scenarios	Further develop characterisation and script writing
Primary 6	Leadership qualities, warm up games and stretching exercises	Group games, key principles of leadership	Physical activity and sports specific sessions
Primary 7	Group games, key principles of leadership	Physical activity and sports specific sessions	Leadership qualities, warm up games, stretching exercises, sport specific sessions