

LA /ESSEX PRIMARY HEADS' ASSOCIATION WEST AREA
WEDNESDAY 1 MARCH 2017

MEETING SUMMARY: ISSUES AND RECOMMENDATIONS
Agendas and minutes for these meetings available at www.essexprimaryheads.co.uk

Attendance List	
<p>DISTRICT AND EPHA AGENDA (a.m.) (Notes below) Isobel Barron, Chair</p> <p>WEPHA meeting MAT2MAT and Hive Learning Ofsted update and news RAISEonline training</p>	<p>Welcome to the following Headteachers: Erica Barnett Waltham Holy Cross Primary Patricia Bryson St John Fisher Catholic Primary, Loughton Ann Grisley Limes Farm Infant and Nursery (Acting) Natalie Marris Buckhurst Hill Primary (Acting Head) Fiona Reid Matching Green CE Primary Michelle Hughes Thaxted Primary Vanessa Thomas Dr Walkers Primary (Interim)</p> <p>Farewell to the following Headteacher: Lesley Lewis Theydon Bois Primary Anne Marie McCann St Luke's and St Alban's Primary Schools Isobel Barron and Pam Langmead Andrew Smith, Lyons Hall Prue Rayner, Senior HMI Andrew Best</p>
p 1 -9*	<p>AREA AGENDA Welcome, introductions and updates: Looking Forward - updates on</p> <ul style="list-style-type: none"> • Future shape, role and functions of the Local Authority • Governance Services • Budget including apprenticeship levy • New Banding descriptors and SEN funding
p 9 -12	<p>Primary Improvement</p> <ul style="list-style-type: none"> • Safeguarding • Moderation update • Raising achievement for disadvantaged pupils
p 12 -15	<p>Meeting the need of young carers in Essex</p> <p>Tim Frances, Youth Work Commissioner</p>
p 15	<p>Key dates</p> <p>WEST meetings with the Local Authority officers 2017/2018 at Weston Homes Business Centre, Takeley Wednesday 21 June 2017 Wednesday 15 November 2017 Wednesday 28 February 2018 Wednesday 20 June 2018</p> <p>Headteachers' Annual Conference 2017 Friday 14 March 2017 Stock Brook Country Club, Nr Billericay</p> <p>Deputy Headteachers' Annual Conference 2017 Friday 6 October 2017 Weston Homes Community Stadium</p>
<p>*Page numbers refer to the full minutes (posted on the website) of the spring term Area meetings with LA Officers and Headteachers.</p>	

**LA /ESSEX PRIMARY HEADS' ASSOCIATION WEST AREA
AREA MEETING
WEDNESDAY 1 MARCH 2017
ATTENDANCE**

Present

Rosalind Allsop	Clavering Primary	Kate Hockley	Radwinter CE Primary
Gina Bailey	St James CE Primary	Michelle Hughes	Thaxted Primary
Isobel Barron	Roseacres Primary	Claire Jackman	Great Easton Primary
	West Chair		
David Burles	Fawbert & Barnard UNDL Primary	Alison Kerrell	Great Bardfield Primary
Rachel Callaghan	Katherine Semar Infants	Natalie Marris	Buckhurst Hill Primary
Karen Cayford	St Mary's CE Primary, SW	Sharon Lester	Newport Primary
John Clements	Hatfield Heath Primary	Lucy Mawson	Stebbing Primary
Helen Coop	Birchanger CE Primary	Christine Peden	Pear Tree Mead Primary
Vicky Early	Harlowbury Primary	Julie Puxley	Katherine Semar Infants
Mary Evans	The Henry Moore Primary	Colin Raraty	Rodings Primary
Alan Gardiner	Farnham & Rickling Federated Primaries	Linda Reid	Elsenham CE Primary
Lawrence Garside	Felsted Primary	David Rogers	Bentfield Primary
Elizabeth Gelston	The Downs Primary	Sonia Strickland	St Mary's Hatfield Broad Oak/
		Little Hallingbury	
Sue Giles	Henham & Ugley Primary	Emma Vincent	RA Butler Academies
Clare Griffiths	Dunmow St Mary's CE Primary	Neil Woollcott	Leverton Infants and Juniors
Louise Gurney	Debden CE Primary		
Victoria Haylock	Nazeing Primary		

In Attendance

Pam Langmead	EPHA Professional Officer
Shelley Jones	De Vere Primary
Prue Rayner	Ofsted
Andy Best	For Schools Education Services

Apologies

Nigel Hookway	EPHA Executive Director
Julie Lorkins	St Andrew's CE Primary
Lesley Lewis	Theydon Bois
Ann Grisley	Limes Farm Infants
Bridget Hill	Chipping Ongar Primary

LA Officers

Clare Kershaw	Head of Commissioning
Nicola Woolf	Lead Strategic
	Commissioner West
Cathie Bonich	SEC (West)
Iain Birtwell	SEC (West)
Pav Saunders	SEC

Note: If your attendance or apologies have not been noted please contact the EPHA Professional Officer at pam@langmead.me.uk for amendment.

WEST EPHA MEETING MINUTES 1 March 2017

1. WELCOME AND INTRODUCTIONS

Isobel Barron, Chair of WEPHA, welcomed headteachers to the district and area meeting.

Claire Kershaw welcomed new heads and also congratulated Anne Marie McCann, headteacher at St Alban's Catholic Primary who was highly commended in the category for the Essex Primary Headteacher of the Year, at the recent teaching awards ceremony.

a) Welcome to the following Headteachers:

Erica Barnett	Waltham Holy Cross Primary
Patricia Bryson	St John Fisher Catholic Primary, Loughton
Ann Grisley	Limes Farm Infant and Nursery (Acting)
Natalie Marris	Buckhurst Hill Primary (Acting Head)
Fiona Reid	Matching Green CE Primary
Michelle Hughes	Thaxted Primary
Vanessa Thomas	Dr Walkers Primary (Interim)

b) Farewell to the following Headteachers:

Lesley Lewis	Theydon Bois Primary
Anne Marie McCann	St Luke's and St Alban's Primary Schools

c) Executive Director report

Nigel Hookway, the EPHA Executive Director, sent a report of the following activity since the last meeting:

Letter to MPs - Funding

I wanted to remind Heads that it is really important that we try to engage MPs as much as possible and the 'Fund the 8%' campaign is central to this along with our colleagues in ASHE. We met with the 7 MPs just before half-term in London and generally it was a positive meeting with them leaving under the impression that Essex Primary Headteachers are really struggling with funding challenges even before the National Funding formula comes in.

MAT2MAT – EPHA AND ASHE have been asked to sit on this group to support the development of Heads and their understanding of the CEO role. Andrew Smith (Head of Lyons Hall and CEO of a small chain) had engaged with Tim Coulson and along with two other CEOs had applied for a grant of £70000 and had been successful. The grant is being used to facilitate training for CEOs and begin a support group using online software called 'Hive'. So far there have been three meetings and Andrew demonstrated at each area and he invited all Heads to join the group at no cost.

RSC and Regional Officers Meeting of Headteachers' Associations – I am meeting with Tim Coulson next week and Regional Officers raise issues with Tim that schools are finding challenging.

Recruitment and Retention – I am sitting on a Task and Finish group looking at different solutions to this challenging problem. Graham Lancaster chairs this group and he reminded colleagues in Education Essex that there are opportunities to get support from ANZUK and SMART teachers who will source teachers from Australia and New Zealand for September. I am also raising the important issue of Retention with the group highlighting the good work carried out by a small group of schools in north Colchester led by Helen Dudley-Smith.

EPHA Priorities 2017

- 1) *Headteacher well-being – Coaching for the Soul. Viv Grant has already spoken to Deputy Heads in October and will be at our annual conference in March. Viv will be running sessions*

in June as a support for Heads throughout the four areas.

- 2) *SEND – I am working with Pam to challenge the LA over MLD provision at KS 1, EHCPs and pre-school checks which seemed to have disappeared! I am now on the Western Area Children’s Board, North East Children’s Board and Southern Children’s Board representing our views. Virgin Healthcare take over the running of the health contract to schools on April 1st and this could signal a huge change in the approach to support schools with health matters.*
- 3) *Future of Primary Services – EPHA are working with the LA on how the future will look in a traded services environment. With the educational landscape changing and Local Authorities stepping back and School led Improvement taking over it is clear next year will be an important transition year. Most of school led support will come through Clusters and some services from Commissioners will be traded. It is important we are prepared for this big change as it would be easy to set adrift from other schools by the time September 2018 arrives!*

National Group

I am working with school leaders, Lords (Estelle Morris), MPs and Local Authority Leaders. I am meeting with this group in Birmingham for the second time. The guest speaker is Christine Gilbert (Director of Education Camden and former Ofsted Leader) who will address on the emerging educational landscape and in particular the draft document from Institute of Education looking at characteristics of successful area partnerships. The second presentation is from Robert Hill (Manchester University and Educational Consultant) who will review the different approaches to the current fragmented situation around the country. He will look at the role of the RSC and the emerging Opportunity Areas which are entering the second phase.

New Heads

I would like to visit new Heads in post as soon as possible to discuss support from EPHA. I have already met four new Heads this term and especially important for those Heads who are new to Essex. EPHA are a major part of the support package for Essex Headteachers currently.

Coaching for the Soul

EPHA will be running a number of “Coaching for the Soul” sessions, delivered by Viv Grant, Integrity Coaching, in the summer term. This interactive workshop session is designed to offer Head Teachers a chance to connect, share experiences of school leadership and explore the benefits of coaching as a leadership support mechanism.

The session will also offer Headteachers the space and time to reflect on ‘*What Matters Most in School Leadership*’. As such, the session will consider what it means to ‘*Take care of the Soul in the role*’ and actively meet the emotional, mental and vocational needs of school leaders. This interactive workshop will demonstrate how coaching has the power to help school leaders:

- *increase their levels of emotional resilience*
- *maintain a deep connection with their core values and ability to make decisions that are more aligned to who they are and who they want to be*
- *heighten their levels of self-awareness, self-management and their ability to cope more effectively with the stresses of the role*
- *Maximise feelings of professional satisfaction and fulfilment*
- *Find ways for re-discovering their joy and passion for the profession*

The session will also offer a chance for Head teachers to ask any questions that they might have about the coaching process and how it supports individual and whole school improvement.

The dates and venues are as follows

Friday 12 May – Ivy Hill Hotel, Margaretting

Friday 9 June - Manor of Groves Golf and Country Club, Sawbridgeworth

Friday 16 June – Rivenhall Hotel

Friday 30 June – Weston Homes Stadium, Colchester

All of the sessions will run from 1.00 pm – 4.00 pm

Please let Pam Langmead know if you want to be added to the waiting list for one of the sessions –and pencil the date into your diary.

d) MAT2MAT and Hive Learning

Andrew Smith, CEO at Lyons Hall Primary, explained that he received funding from Tim Coulson (Regional Schools Commissioner) to establish a group to support Multi-Academy Trusts working together.

Andrew also mentioned Hive Learning, established as a result of working with Sir Clive Woodward, which offers schools an effective way of storing and sharing good practice.

Headteachers and CEOs can access both resources at <https://www.hivelearning.com/mat2mat/>
The passkey is M@T2M&T2017

2. OFSTED UPDATE

Prue Rayner was appointed HMI in 2013. She has extensive experience of teaching across the primary phases and has held a range of senior leadership positions in schools including headship. Prior to joining Ofsted she worked as a senior adviser in a large local authority and has experience of leadership and improvement work in schools.



Short inspections

- Manage expectations.
- Key lines of enquiry – triangulating information.

Inspectors check:

- whether leaders have a sound grasp of relative strengths and weaknesses in their school
- if there’s a credible plan to address the areas for concern and maintain the strengths
- if the safeguarding is effective and the culture is sufficiently aspirational.

The curriculum – inspectors will check whether:

- the design, implementation and evaluation of the curriculum, ensuring breadth and balance and **its impact** on pupils’ outcomes and their personal development, behaviour and welfare
- how well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities.
- how well the school prepares pupils positively for life in modern Britain . . .
 - Who evaluates the quality of your curriculum – on what basis?
 - How do you ensure/know it is relevant for your pupils?

Governance – key issues that have been found in inspections

- Pupil premium strategy – knowledge of governors has generally not been strong enough
- Checking safeguarding – for example, governors have signed off the SCR without checking it for themselves
- Understanding of teaching and learning – knowing the real strengths and weaknesses of teaching, how and why resources are allocated
- Quality of evaluation – indicators of impact/links to development planning
- Follow up challenge
- Review their own impact

A significant focus - disadvantage

Unknown children, destined for disadvantage

Schools, settings and childminders should:

- ensure that key information, including early assessments is shared promptly at points of transition so that the needs of the most disadvantaged children are known quickly
- review their use of the EY pupil premium to ensure that support is focused on improving the areas of development that will help a child catch up

Ofsted should:

- ensure that the impact of additional funding on children’s health, learning and development is reported clearly and consistently, including the impact of funding for eligible Nursery and Reception children in schools.

Disadvantage – Key Stage 1

Reading expected standard	National	East of England	Essex
Disadvantaged	60	59	62
All other pupils	77	77	79

Disadvantage – Key Stage 2

Reading, writing and mathematics	National	East of England	Essex
Disadvantaged	39	36	38
All other pupils	61	59	62

Dips in KS2 - Essex does look better than other LAs in the region BUT the dip below a national aggregate is greatest at KS2.

Third highest at all other pupils in the region, second equal for disadvantaged pupils.

only three of the 11 local authorities in the East of England perform above the national level. Hertfordshire (58%), Essex (55%) and Southend-on-Sea (55%) were the strongest performing authorities in the region for pupils reaching the new, more demanding, expected standard

While 95% of secondary pupils in Essex and Southend on Sea attend a good or outstanding school, only 71% in Suffolk do so.

DfE Pupil Premium Strategy

For the current academic year, you must include:

- your school's pupil premium grant allocation amount
- **a summary of the main barriers to educational achievement faced by eligible pupils at the school**
- how you'll spend the pupil premium to address those barriers and the reasons for that approach
- **how you'll measure the impact of the pupil premium**
- the date of the next review of the school's pupil premium strategy

For the previous academic year, you must include:

- how you spent the pupil premium allocation
- the impact of the expenditure on eligible and other pupils

Key questions

- What are the characteristics of disadvantaged pupils in your school?
- What are the barriers caused by these characteristics?

Pupil	Where now?	Where next?	Barriers to where next?	What does the pupil need to do?	What does the teacher need to do?	Wider influences who else?	Leaders	School/ wider service implications

National Audit Office 2015

- 47% schools use the PP to support pupils with special educational needs – risk that it replaces, rather than supplements separate SEND funding.
- 32% schools do not provide additional support to disadvantaged pupils who are 'able' (likely to meet minimum attainment targets).
- 77% schools use PP for activities that are designed to support all pupils rather than just those who are disadvantaged.

- 54% leaders in deprived areas stated attracting good teachers is a barrier to improving pupils' performance, 33% in more affluent areas. 4% used higher salaries to attract better teachers.
- 64% school leaders use the Education Endowment Foundation teaching and learning toolkit.
- Approximately one third of schools fully complied with reporting requirements in 2015.
- 78% school leaders target more than the allocated funding to support disadvantaged pupils, 5% less than they receive.
- 72% schools use one-to-one tuition – effective where done well
- 63% schools for improving feedback between teachers and pupils
- 71% employ extra teaching assistants
- 91% leaders see parental involvement as a barrier, 57% have interventions in place

Successful schools:

- promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed
- have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments
- focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours
- focus on outcomes for individual pupils rather than on providing strategies.
- deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well
- make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points
- have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.

More successful schools saw raising the attainment of disadvantaged pupils as part of their commitment to help all pupils achieve their full potential. They prioritised quality teaching for all, seeing attendance, behaviour and emotional support as necessary but not sufficient for academic success. They made every effort to understand every pupil as an individual and tailored their programmes accordingly. They linked teaching and learning interventions to classroom work, monitored attainment and intervened quickly to address learning needs. They ensured TAs had the necessary training and expertise to deliver interventions, provide feedback and monitor progress. Senior leaders in less successful schools identified a number of barriers to success. Some had low expectations for what it was possible for these pupils to achieve. They felt it would be impractical to develop individual plans to meet pupils' learning needs. Leaders in schools with fewer disadvantaged pupils pointed out that they had less funding and could therefore not afford to introduce more expensive changes, and some leaders felt constrained by the need to demonstrate they had spent the funding exclusively on eligible pupils.

Aspirations

- Some caution is required when considering aspirations. There is very little evidence available to suggest that interventions designed to raise aspirations are likely to be effective in narrowing educational attainment gaps.
- The problem is not necessarily one of low aspirations but of the absence of opportunities and conditions for the aspirations of students from low income families to be realised.
- The implication for teachers (and parents) is that they have a role in ensuring that young people know not only the 'what' of their aspirations but also the 'how' for getting there.
- Careers guidance and support has an important role to shape this. There is a need to connect long-term goals with the decisions and actions taken by young people in the immediate future, to increase awareness of the importance of examinations to progression and the importance of study behaviours in determining exam performance.

Information drawn from:

Funding for disadvantaged pupils. National Audit Office
HC90 Session 2015-16 30 June 2015

The Pupil Premium – next steps

Sutton Trust and Education Endowment Foundation July 2015

Supporting the attainment of disadvantaged pupils: articulating success and good practice. DfE research report November 2015

The Sutton Trust/Education Endowment Foundation (EEF) Teaching and Learning Toolkit.

Ofsted on the web and social media

www.gov.uk/ofsted

<http://reports.ofsted.gov.uk>

www.linkedin.com/company/ofsted

www.youtube.com/ofstednews

www.slideshare.net/ofstednews

www.twitter.com/ofstednews

Cycle of inspections

Good schools – approximately every three years (Ofsted is catching up)

(Many) Outstanding schools continue to be exempt

RI schools – 24 months (may be up to 30 months)

3. RAISEonline training

Facilitator – Andrew Best, For Schools Education Services

Andy noted that the new RAISE data should be available from 1st September. The current RAISEonline document will be phased out at the end of March.

New measures

- Scaled scores, at expected and high/greater depth
- Value Added progress measure and methodology
- New Floor Standards
- Coasting schools definitions

New RAISE Summary Report schedules and tables

- Full summary schedule analysis at KS2 of progress and attainment
- Group analysis schedules at KS2
- Scatter plot charts
- Full summary schedule analysis at KS1 of attainment
- Group analysis schedules at KS1
- KS1 transition tables from EYFS
- Phonics schedule analysis
- EYFS schedule

Across all subjects including GPS and science

New RAISE Inspection Dashboard

Run through of key schedules and link to the Summary Report

Following the session

- After-session clinic to discuss individual schools data (limited time!)
- Free telephone support following the session
- Free “For Schools” data newsgroup membership if requested

About For Schools Education Services

Making a difference to children’s lives by improving the quality of their education is what For Schools is all about.

We take no political position but seek to ensure all children get the best education they possibly can within the structures laid down by Government.

The vast majority of work For Schools do is directly with schools in the UK and abroad. Increasingly we find ourselves adding to schools’ capacity to deliver their services, be it in the classroom, through leadership or importantly in the non-teaching areas.

Our Warwickshire-based team is small and has grown from a nucleus of staff who led the direct-to-schools business for Cocentra Limited. Cocentra made its name providing support to “schools in challenging circumstances” as they were once known. Indeed, we ran one of the DfE’s most successful school improvement programmes.

Over the last 10 years we have become specialists in school surveys, data, school improvement and school leadership. We have recently extended our services to schools to help them adjust to the new environment of smaller Local Authorities, greater independence and reduced funding. We offer support in school leadership and organisation as well as our focus on teaching and learning. We have partnerships with Pinpoint Education Services and Portal Training in Wales, which enables us to reach more schools and to provide a wider range of products and services.

Contact details:

Office number - 0800 788 0444

Andrew Best – 07917 080201

andy.best@forschoolseducation.co.uk

4. FUTURE DATES

WEST meetings with the Local Authority officers 2016/2017 at Weston Homes Business Centre, Takeley

Wednesday 21 June 2017

Wednesday 15 November 2017

Wednesday 28 February 2018

Wednesday 20 June 2018

Headteachers’ Annual Conference 2017

Friday 14 March 2017 Stock Brook Country Club, Nr Billericay

Deputy Headteachers’ Annual Conference 2017

Friday 6 October 2017 Weston Homes Community Stadium

Coaching for the Soul

Friday 12 May – Ivy Hill Hotel, Margaretting

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