

**REPORT TO:** East Lothian Council

**MEETING DATE:** 11 December 2018

**BY:** Deputy Chief Executive (Resources and People Services)

**SUBJECT:** Outcome of the Feasibility Study on a Secondary School Common School Day

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## **1 PURPOSE**

- 1.1 To share the findings of the feasibility study in relation to the potential educational benefits arising from a common secondary school day.
- 1.2 To seek approval to take forward plans to implement a common secondary school day to realise the potential educational benefits arising from a common secondary school day.

## **2 RECOMMENDATIONS**

The Council is asked to:

- note the outcome of the feasibility consultation;
- approve the phased implementation of a common secondary school day, including the necessary changes to any affected primary school and specialist provision; and
- approve the introduction of an agreed period allocation per week for all secondary schools to support consortia arrangements.

## **3 BACKGROUND**

- 3.1 East Lothian Council's Cabinet approved the launch of a feasibility study and consultation on the introduction of a common secondary school day, and the potential resultant benefits for primary education, on 12 June 2018 (Appendix 1).
- 3.2 The Education Service developed a feasibility consultation document and exercise to determine the views of key stakeholders and implications if the

Council intends to progress with the implementation of a common school day.

- 3.3 Initial discussions were held with all six secondary head teachers with a further meeting held including the secondary depute head teachers, members of the Primary School Executive Group and representatives from services who would be impacted by the change.
- 3.4 Secondary head teachers agreed to progress the proposal to create a common secondary school day within a 32/33 period week (currently 27 in 5 secondary schools). The Primary Head Teacher Executive members in attendance and contributing to the debate agreed that it was appropriate to involve the affected primary school staff, parents and pupils in the development of any future plans to enable the implementation of the proposal. Given the differing views on the period allocation and timings within the secondary school day, two different timetables were proposed during the feasibility consultation exercise with views sought on a preferred option.
- 3.5 Services who would be impacted by the proposed changes to the school day were involved in a workshop to capture their views. These included Customer Services (school libraries), Sport, Countryside and Leisure (Active Schools), Facilities Management (catering and cleaning), Transportation (home-to-school transport) and Human Resources. Participant feedback was generally positive. It was noted that there would be changes required to start and finish times for some staff, and there may require to be changes to the number of working hours for a small number of staff depending on the times agreed for lunches.
- 3.6 Active Schools felt that the change was positive as an earlier end to the school day would provide them with time to run activities after school with potentially improved transportation from school to home.
- 3.7 Facilities Management advised that consideration will need to be given to the logistics regarding a revised lunch period and the space within which pupils have their lunch. Contracts for staff on shorter hours may be affected, and start and finish times may have to change for some catering and cleaning staff.
- 3.8 FES have advised that both options have the same start and finish time of 0830h and 1525h. Core hours for secondary schools are 0800h to 2200h. Dependent upon the option proposed the current programmer system may have to have outputs reset (and/or unit replaced) to accommodate the extra times for alterations to the lockdown strategy for securing individual doors to assist in stopping intruders gaining access.

### **Consultation**

- 3.9 Views from teaching staff, parents, pupils and members of the public were sought over a three week period from Tuesday 23 October until 11 November 2018. The Feasibility Consultation Document was made available on the East Lothian Council Consultation Hub. Public drop-in sessions were held in two central secondary schools: Knox Academy and

Ross High School. Information was provided about the proposed changes and a series of questions were asked. The questions and feedback are summarised within Appendix 2.

- 3.10 A workshop was held with secondary school teaching staff on 22 October 2018 to brief staff about the proposal and encourage staff to provide a response via the consultation hub. Education officers have discussed informally with the relevant trade unions and continue to do so to address any concerns about the proposed change.
- 3.11 The Education Service provided stakeholders with a short online or paper questionnaire and also made arrangements for receiving additional written responses. The Education Service received 399 responses to its questionnaire during the consultation period and two written submissions after the consultation period which have been included in the data and analysis. The Education Service received five email queries during the consultation period.
- 3.12 Overall, there is positive support to implement a common secondary school day and a 32-period week as indicated below with further detail provided within Appendix 2.

Question 1. Would you be supportive of the proposal to introduce a secondary school common school day in all East Lothian secondary schools?

|  | Yes             |     | No  |     |
|--|-----------------|-----|-----|-----|
|  | No.             | %   | No. | %   |
|  | All Respondents | 286 | 72% | 113 |

Question 2. Would you be supportive of the proposal to introduce a 32-period secondary school week in all East Lothian secondary schools?

|  | Yes             |     | No  |     |
|--|-----------------|-----|-----|-----|
|  | No.             | %   | No. | %   |
|  | All Respondents | 242 | 61% | 157 |

Question 3. Of the two timetable options provided (Option A and Option B), which would you support?

|  | Option A        |     | Option B |     | Neither |    |
|--|-----------------|-----|----------|-----|---------|----|
|  | No.             | %   | No.      | %   | No.     | %  |
|  | All Respondents | 216 | 54%      | 137 | 34%     | 46 |

- 3.13 Should the Council approve the recommendations a consultation process would begin with staff impacted by the changes, followed by a maximum of 12 weeks' notice to introduce the new working arrangement. This 12-week notice period is to give individuals time to make any changes to

personal arrangements to allow them to work at the required times and is not a contractual stipulation.

- 3.14 The recommendations would be shared with affected staff and relevant Trades Unions (TUs), with meetings arranged with TUs to discuss staffing implications arising from the report. General changes will be notified by the relevant Head of Service. Specific changes to when or where an individual is required to work will be notified in writing by the relevant line manager. Whilst individual total contractual hours of employment will not be unilaterally altered, for some, when they are required to work will be varied.

## **Conclusion**

- 3.15 The proposals in this document will support the delivery of a number of objectives of the East Lothian Council Plan 2017 – 2022, including:
- Reducing inequalities within and across communities: Implement the recommendations within the Poverty Commission Action Plan
  - Growing our economy: Reduce unemployment and improve employability
  - Growing our people: Reduce the attainment gap and raise the attainment and achievement of our children and young people and improve the life chances of the most vulnerable people in society
  - Growing our capacity: Deliver excellent services as effectively and efficiently as possible within our limited resources
- 3.16 The proposals also support several outcomes in the East Lothian Council Education Service Improvement Plan, including:
- Improve inclusion, wellbeing and equality
  - Improve attendance and reduce exclusions
  - Raise attainment and achievement, particularly the lowest 20%, Looked After Children (LAC) and Additional Support Needs (ASN)
  - Improve positive destinations, particularly the lowest 20%, LAC and ASN
  - Developing our Young Workforce, including increasing the percentage of young people undertaking vocational qualifications at SCQF level 5 or better.

## **Next Steps**

- 3.17 Should Council approve the recommendations, the Education Service will work with key stakeholders, trade unions and Council services on a phased implementation programme. The procurement of a new home-to-school transport contract will be pursued to accommodate the proposed changes to school start and finish times. Service review(s) reports identifying contractual changes to specific jobs will be completed as necessary in

consultation with the Trades Unions and in conjunction with the Service Review Team in HR.

#### **4 POLICY IMPLICATIONS**

4.1 The subject of this report does not impact on any policies.

#### **5 INTEGRATED IMPACT ASSESSMENT**

5.1 The subject of this report has been through the Integrated Impact Assessment process and no negative impacts have been identified.

#### **6 RESOURCE IMPLICATIONS**

6.1 Financial – It is not anticipated that there will be any significant ongoing costs as a result of these recommendations.

6.2 Personnel - There will be implications for staff including changes to start and finish times for teachers and other school based staff. If there are any changes to paid contractual hours, these will be subject to a separate service review report as detailed above.

6.3 Transport – There will be changes to the home-to-school transport contractual arrangements when the changes to the school day take effect. These will be incorporated into the new contract which is due to be tendered in early 2019.

#### **7 BACKGROUND PAPERS**

7.1 None

|                      |                               |
|----------------------|-------------------------------|
| <b>AUTHOR'S NAME</b> | Fiona Robertson               |
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| <b>DATE</b>          | 23 November 2018              |

**REPORT TO:** Cabinet

**MEETING DATE:** 12 June 2018

**BY:** Deputy Chief Executive (Resources and People Services)

**SUBJECT:** Proposal to Introduce a Common Secondary School Day

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## **1 PURPOSE**

- 1.1 East Lothian Council wishes to deliver on its commitment to reduce the attainment gap and raise the attainment and achievement of our children and young people and improve inclusion, wellbeing and equality throughout East Lothian's schools. In order to support the delivery of this commitment, it is proposed that the Council considers the introduction of a common secondary school day, and the potential resultant benefits for primary education.

## **2 RECOMMENDATIONS**

- 2.1 It is recommended that Cabinet approve the launch of a feasibility study and consultation on the introduction of a common secondary school day, and the potential resultant benefits for primary education.

## **3 BACKGROUND**

### **3.1 Common Secondary School Day**

- 3.1.1 A feasibility study and consultation would consider and explore the following:
- 3.1.2 All six East Lothian secondary schools have historically had considerable autonomy in planning their school days and curricular arrangements. This has resulted in six different structures, length of the school day and different levels of access in terms of experience and opportunity, depending on where a young person attends school. As a result of this mixed economy across secondary schools, there is an inequity of opportunity, experience and resource within our system of education, potentially disadvantaging some young people. Attainment, aspiration, pace and challenge for all young people, but especially for looked after children, minorities, vulnerable groups and S4 leavers is significantly different from school to school, which runs contrary to the Common Moral Purpose and the Public Proposition of the East Lothian Council Education Service.

### 3.1.3 There is significant variation in:

- The range of vocational qualifications and experiences (geographic and time restrictions in relation to Schools College Partnership (SCP) courses).
- The breadth of experience and time dedicated to ensure young people's full entitlements to the broad range of curricular outcomes and experiences.
- The Religious and Moral Education, Personal and Social Education and Physical Education entitlement in the senior phase.
- The range of Advanced Higher and Higher courses.
- The number of qualifications being offered in S4.
- The levels of Literacy and Numeracy achieved by school leavers in S4.
- The number of qualifications expected and further education opportunities readily available for this cohort and winter leavers.
- The breadth of curriculum in the senior phase through the impact of specialization on minority subjects.
- Access to wider experiences and opportunities to achieve success through awards such as the Duke of Edinburgh's Award Scheme.

3.1.4 It is proposed that we carry out a feasibility study which would look at realigning our consortia arrangements to meet the aspirational goals of the One Council agenda, by creating a common secondary school day and a common curricular structure. This will create a more equitable educational experience, where schools support each other to get the best outcomes and opportunities for young people across East Lothian.

3.1.5 The common secondary school day will also support the delivery of the Council's commitment to improving options in the Senior Phase (S4 – S6) through the use of IT to enhance/support the delivery of the curriculum, which has a budgeted saving of £160,000 in 2019/20.

3.1.6 Every secondary school would start and end at the same time and run the same curricular period structure (27, 32 or 33 periods). The final decision on start and finish times and timetable structure will reflect the consensus reached through the consultation process. Schools would have the opportunity to agree common timetabling arrangements, which should lead to joint delivery, mutual support, sharing of best practice and collaborative professional development opportunities. A wealth of research suggests that schools who look outwards have more successful outcomes. Appendix 1 provides an illustration of what a 33-period common school day could look like.

3.1.7 Each secondary school would incorporate travel time for inter-authority learning, college, university and work experience. The proposed change would enable East Lothian Council to meet the local, regional and national priorities outlined in the Scottish Government's seven year 'Developing the

Young Workforce - Scotland's Youth Employment Strategy' (2014), whilst reviewing and improving the curricular opportunities and experience of all of East Lothian's young people. This school to school collaboration would lead to a greater equity of resource and opportunity for young people across East Lothian and as a result, barriers to travel would be reduced.

- 3.1.8 East Lothian secondary schools are pursuing a strategic skills development agenda, involving the delivery of Foundation Apprenticeships in specialist departments located in the six secondary schools and will involve young people traveling between schools on a Tuesday and Thursday afternoon. The move to a common school day/timetable would enable East Lothian Education Department to make bids in to the 'Employability and Skills' fund for the City Deal. We would also receive the support of Skills Development Scotland and both the Regional and Local DYW group. This would lead to greater involvement of employers in the creation of talent and new, easily accessible, Modern Apprenticeships with these partners.
- 3.1.9 Secondary lunchtimes would be scheduled to allow all young people in East Lothian to access the full vocational offer whether this is delivered in their home school, a neighbouring school, a college, an employer or a university. In the existing system it is difficult to plan coherent pathways with the college and employers when the school days are so different. Transport and resources cannot be easily shared.

### **3.2 Changes to Primary School Day**

- 3.2.1 In order to deliver a common secondary school day it will be necessary to change the start and finish times of East Lothian's primary schools. This is to ensure cost-effective transportation can continue to be provided through the sharing of school buses.
- 3.2.2 The changes to proposed start and finish times would mean that all East Lothian primary schools would start and finish at the same time. Individual schools could start up to 30 minutes earlier, or finish up to 30 minutes later than they do at present, depending on the consensus reached through consultation.
- 3.2.3 If the primary school start and finish times are not adjusted to match the secondary school time changes, the cost for additional transport would be approximately £190,000. There would be an immediate impact for Dunbar Grammar School cluster, North Berwick High School cluster and Knox Academy cluster where additional transport would have to be procured.
- 3.2.4 However by adjusting the primary school start and finish times to align with the secondary school day there could be a saving generated of approximately £76,000.

### **3.3 Increase of Number of Hours of Education for Primaries 1 and 2**

- 3.3.1 As a consequence of aligning both secondary and primary school days, this offers an important opportunity to consider increasing the number of hours of education for primaries 1 and 2. Current legislation states that children and young people should experience 190 days of education.



Currently, legislation does not state the length of a school day. Recent inspection outcomes highlight an inequity of experience for those P1 and P2 children receiving less hours of education than their peers in P3 to P7. Twenty-nine out of the 32 Scottish Councils already provide 25 hours of education for all primary school children.

- 3.3.2 In East Lothian Council children in primaries 1 and 2 receive 22.5 hours of education per week, as opposed to 25 hours for those in primaries 3 to 7. Curriculum for Excellence sets out key principles that children have a range of entitlements in their learning. It is challenging for teachers to provide the same broad, balanced curriculum, across eight curricular areas, to all children, when some of the children are in school for 10% less time.
- 3.3.3 There is an additional benefit of moving to providing 25 hours of education for all primary school children, for those families who have children finishing school at different times of the day. Parents, carers, and young children often have no choice but to wait in the playground for the time between the younger child and older sibling finishing school.
- 3.3.4 There is also a potential saving in childcare costs for parents and carers with children in primaries 1 and 2 if the school day is extended.
- 3.3.5 There are 15 P2/3 composite classes in East Lothian at this time. The earlier finish time for P2 means that some teachers are teaching only a proportion of their class for 2.5 hours per week when some of their pupils have finished before others.
- 3.3.6 However it must be noted that, in order to provide an additional 2.5 hours of education per week for children in primaries 1 & 2, it is estimated that an additional 11.2 FTE teaching time would be required, at a cost of approximately £518,000 per annum.

### 3.4 **Conclusion**

- 3.4.1 The proposals in this document will support the delivery of a number of objectives of the East Lothian Council Plan 2017 – 2022, including:
- Reducing inequalities within and across communities: Implement the recommendations within the Poverty Commission Action Plan
  - Growing our economy: Reduce unemployment and improve employability
  - Growing our people: Reduce the attainment gap and raise the attainment and achievement of our children and young people and improve the life chances of the most vulnerable people in society
  - Growing our communities: Extend community engagement and decision making and increase community and individual resilience
  - Growing our capacity: Deliver excellent services as effectively and efficiently as possible within our limited resources

3.4.2 The proposals also support several outcomes in the East Lothian Council Education Service Improvement Plan, including:

- Improve inclusion, wellbeing and equality
- Improve attendance and reduce exclusions
- Raise attainment and achievement, particularly the lowest 20%, LAC and ASN
- Improve positive destinations, particularly the lowest 20%, LAC and ASN
- Improve the percentage of schools and early learning and childcare settings evaluated as good or better across the NIF quality indicators

### **3.5 Next Steps**

3.5.1 Should Cabinet agree the principles outlined in this report, a feasibility study will be undertaken, followed by a consultation with staff, pupils, parents, carers and stakeholders.

3.5.2 The findings from the feasibility study and consultation process and the resulting proposals will be brought back to Council later in 2018.

## **4 POLICY IMPLICATIONS**

4.1 The subject of this report does not impact on any policies. A full assessment of policies affected will be undertaken as part of the feasibility study and consultation.

## **5 INTEGRATED IMPACT ASSESSMENT**

5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

A full integrated impact assessment will be completed as part of the feasibility study.

## **6 RESOURCE IMPLICATIONS**

6.1.1 Financial – There are additional costs associated with extending the school day for children in primaries 1 and 2 of approximately £518,000. The actual cost will be confirmed during the feasibility study. The cost would be offset in part through the adjustment of primary school start and finish times, which would lead to a transport saving of £76,000. However the balance will have to be funded and proposals will be brought forward, including the review of the current arrangements for home to school transport. Full financial implications will be considered during the feasibility study.

6.2 Personnel - depending on the outcome of the feasibility study there could be implications for staff including the requirement for additional teachers and the changing of start and finish times for teachers and other school based staff. A staff consultation will take place alongside the public consultation.

6.3 Other – None.

## **7 BACKGROUND PAPERS**

7.1 None

|                      |                               |
|----------------------|-------------------------------|
| <b>AUTHOR'S NAME</b> | Fiona Robertson               |
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| <b>DATE</b>          | 12 June 2018                  |

**Appendix 1: Possible Common Timetable for Secondary Schools  
(Based on 33-Period Week)**

|                  | 1             | 2              | 3               | 4               | 5               | 6               | 7               | 8           | 9           |
|------------------|---------------|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-------------|-------------|
|                  | 8.30-<br>9.20 | 9.20-<br>10.10 | 10.10-<br>10.25 | 10.25-<br>11.15 | 11.15-<br>12.05 | 12.05-<br>12.55 | 12.55-<br>13.45 | 13.45-14.50 | 14.50-15.40 |
| <b>Monday</b>    |               |                |                 | Break           |                 |                 | Lunch           |             |             |
| <b>Tuesday</b>   |               |                | Break           |                 |                 | Lunch           |                 |             |             |
| <b>Wednesday</b> |               |                |                 | Break           |                 |                 | Lunch           |             |             |
| <b>Thursday</b>  |               |                | Break           |                 |                 | Lunch           |                 |             |             |
| <b>Friday</b>    |               |                |                 | Break           |                 |                 | Pupils Go Home  |             |             |

### COMMON SECONDARY SCHOOL DAY FEASIBILITY CONSULTATION REPORT

This report has been published as a result of a feasibility consultation undertaken by East Lothian Council's Education Service. This feasibility consultation was a fact finding exercise to gather views and opinions on the proposed implementation of a common secondary school day.

#### BACKGROUND

East Lothian Council is committed to reducing the poverty related attainment gap, raising the attainment and achievement of our children and young people and improve inclusion, wellbeing and equality.

In order to support the delivery of this commitment, at the Council's Cabinet meeting, 12 June 2018, approval was given to undertake a feasibility study in relation to the Educational Benefits arising from a common secondary school day.

As a result East Lothian Council's Education Service undertook a feasibility consultation exercise to gather views on the following proposals for the Council to consider within its plans for the delivery of education both now and in the future:

- The introduction of a common secondary school day
- The introduction of a 32 period week for secondary schools
- Increased contact time in primary schools for P1 and P2 if this reflects Best Value

*(Education Authorities are required to secure Best Value by continuous improvement in performance of the authority's functions, maintaining an appropriate balance between quality and cost.)*

#### THE CONSULTATION PROCESS

The feasibility consultation ran from Tuesday 23<sup>rd</sup> October until Sunday 11<sup>th</sup> November.

Drop-in sessions were held in respect of the proposals at the venues below, at which any members of the public and East Lothian Council staff were welcome to attend:

| Venue            | Date                          | Time            |
|------------------|-------------------------------|-----------------|
| Knox Academy     | 1 <sup>st</sup> November 2018 | 3:00pm – 7:30pm |
| Ross High School | 6 <sup>th</sup> November 2018 | 3:00pm – 7:00pm |

Ongoing consultation with pupils is being undertaken to gather additional views to those submitted by pupils during the consultation period in line with our commitment to involve children and young people in shaping and influencing their education.

## RESPONSES TO THE CONSULTATION EXERCISE

As part of the consultation process, the Education Service sought the views of key stakeholders. Information about the consultation was placed on the Council's website and with links to the Council's Facebook and Twitter sites.

The Education Service provided stakeholders with a short online or paper questionnaire and also made good arrangements for receiving additional written responses. The Education Service received 399 responses to its questionnaire during the consultation period.

The Education Service received two written submissions to its consultation after the consultation period and these have both been included in this report.

The Education Service received five email queries during the consultation period.

**The questionnaire responses are summarised by category in the following tables:**

**Table 1 – Number of respondents by type of respondent**

| <b>Type of Respondent</b> | <b>No. of Responses</b> | <b>% of Responses</b> |
|---------------------------|-------------------------|-----------------------|
| Groups                    | 4                       | 1%                    |
| Individuals               | 395                     | 99%                   |
| <b>Total Responses</b>    | <b>399</b>              | <b>100%</b>           |

**Table 2 – Number of individual respondents by category**

| <b>Individual Respondents</b> | <b>No. of Responses</b> | <b>% of Responses</b> |
|-------------------------------|-------------------------|-----------------------|
| Parents                       | 213                     | 54%                   |
| Staff                         | 157                     | 40%                   |
| Pupil                         | 24                      | 6%                    |
| Other/Unknown                 | 1                       | <1%                   |
| <b>Total Responses</b>        | <b>395</b>              | <b>100%</b>           |

**Table 3 – Number of group respondents by category**

| <b>Group Respondents</b> | <b>Number of Responses</b> | <b>% of Responses</b> |
|--------------------------|----------------------------|-----------------------|
| Parent Council           | 1                          | 25%                   |
| School                   | 2                          | 50%                   |
| Organisation             | 1                          | 25%                   |
| <b>Total Responses</b>   | <b>4</b>                   | <b>100%</b>           |

**Table 4 – Number of responses by age of children of the respondent**

| <b>Ages of children</b> | <b>Number of Responses</b> | <b>% of Responses</b> |
|-------------------------|----------------------------|-----------------------|
| Not yet in Education    | 11                         | 4%                    |
| Age 3-5                 | 18                         | 6%                    |
| P1-3                    | 52                         | 17%                   |
| P4-7                    | 94                         | 30%                   |
| S1-6                    | 135                        | 43%                   |
| No longer in Education  | 4                          | 1%                    |
| <b>Total Responses</b>  | <b>314</b>                 | <b>100%</b>           |

**N.B.** The total number of responses is higher than the number of parents who responded to the consultation due to those parents who have children in different categories.

## **RESPONSE ANALYSIS**

The number of responses to the consultation in support or not in support of each question by category of respondent are shown in Tables 5 to 16 below:

**Question 1 - Would you be supportive of the proposal to introduce a secondary school common school day in all East Lothian secondary schools?**

**Table 5 – All Responses to Q1**

|  | <b>Yes</b>             |          | <b>No</b>  |          |
|--|------------------------|----------|------------|----------|
|  | <b>No.</b>             | <b>%</b> | <b>No.</b> | <b>%</b> |
|  | <b>All Respondents</b> | 286      | <b>72%</b> | 113      |

**Table 6 – Individual Responses to Q1**

| <b>Individual Respondents</b> | <b>Yes</b> |               | <b>No</b>  |             |
|-------------------------------|------------|---------------|------------|-------------|
|                               | <b>No.</b> | <b>%</b>      | <b>No.</b> | <b>%</b>    |
| Parents                       | 156        | <b>55%</b>    | 57         | <b>51%</b>  |
| Staff                         | 114        | <b>40%</b>    | 43         | <b>38%</b>  |
| Pupil                         | 12         | <b>4%</b>     | 12         | <b>11%</b>  |
| Other/Unknown                 | 1          | <b>&lt;1%</b> | 0          | <b>0%</b>   |
| <b>Total Responses</b>        | <b>283</b> | <b>100%</b>   | <b>112</b> | <b>100%</b> |

**Table 7 – Group Responses to Q1**

|  | <b>Yes</b>               |          | <b>No</b>  |          |
|--|--------------------------|----------|------------|----------|
|  | <b>No.</b>               | <b>%</b> | <b>No.</b> | <b>%</b> |
|  | <b>Group Respondents</b> | 3        | <b>75%</b> | 1        |

Below is a brief overview of the benefits identified and concerns raised by respondents:

### **Benefits Identified**

- More Consistency
- Allows pupils to travel to other schools and colleges
- Easier for transport
- Provides continuity across the authority
- Shared resources between schools
- Access to after school events
- Allows for collaboration
- Equal opportunities for all pupils across the authority
- Helps with DYW
- Easier for pick up and for working parents
- More time for Active Schools
- Shorter lessons could make it easier for pupils to focus and make the lessons more productive
- Better opportunities for partnerships
- More opportunities for pupils to access qualifications and college courses
- Greater flexibility of secondary school courses
- School activities and training would be easier to coordinate
- Broadens the options in the Senior Phase
- Children would get home when it is a little bit lighter

### **Concerns Raised**

- Lack of flexibility
- Capacity on school buses
- Where is the evidence/research?
- Unnecessary stress/ workload for staff
- Shorter periods could cause disadvantaged pupils to fall behind
- Reduced break times would not be beneficial
- Concern that all Advanced Highers will be moved to a central location
- Change for the sake of change
- Lack of time for lunchtime clubs
- Concerns about earlier start time for rural pupils
- This is just a cost saving exercise
- Increase in traffic congestion
- Could cause confusion for all
- Concerns around transport logistics for after school activities



**Question 2 - Would you be supportive of the proposal to introduce a 32 period secondary school week in all East Lothian secondary schools?**

**Table 8 – All Responses to Q2**

| All Respondents | Yes |     | No  |     |
|-----------------|-----|-----|-----|-----|
|                 | No. | %   | No. | %   |
|                 | 242 | 61% | 157 | 39% |

**Table 9 – Individual Responses to Q2**

| Individual Respondents | Yes        |             | No         |             |
|------------------------|------------|-------------|------------|-------------|
|                        | No.        | %           | No.        | %           |
| Parents                | 144        | 60%         | 69         | 44%         |
| Staff                  | 93         | 39%         | 64         | 41%         |
| Pupils                 | 2          | <1%         | 22         | 14%         |
| Other/Unknown          | 0          | 0%          | 1          | <1%         |
| <b>Total Responses</b> | <b>239</b> | <b>100%</b> | <b>156</b> | <b>100%</b> |

**Table 10 – Group Responses to Q2**

| Group Respondents | Yes |     | No  |     |
|-------------------|-----|-----|-----|-----|
|                   | No. | %   | No. | %   |
|                   | 3   | 75% | 1   | 25% |

Below is a brief overview of the benefits identified and concerns raised by respondents:

**Benefits Identified**

- Supports the curriculum better
- Option to receive education in other schools if course not provided in your own
- Easier collaboration between schools
- This would give all young people the same chances
- Standardises timetables across the authority
- Children learn more in shorter stints
- Timings would be more productive for senior phase students attending college courses
- Alignment across schools would allow for shared resources and increased opportunities
- Provides more time for support and revision
- Introduces more subjects for pupils to access
- Allows for additional classes which can lead to a breadth of curriculum
- Provision for services easily managed as all schools are working to the same times
- Allows for more personalisation to suit pupils needs

- Allows pupils flexibility to develop skills and knowledge

### Concerns Raised

- Workload implication of shorter periods
  - Reduction in actual learning time per period
  - Loss of individuality
  - Children will have the same day, 5 days a week
  - Too many lessons in each day
  - All courses will have to be amended for 50 minute periods
  - Non-contact duties will increase for teachers
  - More time spent travelling between classes therefore a reduction in learning time
  - Reduction in lunch time reduces time for social interactions
  - Concerns around practical subjects operating in shorter periods
  - The current system works so should not be changed
- Concerns about career development at schools if a certain subject is not taught beyond Highers

### Question 3 - Of the two time table options provided (Option A and Option B) which would you support?

**Table 11 – All Responses to Q3**

|                        | Option A |            | Option B |            | Neither |            |
|------------------------|----------|------------|----------|------------|---------|------------|
|                        | No.      | %          | No.      | %          | No.     | %          |
| <b>All Respondents</b> | 216      | <b>54%</b> | 137      | <b>34%</b> | 46      | <b>12%</b> |

**Table 12 – Individual Responses to Q3**

| Individual Respondents | Option A   |               | Option B   |             | Neither   |             |
|------------------------|------------|---------------|------------|-------------|-----------|-------------|
|                        | No.        | %             | No.        | %           | No.       | %           |
| Parents                | 130        | <b>61%</b>    | 59         | <b>43%</b>  | 24        | <b>52%</b>  |
| Staff                  | 66         | <b>31%</b>    | 73         | <b>54%</b>  | 18        | <b>39%</b>  |
| Pupil                  | 16         | <b>8%</b>     | 4          | <b>3%</b>   | 4         | <b>9%</b>   |
| Other/Unknown          | 1          | <b>&lt;1%</b> | 0          | <b>0%</b>   | 0         | <b>0%</b>   |
| <b>Total Responses</b> | <b>213</b> | <b>100%</b>   | <b>136</b> | <b>100%</b> | <b>46</b> | <b>100%</b> |

**Table 13 – Group Responses to Q3**

| Group Respondents | Option A |            | Option B |            | Neither  |           |
|-------------------|----------|------------|----------|------------|----------|-----------|
|                   | No.      | %          | No.      | %          | No.      | %         |
|                   | 3        | <b>75%</b> | 1        | <b>25%</b> | <b>0</b> | <b>0%</b> |

There were a number of respondents who raised concerns at the fact there was no third option to select 'Neither' or 'I don't know'. As a result, if it was explicitly stated in the accompanying comment box that the respondent wished to have their selection disregarded, the response was counted as 'Neither'.

Below is a brief overview of the comments regarding each of the options:

### **Comments Regarding Option A**

- Pupils do not have to wait too long until break time.
- Class subjects more evenly spaced between breaks.
- Supports the curriculum
- Better spread of timetable
- The day is balanced
- Consistency across the week
- Earlier Lunch
- Allows children to pace themselves throughout the day
- 3 periods in the afternoon is detrimental/too much for staff and pupils
- Easier for the pupils to work with
- Offers pupils the best opportunity for flexibility without disrupting lessons and learning
- Pupils who truant in the afternoon would miss 3 periods instead of just two

### **Comments Regarding Option B**

- Shorter afternoon is more productive for pupils
- More periods in the morning when pupils are more awake
- The afternoon is broken up better
- Having a shorter afternoon would have less impact on other subjects for college pupils.
- Pupils are often tired and lose focus in the afternoons so a shorter afternoon would be better
- Easier to teach and manage workload for teachers
- Offers more flexibility with timetabling
- Too long between breakfast and break
- Lunch time is too late
- Waste of time in the afternoon
- The day is unbalanced

### **Comments Regarding Neither Option**

- Concerns that the start times are too early
- The lunch break is too short
- A 50 minute period is too short
- Prefer the current school structure
- Shorter more frequent periods interrupt learning and are disruptive.

**Question 4 - Would you be supportive of an increase in the contact hours of P1s and P2s to 25 hours a week if this was found to be feasible?**

**Table 14 – All Responses to Q4**

| All Respondents | Yes |     | No  |     |
|-----------------|-----|-----|-----|-----|
|                 | No. | %   | No. | %   |
|                 | 237 | 59% | 162 | 41% |

**Table 15 – Individual Responses to Q4**

| Individual Respondents | Yes        |             | No         |             |
|------------------------|------------|-------------|------------|-------------|
|                        | No.        | %           | No.        | %           |
| Parents                | 134        | 57%         | 79         | 49%         |
| Staff                  | 93         | 40%         | 64         | 40%         |
| Pupil                  | 6          | 3%          | 18         | 11%         |
| Other/Unknown          | 1          | <1%         | 0          | 0%          |
| <b>Total Responses</b> | <b>234</b> | <b>100%</b> | <b>161</b> | <b>100%</b> |

**Table 16 – Group Responses to Q4**

| Group Respondents | Yes |     | No  |     |
|-------------------|-----|-----|-----|-----|
|                   | No. | %   | No. | %   |
|                   | 3   | 75% | 1   | 25% |

Below is a brief overview of the benefits identified and concerns raised by respondents:

**Benefits Identified**

- Increased access to specialist teachers e.g. music
- Extra learning in the classroom will be valuable
- Easier for parents when collecting siblings
- Less confusion for children if they are in for the same length of time as P3-7
- Allows for a more balanced day/week
- More opportunities for teaching and learning
- Easier to coordinate composite classes.
- More time to focus on literacy and numeracy in early years
- We would be in line with other authorities across Scotland
- Shorter lunch time, some pupils are out for too long at this time
- More opportunity to take part in activities that are not seen as essential for the curriculum
- Equality of education

**Concerns Raised**

- Increases teacher workload
- More non class contact time has a negative impact on morale

- The school day is already too long
- How is this going to be funded?
- This needs to be about educational benefit rather than providing more childcare for parents.
- Children may be too tired to focus as the term progresses
- Increase in class disruptions and may affect the mental health of children
- 

## **CONCLUSION**

72% of respondents would be supportive of the proposal to introduce a secondary school common school day in all East Lothian secondary schools, whereas 28% would not be supportive.

61% of respondents would be supportive of the introduction a 32 period secondary school week in all East Lothian secondary schools, whereas 39% of respondents would not be supportive.

Of the two timetable options, 54% of respondents would be supportive of Option A compared to 34% who would be supportive of Option B. 12% of respondents stated that they were not supportive of either Option A or Option B.

59% of respondents would be supportive of an increase in the contact hours of P1s and P2s to 25 hours if this was found to be feasible, whereas 41% of respondents would not be supportive.