




TRANSFORMATION NEWS

We have re-shaped, we've changed; now we transform.

Transformation Event 

11 October 2019

SCHOOL MODELS

We know our school estate – our buildings and how we use them - will have to change over the coming years to respond to the changes in our communities. The council continues to invest more per child than other similar authorities, on average, but there is a large range of costs across our own school estate. We know that our school rolls are falling across Dumfries and Galloway, many school buildings are no longer fully suitable, and we have many more classrooms than we need.

At this event we shared information about the school rolls, capacities, management structures and costs with Parent Council members and Trades Unions, Youth Council members, partners in Children's Services and Headteachers. We discussed priorities for the long-term vision for the school estate across Dumfries and Galloway. We had general agreement that it was important that we planned for a sustainable future and that our schools were the right size for the catchment areas they serve, but we also recognised that it is difficult to meet everyone's expectations.

We agreed that schools had an impact on other services too. We have a large and aging school estate which is expensive to maintain and that much of our transport system is shaped around our schools. We recognised that communities have changed since catchments were established and young people reminded us that they were global citizens, and schools should prepare them for their next steps in life. We talked about what we meant by 'community' and how it means different things to different people.

We talked about the rights parents have to choose where their child attends school, and how we supported parental choice where we could, but noted how this could make it difficult to plan in the longer term. We discussed the experiences of pupils, parents and staff where schools were partnered, and what was important for partnerships schools to thrive.

We agreed that learning should be central to planning, and that pupils and families have different needs and expectations. We discussed the importance of good planning for transition and the entitlement to have peers to learn and socialise with.

We discussed the capacities of our schools, where many are less than half full and what this meant for learning, for staffing and for local communities. We discussed the impact of school transport and the costs of transporting pupils across our school estate.



FOCUS ON OUR PRIORITIES

Key Event Questions

The key big issues that we were keen to get input and ideas from people on were:

How do we:

- make sure our schools are the right size for the catchment areas they serve now and for the future?
- make sure that our schools operate cost effectively?
- make sure our school estate strategy supports the Council's commitment to sustainability?
- make sure management costs in primary and secondary schools are proportionate?

School transport spend in 2018/19 £4,825,000



	2017/18	2018/19
No. of Pupils	3364	3319
Cost per Pupils	£1,320	£1,454



SOME KEY FACTS

- Average School Utilisation
 - o Primary - **71%** ranging from **20%** to **100%**
 - o Secondary – **72%** ranging between **27%** to **90%**
- School transport costs per pupil in 2018/19 - **£1,454**
- Average cost per pupil across 2018
 - o Primary - **£5,651** (range 3,224-13,132)
 - o Secondary - **£7,224** (4,825-20,055)
- National average cost per pupil across 2018
 - o Primary - **£4,984**
 - o Secondary - **£6,880**
- **23%** of pupils do not attend their catchment primary schools
- **59** schools in partnership arrangements (school roll under 150)
- **11** schools with roll under 25



Teachers By Grade 2018	Head Teacher	Depute Head Teacher	Principal Teacher	Chartered Teacher	Teacher
Primary	9%	5%	13%	2%	72%
Secondary	2%	5%	21%	2%	70%

KEY MESSAGES from the workshops at the event

The things that we can do quickly to transform school models:

- We agreed we should work together to agree a set of principles for planning the future of the school estate.
- We recognised that this would take time, and that it was important to take people with us as change was difficult, even with agreement in principal

What we will achieve by doing this:

- We agreed that if we had shared criteria that we had worked together with communities on setting out, that this would help us start to see where change might be needed
- We acknowledged that we should be proactive and make decisions for a sustainable future, with children's learning as the focus

Opportunities to transform school models:

- A recognition that communities have changed since catchments were established
- An acknowledgement that community means different things to different people
- A focus to prepare young people for transitions and their next steps in life.
- A need and a willingness to be brave and accept that change is needed in our school estate
- A readiness to work towards a criteria-based review of school estate rationalisation
- A need for wider integration and joint approach between services
- A time to review and reconsider school partnership arrangements
- A need to maximise resources and expertise
- A reason to increase the use of digital solutions

98

Primary

16

Secondary

19,000

Total number of primary and secondary pupils



The difference this will make:

- Better and fewer assets
- Focus on priority assets which are sustainable for the future
- Young people are better prepared for transitions within and across communities
- Schools prepare young people as global citizens
- Significant reduction in cost per pupil
- Community infrastructure benefits
- Increased peer learning, socialisation
- Improved recruitment

The key challenges we face / enablers:

- Momentum – building on this session during and beyond the budget setting process
- Pace of change has to be balanced by national requirements
- Smaller groups of parents or communities not accepting/understanding rationale for change
- Diverse range of opinions and expectations which are often not compatible
- Enablers include parental champions and young people's views, staff and trade unions.

School Utilisation

Primary – **71%** ranging between **20%** to **100%**

Secondary – **72%** ranging between **27%** to **90%**

4

secondary schools have utilisation of less than **50%**



23

primary schools have utilisation of less than **50%**

What's Next?

The output from the event will be used to inform the effectiveness of our approach and spend on school models and identify where there is an opportunity to change the way we work and deliver efficiencies.

The output will also inform the future delivery of school services to deliver increased utilisation of school buildings.



FOCUS ON OUR PRIORITIES



CUSTOMER AND DIGITAL



MODERNISATION



FEWER ASSETS



SMALLER SKILLED WORKFORCE



INCOME GENERATION