

Appendix 2

School Leadership Transformation in Argyll and Bute Island Community Impact Assessment

1. Introduction

This Island Community Impact Assessment should be read in conjunction with the full suite of papers on School Leadership Transformation presented to Community Services Committee on 25th August 2022.

Argyll and Bute Council have proposed transformative changes to school leadership in the authority to address the challenges education faces with both local and national changes. The proposal is based around collective leadership, grouping schools into small collectives, each with a shared collective leadership team. The proposal and collective leadership model was developed by Education professionals across the authority and has been under public and professional consultation for 11 months, to present the benefits and rationale for the school leadership transformation and capture concerns and feedback.

In June 2021 the Education Service presented a report to the Council's Community Services Committee detailing the Education change programme to deliver a sustainable Education service in this rural area. Following a motion at the Committee, members requested that the Education Service progress with a programme of engagement with our communities, our staff and their representative bodies and the wider group of stakeholders in relation to the principles of the school leadership model. And that the Executive Director – Education report back to a future meeting of the Committee on the outcomes from the engagement action, before progressing these elements of the Education Change Programme.

This ICIA details the impact on island communities which were raised through the consultation, on the principles of the model, which ran from November 2021 to March 2022. It should be noted that the School leadership proposals do not constitute "relevant proposals" under Schedule 1 of the Schools (Consultation) (Scotland) 2010 Act and on the basis that the schools retain their own existing identities and locations, then the 2010 Act would not be triggered. Consultation and engagement could therefore follow a format and approach of the authority's choosing which reflects the needs of our communities, our staff and their representative bodies and the wider group of stakeholders led by the Education Service. The consultation, supported by the council's external partner Stand, followed Scottish Government Scottish Government's Consultation Good Practice Guidance and allowed for representation from all stakeholder groups and all communities.

According to the 2011 census Argyll and Bute has 23 inhabited islands. Bute, Coll, Colonsay Danna, Easdale, Eilean da Mheinn, Erraid, Gigha, Gometra, Inchtavannach, Innischoonan, Iona, Islay, Jura, Kerrera, Lismore, Luing, Mull, Oronsay, Seil, Shuna (Luing), Tiree and Ulva.

Argyll and Bute has 23 island schools (19 primaries, 1 secondary and 3 3-18 schools) - Arinagour Primary, Tiree 3-18, Tobermory 3-18, Dervaig Primary, Ulva Ferry Primary, Salen Primary, Lochdonhead Primary, Buessan Primary, Iona Primary, Lismore Primary, Easdale Primary, Luing Primary (mothballed), Kilchattan Primary, Small Isles Primary, Keills Primary, Port Charlotte Primary, Bowmore Primary, Port Ellen Primary, Islay High, Gigha Primary, North Bute Primary, St

- 29 November 2021: Parent and Community Councils;
- 29 November 2021: Elected Members;
- 3 December 2021: Head Teachers and school enquiries email to disseminate to school staff (prior engagement on the proposals was conducted with Head Teachers in focus groups).

The Empowering our Educators website included a questionnaire to enable stakeholders to respond with their opinions on the proposal, positive or negative. Two open-ended questions enabled this input. A short list of the benefits which the authority believe the model delivers was provided for consultees to either agree, or disagree with. And finally an overall 'highly agree' or 'highly disagree' indication.

The website also enabled individuals to schedule 'one-to-

Feedback from teaching and school support staff in our island schools identified the following challenges. The perception here is that island schools can often feel distant and over looked.

Small island schools won't be able to benefit from shared resources and shared curriculum due to geography.

Implementing the model in island communities will be more challenging due to the problems with recruiting and retaining staff.

Additional and non-productive time wasted when travelling between island communities.

Benefits were also recognised:

For small island schools the model will bring chances to collaborate with other schools in the area.

The model can help with the transition to secondary school on the mainland for island children.

Enhanced leadership regardless of smallness of roll is welcomed if it prevents schools from closing

II. Pupils

Pupil Councils had their own section of the Empowering our Educators website, including presentations, videos and feedback forms. This material was developed through focus groups with pupils and feedback from teachers. Pupils were asked what they liked about the proposal and what they didn't. Not all schools responded officially with the thoughts of their pupils.

13 pupil councils of island primary schools gave their feedback to the consultation, Iona, Lochdonhead, Ulva, Easdale, Arinagour, Port Charlotte, Small Isles, Bunnellan, Lismore, Tobermory, Bowmore, Port Ellen and Salen. Pupils from Islay High and Tobermory High gave their feedback to the secondary consultation.

There was misunderstanding about the proposals from some of the primary pupils consulted fearing a loss of head teachers, teachers and that this was a proposal to save money.

It will be better for our transition into secondary as the P7s will get to know more people.
More teachers to teach us and help us with our learning.
The Head Teacher can focus more on running our school and will get more support.
Executive Heads could help with improvements to schools and give support to the head teacher.
It's good to try something new.

Challenges:

There is no reason to change how it is just now and not everyone likes change.
Resources and budgets have to be shared fairly.
Executive head teachers won't know the pupils as well as their head teacher does.
Unclear about the role of Head of school and Executive Head. There should be choice as to whether HTs teach.
Concern that the right person will be appointed. New staff can have a greater impact in a smaller school.
A new head will boss us around.
Teachers might not want to come to island school

The Head Teacher could focus more on leadership if not teaching.

Resources can be shared.

Transition into secondary would be better.

III. Community Bodies

Community and Parent Councils were given toolkits to share and discuss the proposal independently with their members. Chairpersons of Community Councils and Parent Councils across Argyll and Bute were invited to one of five Q&A sessions arranged for them. The Heads of Service

The Education Manager (Transformation) met with Diocese and representatives from SCES on several occasions to discuss the implications of the proposal for denominational education in Argyll and Bute. The conversation remains open. There is an island denominational primary school on the Isle of Bute, St Andrews Primary.

Bute – There have been challenges with recruitment to leadership posts in schools on Bute. A unique concern for St. Andrew's primary is their faith status. The Catholic Church has yet to decide

from the views shared that our islands are unique places and their communities are advocates of island life and passionate and protective in retaining their identities.

5. Next steps

If community Services Committee approves the school leadership model and collectives are developed further, consultation should take place with island communities to ensure that the collectives of island schools will address the unique island concerns as identified in section 4 above. This consultation should be constructed to support island communities to develop and implement a school leadership model which will mitigate against the concerns and unique challenges of island life.

If the proposals are accepted by the Community Services Committee in August 2022 and further engagement involving island schools is agreed, island specific outcomes should be identified for those island communities and monitored on an ongoing basis by the Education Authority and reported to Community Services Committee to ensure the leadership model address the challenges for pupils and staff living and learning on our islands. A further ICIA will be prepared at this time.

The Empowering Our Educators ICIA will be included with the reports on School Leadership Structures presented to Community Services Committee on 25th August 2022. Following committee the ICIA will be uploaded to the council's website [Equality and Socio-Economic Impact Assessments \(argyll-bute.gov.uk\)](https://www.argyll-bute.gov.uk/equality-and-socio-economic-impact-assessments) and will be shared with

Sign off of ICIA	
Date of sign off	18.07.2022