

Haddington Consultation - Frequently Asked Questions

- 1. What will the staffing entitlement be for the new school? How many DHTs will there be? Does having 2 campuses, determine there will be 2 DHT's?**

Answer:

As per current protocol, the Head of Education (or nominee, i.e. the new Head Teacher), in consultation with the recognised Trade Unions, and in accordance with the Devolved School Management (DSM) staffing allocation, and job sizing/evaluation processes, will determine the structure for the new school.

The staffing entitlement for the proposed new primary school and its nursery class will be set at the time of its establishment in line with the primary and nursery roll of the school for that academic session. However, it should be noted that the Head Teacher of the new school can determine the management structure for the school using the allocated funding for the staffing structure.

The following illustrates a potential staffing entitlement for the proposed new primary school and its nursery class. If the combined rolls of the two affected schools remained the same as the 2017/18 pupil rolls next session, a single school structure with a P1-P7 roll of 659 with a nursery class capacity of 40 places, would be entitled to funding for 3 full-time equivalent Depute Head Teachers.

As mentioned in the Consultation Proposal Document paragraph 65 on page 22, the DSM scheme delivers an entitlement to financial resources based on a criteria. Head Teachers are empowered through the scheme to have flexibility to determine whether they will staff the school according to the entitlement or to vary this according to local circumstances and needs. This flexibility is common practice within our schools across East Lothian. For example, the school roll may deliver an entitlement and funding for three Depute Head Teachers but the Head Teacher may decide to have two Depute Head Teacher posts in place and have additional management posts such as a Principal Teacher instead. This can similarly be the case with other posts in the school.

The staffing entitlement for each school is reviewed annually to take account of changes in the pupil roll and revised staffing arrangements are managed in accordance with the Council's policies and procedures.

Due to recent and planned house build in the Haddington area the primary-aged population in Haddington is projected to increase steadily over the next 6 years. Any increases in the pupil rolls due to an increase in nursery and primary aged children arising from changing demographics and committed and planned housing in the area will be reflected in the staffing entitlement and revenue budget for the new school accordingly during the budget and staffing allocation processes.

- 2. What is the process for appointing a new Head Teacher and management team? How will class teachers and non-teaching staff be appointed/transfer to the new school?**

Answer:

The post of Head Teacher within the new school is deemed to be a "new" job against which Head Teacher(s) of the closed schools are not eligible to claim a match.

The Council however also has an obligation to redeploy any displaced Head Teacher to an appropriate vacancy within the Council. Successful redeployment would depend on a number of factors, as set out in Section 3 of *The Protocol for the Appointment of Teaching Staff*, and would be subject to consultation with the relevant Parent Council.

As set out in Protocol, all teachers, other than the Head Teacher(s), from the closed schools will be eligible to be matched to jobs in the structure of the new school.

3. Will Support for Learning be funded equally and remain as it currently stands?

Answer:

The Devolved School Management (DSM) scheme delivers an entitlement to financial resources based on a criteria. Support for Learning staffing requirements for each school, which are met through Predictable Needs funding are determined by the Head Teacher under the DSM scheme to ensure the needs of all pupils are met (see paragraph 65, page 22 of the Consultation Proposal Document).

Predictable Needs funding is allocated to each primary and secondary school each year in line with the school roll and free school meal entitlement rate, based on a three-year rolling average.

The school roll is calculated at school level and is based on the pupil roll for each school as at the annual Pupil Census in September. Free meal entitlement is also calculated at school level and is based on the proportion of pupils within the school entitled to claim free school meals, whether they have been registered with the authority for free school meals or not, as at the annual Healthy Living Survey date.

As is the case with all schools, the predictable needs funding for the proposed new primary school is dependent on the latest school roll and free meal entitlement information feeding into the predictable needs funding formula at the time the funding is allocated.

If the school roll and free meal entitlement figures feeding into the formula remains the same from one year to the next, then the predictable needs funding will remain the same. If the school roll and/or free meal entitlement figures feeding into the formula changes from one year to the next, then the predictable needs funding will change accordingly.

The predictable needs funding for the 2018/19 academic session for each school will not be allocated until after the completion of the 2018 Healthy Living Survey, due to be submitted to the Scottish Government in March.

If the proposal is approved, Haddington Infant School and King's Meadow Primary School would continue to function as two separate schools with separate budgets and staffing structures until the Head Teacher is in post. The predictable needs funding for the two schools would remain as set for that academic session under the responsibility of the appointed Head Teacher until the establishment of the new school.

4. How will the management team be organised across the two campuses?

Answer:

The Head Teacher of the new school will determine how the management team will be organised in discussion with staff in the school in order to meet the needs of learners across the two campuses. East Lothian Council's Education Service has experience of operating a school across two campuses.

Within East Lothian, currently Dunbar Primary School has a school roll of 1,275 pupils over two campuses, John Muir and Lochend, which are situated approximately 10 minutes apart. Each campus has two Depute Head Teachers with an additional Depute with responsibility for the Cove communication provision. There are three Principal Teachers. Two of the Principal Teachers have inclusion remits; one is based in John Muir Campus and one is based in Lochend campus. The third Principal Teacher is a classroom based practitioner. Both campuses have their own administration

offices although administrative functions can be shared across the whole school. The Head Teacher has an office in each campus and spends time in both campuses as required each week.

The Council is proposing a headship across two campuses. The Scottish Government within the [‘Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland’](#) set out its intention to develop new Executive Consultant Head and Cluster Leader roles in the medium to longer term to strengthen school leadership. East Lothian Council is not intending to establish Executive Head or Cluster Leader roles at this point in time. However, officers have explored the various structures in operation in other Education Authorities, including the Executive Head Teacher of two large primary schools to gain an understanding of the management structures and day-to-day management of the schools.

5. When exactly will the new school be established?

Answer:

The establishment of the new school is based on the approval of the proposal by elected members and the conclusion of the full statutory consultation process, the timeline of which is set out in Appendix 1, page 26 of the Consultation Proposal Document.

It is not possible to provide an exact date at this stage of the proposal for the establishment of the new school as this would pre-empt the outcome of the consultation. This is why the proposal refers to the establishment of the new school *“with effect from August 2018, or as soon as possible thereafter”*.

The first step in establishing a new school is the recruitment of the Head Teacher for the new school. Once a Head Teacher is appointed and in post, a Transition Action Group would be set up comprising the new Head Teacher, staff and parent representatives from both schools as well as council officers and trade union representatives. The remit of the Transition Action Group would be to create a Transition Action Plan and the new school would only be established once the Transition Action Plan has been agreed. School staff will involve children, as appropriate, in the development and delivery of the Transition Action Plan.

If the proposal is approved and Scottish Ministers decide not to call-in the proposal, the Council would be able to commence the recruitment process for the new Head Teacher post prior to the end of the Summer Term 2018.

If the proposal is approved and the Scottish Ministers call-in the proposal to refer to the School Closure Review Panel, the recruitment process could only commence if the Panel consents to the proposal. The maximum timescale allowed for this could mean that implementation of the proposal would not commence until after 9 October 2018.

6. How will management be organised and the transition to the new school itself be managed in the interim period between approval of proposal and establishment of the new school? How long will this take? What plans are in place to help staff, children and parents deal with the transition and establish values of the new school?

Answer:

The Council is fully committed to working with staff, children and parents during the transition period to establish the new school. The Education Service will put in place interim arrangements to ensure the allocation of resources to address the transition to a new single school structure and will keep the situation under review as the school grows.

As mentioned in response to Q5 above, the first step in establishing a new school is the recruitment of the Head Teacher for the new school.

The two affected schools would continue to function as two separate schools with separate budgets and staffing structures until the Head Teacher is in post.

Once in post, the Head Teacher will assume responsibility for the leadership and management of both schools during the transition period to the new single school structure. The Head Teacher will work closely with staff in both schools to discuss their aspirations and establish an appropriate staffing structure to meet the needs of learners across the two campuses. The Head Teacher will work closely with existing senior and middle managers in both schools to determine roles and remits in line with the needs of learners and context of the new school. During the transition period, the new Head Teacher will support collaboration between the Support for Learning team across both schools. Support for Learning staff would liaise to ensure that the learning, pastoral and social needs of children are met fully.

The budgets for the affected schools would remain as set for that academic session under the responsibility of the appointed Head Teacher until the establishment of the new school. Any additional resources required to assist the Head Teacher during the transition period will be provided.

A Transition Action Group will also be set up following the Head Teacher appointment comprising the new Head Teacher, staff and parent representatives from both schools as well as council officers and trade union representatives. The remit of the Transition Action Group will be to create a Transition Action Plan with a phased approach specifying clear targets and agreed timescales over an appropriate timeframe to ensure community involvement in the process. The new school will only be established once the Transition Action Plan has been developed.

The Transition Action Plan will include but is not restricted to:

- the name of the new school and nursery class,
- the uniform,
- school logo and website
- the formation of the new Parent Council
- consideration of a common school day (start/finish/lunch etc.)
- curriculum rationale and delivery, i.e. approaches to planning learning, teaching and assessment
- stage to stage transition policy

The Council will work closely with the children, parents and staff to establish a new sense of school community, ethos and identity. The Transition Action Plan could include a range of activities such as joint learning themes, excursions, social and sporting events during the transition period with the aim of creating and developing a positive school ethos.

A high level of engagement activities with parents, staff and children will also be planned from the earliest stages to enhance stakeholder engagement in the establishment of the values of the new school.

7. How will the name for the new school and the school uniform be decided?

Answer:

If the proposal is approved the uniform and the name of the new school would be decided as part of the actions taken forward by the Transition Action Group and in consultation with parents, staff and children as part of the creation of the Transition Action Plan.

8. Will parents have to buy two uniforms next year?

Answer:

No, not necessarily. This would be one of the considerations for the Transition Action Group. For example, the Transition Action Group through consultation with parents and children may decide that the best way to manage this is to allow pupils to use their existing uniforms until they have outgrown them and/or they need replaced as a result of “wear and tear”.

The Education Service would wish to avoid incurring additional financial costs for parents as a result of this proposal. It is important that the Transition Action Group takes account of the recommendations set out in the [East Lothian Poverty Commission Report](#) and [East Lothian Poverty Action Plan 2017-19](#) when making any decisions about the school uniform.

9. Will the current class structure remain the same within the 2 campuses?

Answer:

The class structure is agreed each year in discussion with the Head Teachers before the end of the academic session for the following year. Class structures are determined by the total expected school roll and how that can be organised in line with maximum class size legislation and the planning capacity available at that time.

If the proposal is approved, the roll of the new single school structure will comprise pupils from both Haddington Infant School and King’s Meadow Primary School. Therefore, the number of classes and class structure agreed for both the affected schools for August 2018 will comprise the class structure for the new school on its establishment for the remainder of that academic session.

Thereafter the class structure would be reviewed annually, as per current protocol, to take account of changes in the pupil roll in accordance with the Council’s policies and procedures.

10. Where is the Haddington Infant School extension going and when will it be extended?

Answer:

The new extension will be contained within the buildings of the school in an existing “void” on the first floor. The fit out will provide 2 new classrooms, a breakout space and cloaks. The intention is to have the contract on site by the summer holidays and work completed by the end of 2018.

11. Are there any plans to change the catchment area for Haddington?

Answer:

There are no plans to change the school catchment area for Haddington. The associated catchment area for the proposed new primary school would be established at the same time as the new school. The new associated catchment area will follow the existing boundary of the Haddington primary catchment area which currently serves both Haddington Infant School and King’s Meadow Primary School.

12. Are there any plans to refurbish/extend Kings Meadow Primary School and what is the life expectancy of the school buildings?

Answer:

There are no plans to extend King's Meadow Primary School. The projected P4-P7 pupil rolls for King's Meadow Primary School to 2031, taking into account new pupils from current planned and committed new housing developments in the Haddington catchment area can be accommodated within the existing planning capacity of the buildings.

In terms of the life expectancy of Kings Meadow Primary School buildings it is difficult to provide an accurate timescale as there are many factors to take into consideration (e.g. construction type, materials used, current/future planned and reactive maintenance, cyclical replacement of building elements including M&E Services etc.).

In terms of the School Estate, a rolling programme of Condition Surveys are carried out every 3-5 years (together with other periodic assessments including Suitability Assessments, Fire Risk Assessments, Summary Accessibility Audits etc.). Any building elements which require work to be carried out are highlighted in these Reports as they are assessed in terms of their condition, priority level etc. This data is used to allow the Council to programme future refurbishment/replacement to our Public Building Assets (subject to Budgetary Constraints).

In addition, statutory compliance maintenance and planned maintenance are carried out on Public Buildings which includes legionella monitoring and remedial works, asbestos assessments/works, mechanical and electrical planned maintenance (such as lifts and electrical testing etc.).

Planned internal works at King's Meadow Primary School including new sliding screens to the dining hall, kitchen upgrade of internal wall linings, acoustic upgrades to classrooms, external window replacements and upgrade to fire doors during 2017/18 are now complete pending snagging.

13. Have pupils from the new Letham Mains houses been taken into account when projecting pupils for Haddington IS and King's Meadow PS?

Answer:

Letham Mains has its own separate primary school catchment area as defined by the site boundaries of the committed and planned Letham Mains housing allocations. A new primary school is to be built within the Letham Mains development to provide permanent early learning & childcare and primary school capacity to accommodate the projected pupil population living within these new developments.

The Council has considered the temporary "hosting" arrangements for new pupils moving into the new houses at Letham Mains during the initial house build years while the new primary school facilities at Letham Mains are being built. The temporary "hosting" arrangement at King's Meadow Primary School is predicated on the school's capacity to accommodate the projected pupil numbers arising from the committed Letham Mains housing development allowing a viable pupil roll to develop while the new permanent school facility is being built. Due to legislation, the "hosting" period can only last up to a maximum of 36 months. The housing development phasing is such that the school would be ready for the children over that period of time. The school's capacity will be continually assessed (as is the case with all schools), in comparison to roll projections from the catchment area it provides for, and all new house building (of 5 units or more) which occurs within this area.

14. The proposal document refers to shared assemblies. Where would you be able to have a whole school shared assembly?

Answer:

The maximum capacity for the Gym Hall at the Haddington Joint Campus is 514 and the maximum capacity at King's Meadow Primary School is 634. While the capacity of each hall will present opportunities for shared assemblies across different stages, it would not be possible to have a whole school shared assembly in either of these halls if the total roll exceeds the maximum capacity of either of these two halls.

An alternative solution would be to have a whole school shared assembly in a community facility nearby that would have the capacity to accommodate all the staff and pupils, for example the Haddington Corn Exchange.

This would not be a unique situation for the proposed new school as there are other schools in East Lothian where the capacity of the school hall is not large enough to accommodate the whole school all at once. In such instances, staff embrace the opportunity to hold cross-stage assemblies to share learning, support inter-disciplinary learning experiences and develop further a sense of belonging to one community.

15. Who instigated the proposal and why is it happening now?

Answer:

[Section 3 of the Standards in Scotland's Schools etc Act 2000](#), requires authorities to "endeavour to secure improvement in the quality of school education which is provided in the schools managed by them; and they shall exercise their functions in relation to such provision with a view to raising standards of education".

Section 3D of the 2000 Act (as inserted by section 2 of the 2016 Act) introduces a requirement on education authorities to carry out their duty to ensure the delivery of improvement in the quality of school education which is provided in the schools they manage, with a view to achieving the strategic priorities of the National Improvement Framework. Section 3 of the 2016 Act further introduces sections 3F and 3H of the 2000 Act which place duties on education authorities to prepare annual plans and reports describing planned and past activity to i) reduce inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage, and ii) achieve the strategic priorities of the NIF.

These and other duties within the Act are underpinned by section 2(1) of the 2000 Act which states that:

"Where school education is provided to a child or young person by, or by virtue of arrangements made, or entered into, by, an education authority it shall be the duty of the authority to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential."

The new duties imposed on education authorities by the 2000 Act as amended by the 2016 Act took effect from August 2017.

On 21 November 2017, East Lothian Council's Education Committee approved the East Lothian [Education Service Local Improvement Plan 2017-18](#), the education authority's annual statement of improvement objectives.

One of the key outcomes identified for the Education Service in session 2017/18 to 2019/20, as set out in the plan, is consistency in our approaches to planning learning, teaching and assessment, particularly at key milestones. This consistency is vital for learner progression, effective transition and raising attainment for all.

“The need for seamless and high quality transition is recognised internationally, nationally and locally and is central to continuity of education and progression through the curriculum. Research suggests that relationships and communication are key to effective transition. *‘Practitioners should have an excellent understanding of the experiences the child has had in the past, and will have in the future, and should work towards clear aims and roles during the transitions process.’* (Professor Aline-Wendy Dunlop from the Department of Childhood and Primary Studies at the University of Strathclyde) Consistency in our approaches to planning learning, teaching and assessment, particularly at key milestones is vital for learner progression, effective transition and raising attainment for all” (see paragraph 47(C) of the Education Benefits Section of the Consultation Proposal document).

The Education Service and schools work together to share effective practice and ensure our children’s transitions are well-planned. However, the additional transition between Haddington Infant School and King’s Meadow Primary School presents additional challenges for children at a key point of learning within CfE First Level. This also presents a more challenging transition stage for staff which is not experienced by staff in almost every other school across East Lothian.

The Education Service is committed to the presumption of mainstream and the inclusion, engagement and involvement of all children. Support for Learning and Support Staff play a critical role in supporting children who require additional support for learning. Children requiring support benefit from working with those who know their pastoral and learning needs well. Often, staff move from stage to stage with the children they support. Currently, the existing school structure does not enable Support Staff to transition with children receiving additional support.

Evidence following the Education Service Reviews of Haddington Infant School and King’s Meadow Primary School in 2016 highlighted that they needed to develop stronger and more effective links to improve continuity and progression from Nursery to P7 and more effective links to improve curriculum transition. The additional stage transition between P3 and P4 presents many challenges, the most significant being how to ensure meaningful progression and continuity of learning and children’s wellbeing from P3 to P4. Although both schools have worked to develop consistent approaches to planning learning, teaching and assessment, there are still opportunities to improve this further.

The Scottish Government published ‘Empowering Schools: A Consultation on the Provisions of the Education (Scotland) Bill’ within which it sets out the intention to enable Head Teachers to determine the curriculum and staffing within their school. If this provision within the Education Bill is enacted there would be no requirement for the Head Teachers of each school to collaborate on learning, teaching and assessment or the curriculum.

Taking all of this into account, this proposal has been put forward by the Education Service to address the additional transition challenges for children, staff and parents with regard to the additional stage transition between Primary 3 and Primary 4. The proposed closures and establishment of a new primary school will provide the opportunity to develop a coherent and progressive curriculum from Early Level through to Second Level. It will also provide the opportunity to develop consistent learning and teaching experiences for pupils across both existing schools. This

will support much smoother and improved pastoral and curricular transitions across the stages from Nursery through to Primary 7 with staff and management who know them well.

16. What exactly does the term “Best Value” mean and how does this proposal represent best value?

Answer:

[Part 1, Section 1 of the Local Government in Scotland Act 2003](#) sets out Local Authorities’ duty to secure best value and defines Best Value as ‘*continuous improvement in the performance of the authority’s functions*’.

[Explanatory notes](#) provided for Section 1 of the Act states that:

“9. Section 1 places all Scottish local authorities (as defined by section 61) under a duty to secure Best Value and describes Best Value in terms of the continuous improvement of performance of functions. This statutory definition builds on the working definitions used by local authorities, the Accounts Commission and HM Inspectorates since 1997 on the basis of advice provided by the Best Value Task Force.... 10. Subsection (3) provides that in securing continuous improvement in a particular service local authorities will be expected to maintain a balance between the quality of the outcome of the service delivered and the cost of that service. Subsection (4) provides that in maintaining this balance between quality and cost local authorities will be expected to consider the efficiency, effectiveness, and economy of their actions and how well those actions comply with the requirements of equal opportunities legislation.”

This proposal represents best value in terms of the continuous improvement of primary education and early learning & childcare provision within the Haddington area and providing equity across all schools in the Haddington cluster in terms of the continuity and progression in learning for primary aged pupils from Nursery through to P7. This proposal will also ensure equity across all schools in the Haddington cluster in terms of Leadership and Management arrangements.