

LA /ESSEX PRIMARY HEADS' ASSOCIATION NORTH EAST AREA
WEDNESDAY 9 NOVEMBER 2016

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) Nick Hutchings, Chair</p> <p>Changing the conversation between home and school Marvellous Me Provide – support role for education NEEPHA meeting Discussion around EPHA priorities for 2016/17 “Working with pupils who present challenging behaviour”</p>	<p>Welcome to the following Headteachers:</p> <table border="0"> <tr><td>James Aylott</td><td>Dedham CE Primary School</td></tr> <tr><td>Alex Candler</td><td>Lexden Primary School</td></tr> <tr><td>Alice Constantine</td><td>Kingswode Hoe (Head of School)</td></tr> <tr><td>Tony Cosans</td><td>Prettygate Juniors</td></tr> <tr><td>Kelly Cox</td><td>Queen Boudica Primary School</td></tr> <tr><td>Paul Disley</td><td>Highwoods Community Primary</td></tr> <tr><td>Belinda Fellows</td><td>St James CE Primary, Colchester</td></tr> <tr><td>Nick Hutchings</td><td>Hamilton Primary</td></tr> <tr><td>Julie Ingram</td><td>Holy Trinity CE Primary, Eight Ash Green</td></tr> <tr><td>Karen Jones</td><td>Mistley Norman CE Primary</td></tr> <tr><td>Ryan Kendall</td><td>Hamford Primary Academy</td></tr> <tr><td>James Newell</td><td>Wix and Wrabness (Head of School)</td></tr> <tr><td>Daryl Power</td><td>Camulos Academy</td></tr> <tr><td>Lorraine Ratcliffe</td><td>Rolph CE Primary/ Weeley St Andrew's</td></tr> <tr><td>Suzy Ryan</td><td>Fingringhoe CE Primary</td></tr> <tr><td>Leesa Sharpe</td><td>Broomgrove Junior School</td></tr> <tr><td>Jakki Sibley</td><td>Fordham All Saints CE Primary</td></tr> <tr><td>Ruth Slater</td><td>St George's CE Primary, Great Bromley</td></tr> <tr><td>Craig Twin</td><td>St John's CE Primary, Colchester</td></tr> <tr><td>Professor Bill Lucas</td><td></td></tr> </table> <p>Adrian Burt Lesley Howes and Geoff Mangan Facilitated by members of the EPHA Executive Steve Phillips</p>	James Aylott	Dedham CE Primary School	Alex Candler	Lexden Primary School	Alice Constantine	Kingswode Hoe (Head of School)	Tony Cosans	Prettygate Juniors	Kelly Cox	Queen Boudica Primary School	Paul Disley	Highwoods Community Primary	Belinda Fellows	St James CE Primary, Colchester	Nick Hutchings	Hamilton Primary	Julie Ingram	Holy Trinity CE Primary, Eight Ash Green	Karen Jones	Mistley Norman CE Primary	Ryan Kendall	Hamford Primary Academy	James Newell	Wix and Wrabness (Head of School)	Daryl Power	Camulos Academy	Lorraine Ratcliffe	Rolph CE Primary/ Weeley St Andrew's	Suzy Ryan	Fingringhoe CE Primary	Leesa Sharpe	Broomgrove Junior School	Jakki Sibley	Fordham All Saints CE Primary	Ruth Slater	St George's CE Primary, Great Bromley	Craig Twin	St John's CE Primary, Colchester	Professor Bill Lucas	
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p 1 -7*	<p>AREA AGENDA Welcome, introductions and updates: A View from the Bridge – looking forward Direction of the DfE; Essex priorities; SLIS update; SEND transformation; Teaching Awards; Fair Access Protocols; recruitment and retention</p> <p>Clare Kershaw, Head of Commissioning, Education and Lifelong Learning</p>																																								
p 7 - 9	<p>Attendance code of conduct</p> <p>Julie Weddell</p>																																								
p 9 - 11	<p>Primary Improvement</p> <p>Jacky Castle, Primary Lead Commissioner North East</p>																																								
p 11	<p>Key dates</p> <p>NORTH EAST meetings with the Local Authority officers 2016/2017 at Weston Homes Community Stadium Thursday 23 February 2017, Thursday 15 June 2017 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</p>																																								
<p>*Page numbers refer to the full minutes (posted on the website) of the autumn term Area meetings with LA Officers and Headteachers.</p>																																									

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WEDNESDAY 9 NOVEMBER 2016
ATTENDANCE

Present

Lehla Abbott	Broomgrove Infants
Sue Bardetti	Holland Haven Primary
Mandy Barlow	Frinton-on-Sea Primary
Natasha Bennett	Rolph CE Primary
Simon Billings	St John's Green Primary
Suzie Bliss	Walton-on-the-Naze Primary
Gavin Bradley	White Hall Academy
Dave Bridge	Stanways Fiveways Primary
Moira Breeze	St Clare's Catholic Primary
Toby Bull	The Bishop William Ward CE Pri
Gail Burns	St Michael's Primary & Nursery
Mark Carter-Tufnell	St Osyth CE Primary
Claire Claydon	Brightlingsea Juniors
Brian Combes	Stanway Primary
Tony Cosans	Prettygate Juniors
Kelly Cox	Queen Boudica Primary
Sarah Crookes	Cann Hall Primary
Paul Disley	Highwoods Primary
Elizabeth Drake	Kingswode Hoe Primary
Helen Dudley Smith	Friars Grove Primary
Belinda Fellows	St James' CE Primary
Clare French	Kendall CE Primary
Alan Garnett	North Primary & Nursery
Linda Gildea	Spring Meadow Primary
Kim Hall	St Margaret's CE Primary
Jackie Halliday	Messing School
Jeremy Hallum	Heathlands CE Primary
Bridget Harris	St Thomas More's Catholic Primary
Claire Holmes	Monkwick Infants & Nursery
Jenny Hunt	Hazelmere Juniors
Julia Hunt	Brightlingsea Infants
Nick Hutchings	N East Chair/ Hamilton Primary
Julie Ingram	Chappell CE Primary
Jackie Irwin	Engaines Primary
Karen Jones	Mistley Norman CE Primary
Ryan Kendall	Hamford Primary Academy
Sally Leung	Montgomery Infants & Nursery
Apologies	
Jakki Sibley	Fordham All Saints CE Primary
LA Officers	
Clare Kershaw	Director for Education and Life Long Learning
Jacky Castle	Lead Strategic Commissioner (NE)
Alison Fiala	Lead Strategic Commissioner (Mid)
Kerry McGrory	SE Commissioner (North East)
Louise Evers	SE Commissioner (North East)

Marie Luck-Davies	Bradfield Primary
Susan Locke	Milldene Primary
Andrew Macdonald	Langham Primary
Ian McDonald	Elmstead Primary
Nerys Maidment	Baynards Primary
Kerry Malcolm	St Lawrence CE Primary, Rowhedge
Jacqu Martin	Langenhoe Primary
Carl Messer	St George's New Town Juniors
Jayne Mitchell	Gosbecks Primary
Amanda Mitchelson	Old Heath Primary
Matthew Moseley	Holland Park Primary
James Newell	Wix and Wrabness Primary
Jinnie Nicholls	St Giles CE Primary
Julie O'Mara	Chase Lane Primary
Samantha Norfolk	Alton Park Juniors
Tracey Oram	Tiptree Heath Primary
Donna Parker	Ardleigh St Mary's CE Primary
Richard Potter	Home Farm Primary
Lorraine Ratcliffe	Rolph & St Andrew's Weeley
Pam Rose	Kings Ford Infants & Nursery
Suzu Ryan	Fingringhoe CE Primary
Clare Sampson	The Mayflower Primary
Leesa Sharpe	Broomgrove Juniors
Jane Simmons	All Saints CE Primary, Great Oakley
Nicola Sirett	Mersea Island School
Ruth Slater	St George's CE Primary, Gt Bromley
Darren Smith	Brinkley Grove Primary
Rita Tingle	Prettygate Infants
Steven Turnbull	Hazelmere Infants & Nursery
Craig Twin	St John's CE Primary
Louise Venables	Cherry Tree Primary
Mark Walter	Monkwick Juniors
Donna Wenden	Lawford CE Primary
Serena Williams	Roach Vale Primary
Patricia Wilkie	Layer-de-la-Haye Primary

In Attendance

Pam Langmead	EPHA Professional Officer
Nigel Hookway	EPHA Executive Director
Lesley Howes	Schools Facilitator
Geoff Mangan	Schools Facilitator
Bill Lucas	
Adrian Burt	Marvellous Me
Steve Phillips	South CSS

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

NORTH EAST EPHA MEETING MINUTES 9 November 2016

1. WELCOME AND INTRODUCTIONS

Nick Hutchings, Chair of NEEPHA, welcomed headteachers to the district and area meeting.

a) Welcome to the following Headteachers, new in post in North East schools:

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Alex Candler	Lexden Primary School
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2. CHANGING THE CONVERSATION BETWEEN HOME AND SCHOOL

Professor Bill Lucas

Professor Lucas explained that he was the son of a headteacher, who eventually caved in and became a teacher himself. He now continues to work with schools as well as writing and lecturing.

He has identified the 7 "C"s - Expansive capabilities

- Craftsmanship
- Confidence
- Commitment
- Curiosity
- Creativity
- Collaboration
- Communication

Professor Lucas referred to The Good Childhood Report 2014 which revealed that children in England ranked ninth out of 11 countries surveyed for subjective well-being, ahead of only South Korea and Uganda. In a separate survey, England also fared slightly worse than Scotland and Wales.

Professor Lucas noted that Guy Claxton's book, "What's the point of school?" suggests that education's key responsibility should be to create enthusiastic learners who will go on to thrive as adults in a swiftly-changing, dynamic world.

The desired outcomes of schooling – moving from prosocial to epistemic (attitude to knowledge and learning)

Pro-social

Kind (not callous)
Generous (not greedy)
Forgiving (not vindictive)
Tolerant (not bigoted)
Trustworthy (not deceitful)
Morally brave (not apathetic)
Convivial (not egotistical)
Ecological (not rapacious)

Epistemic

Inquisitive (not passive)
Resilient (not easily defeated)
Imaginative (not literal)
Craftsmanlike (not slapdash)
Sceptical (not credulous)
Collaborative (not selfish)
Thoughtful (not impulsive)
Practical (not only academic)

Most important is effective communication, through both coaching and telling.

Review of Best Practice in Parental Engagement 2011

Janet Goodall and John Vorhaus

The Executive Summary states:

Parental engagement has a large and positive impact on children's learning. This was the single most important finding from a recent and authoritative review of the evidence:

Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003).

It is therefore a priority to identify interventions that are effective in supporting parental involvement, particularly those parents who are either not significantly involved in their children's education or who are not involved at all. That is the purpose of the review.

Summary of evidence

1. Integrated whole-school approaches work best, with needs analysis, priority-setting, ongoing monitoring and public awareness raising
2. Effective leadership of parental engagement 'is essential to the success of programme and strategies'.
3. Staff lack confidence and knowledge and will need training.
4. Parental Engagement with children's learning works best 'when parents receive clear, specific and targeted information from schools.'
5. ICT can help in a number of ways
6. Extensive evidence on benefits to children's literacy and also numeracy
7. Also evidence relating to other learning related outcomes e.g. motivation

Joyce Epstein's Six Types of Parental Engagement

Parenting Helping all families to have the basic home conditions in place including active parenting strategies and chance to understand more about how children learn.

Communicating Designing effective home-to-school and school-to-home communication methods which engage all parents regularly.

Volunteering Recruiting volunteer parents to help around school, in classes and in extra-curricular activities.

Learning at home Providing good information to enable all parents to create family learning activities and to understand how best they can help.

Influencing decision-making Including parents in decision-making activities to build a sense of ownership.

Collaborating with community Finding and using resources from the wider parent community to enrich school life.

Achievement	% variance attributed to	
	parenting	schooling
Age 7	29%	5%
Age 11	27%	21%
Age 16	14%	51%

It is what parents do 'at home' that has the greatest impact on children's achievement.

What kind of talk?

1. Listening with attention
2. Talking that acknowledges feelings
3. Talk that tries to solve problems
4. More questions than answers
5. Praise that is descriptive

Carol Dweck : the importance of having a growth mindset

When *Ability is fixed*

- Proving
- Safe learning
- Failure/mistakes bad
- Effort averse
- Fragile –depressive
- Shirk/blame/cheat
- Comparative/competitive
- Inaccurate self-image

When *Ability is expandable*

- Improving
- Adventurous learning
- Failure/mistakes useful
- Effort pleasurable
- Resilient –determined
- Try/commit/be open
- Collaborative/generous
- Accurate self-image

'If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort and keep on learning. That way they will have a lifelong way to build and repair their own confidence.'

Carol Dweck

6 key areas where parents can help

Expectations - Setting high and consistent standards

Routines - Establishing good learning habits

Opportunity to learn - Proactively looking for ways of extending and intriguing

Support - Showing interest, certain kinds of praising and teaching social skills

Culture - Creating a warm, cooperative and positive environment

Role modelling -Demonstrating the habits of mind of successful learners

Contacts and resources

www.winchester.ac.uk/realworldlearning

www.expansiveeducation.net

www.marvellousme.com

www.educatingruby.org

bill.lucas@winchester.ac.uk

@LucasLearn

@EducatingRuby

@MarvellousMeApp

3. MARVELLOUS ME

Adrian Burt

MarvellousMe is a whole school approach to getting parents more engaged in their children **learning** and **positive behaviour**.

MarvellousMe is 100% **positive**. Families find it fun and inspiring because it's gives them good news only.

MarvellousMe is incredibly **quick for teachers to use**, especially in plenary sessions. Plus, parents **can't message** back - they can just say 'thanks' with a Hi5! There are lots of leadership tools:- to ensure **school-wide consistency**; to **focus parent engagement** where it matters; to **evidence your success**.

The slide deck is quick to scroll through. The second half gives examples of how easy and effective MarvellousMe is to use, along with a glimpse of the school admin portal, SLT benefits, and the resources and support that we provide to ensure everything is kicked off and sustained 'marvellously'.

More detail

MarvellousMe is a **whole school parental engagement and praise system** that get parents engaged by giving them positive feedback on their children's activities and achievements at school. This in turn inspires better family conversations about school and greater home learning support. Parents will be happier, children do better, and teachers save time and get better results.

- Most teachers use MarvellousMe in plenary sessions, 2-3 days a week, and for a total time of less than 5 minutes!
- The average level of parent engagement across all schools using MarvellousMe is over **85%**. This includes schools with hard-to-reach parents.

For Teachers

- MarvellousMe gets parents engaged by sharing only positive news with them.
- It underpins your values and learning strategies.
- It supercharges home conversations about school.
- It facilitates learning and good behaviour through home reinforcement.
- There's zero setup or upkeep.
- It's super-fast, and there's no extra workload, or risk of parents contacting you. Parents

can't message back.

- It's a brilliant plenary aid and parent-powered praise system.

For School Admin

- Fast setup and easy upkeep for the whole school.
- Easy setup and management of custom groups, e.g. SEN, Houses, learning groups.
- Simple parent join-up invitations.
- Speedy annual refresh.
- Whole school parent messaging.

For Senior Leaders

- It's a whole school system that everyone uses (including the office and support staff).
- It's fair, consistent and continuous.
- It focuses everyone on your specific learning areas, core values and skills.
- You can track parent engagement impact and evidence success.
- It increases parent traffic to your website.
- It's a full-service solution, backed up with pro-active and personal support.

Investment

The subscription price for MarvellousMe ranges from £199 per year for small schools, to £999 per year for very large schools. There is no charge to parents.

Setup and training can be carried out remotely, for a one-off fee of £199, and this includes lots of support materials to supercharge your launch with teachers, children and parents. We also offer onsite setup and training, which I recommend for larger schools, at a one off fee of £499.

Set up and training

This comprises 3 parts:

- Administrator training, to go through basic adds, moves and changes, printing the parent join code letters, and reviewing your success.
- Teacher training, to show teachers around the MarvellousMe teacher app, focusing on easy of use, using MarvellousMe for plenaries, and providing best practice tips.
- Leadership overview, with someone from the SLT, to provide guidance on how the school can maximise its benefits from MarvellousMe, and report better parent engagement to governors and inspectors.(c10mins)

Funding

Many schools allocate Pupil Premium to MarvellousMe, or fund it through the PTA. The Sutton Trust states that parent engagement is a significant way to 'narrow the gap'. MarvellousMe is an effective whole school parent engagement intervention, and provides excellent reports to evidence your success, impact and sustainability.

4. **PROVIDE HEALTH FACILITATORS** **Lesley Howes and Geoff Mangan**

Lesley Howes explained that she and Geoff were both headteachers in Essex and spent several years as Schools' Facilitators, acting as a liaison between education and health providers and Partnership Boards. The funding for this role ended last year and she and Geoff have now been commissioned by Provide, which offers a broad range of community services across Essex, Cambridgeshire and Peterborough, as well as the London boroughs of Waltham Forest and Redbridge.

Please feel free to contact either Lesley or Geoff re any questions or concerns you have regarding:-

- Healthy schools – Engaging; Achieving status
- Healthy Needs Assessment – Completing; Renewing – updating; Identifying potential; Training and support
- PSHE - Support and training

Lesley Howes

lesleyhowes56@icloud.com 07545219966

Geoff Mangan

geoffmangan@me.com 07702 608881

5. **NEEPHA UPDATE**

Discussion around EPHA priorities for 2016/17

Headteachers were asked to share their views and opinions in groups, facilitated by EPHA Executive representatives. The following notes are collated from the four area meetings. In general, headteachers agreed with the priorities that EPHA has identified for the year ahead.

Schools Broadband

- Filtering is difficult. Concern was expressed about the lack of understanding of educational challenges and requirements.
- The Essex virus protection is very poor.
- Speed is often an issue, particularly in rural schools. Worse in the afternoon!
- Not fit for purpose – can't teach the new curriculum.
- Stressed that it is an essential service for all – we need to stick together.
- The County Broadband service offers good value for money.
- Schools need a statement about internet filtering, for Ofsted purposes.
- Need increased MGs. One school paid for an upgrade, greatly improved the service but took a long time to get it organized.
- 0333 phone numbers are a problem.
- Poor telephone support.
- Common issues/problems should be highlighted (and explained) in the weekly Education Essex newsletter.
- Some heads saying that they don't report problems because they are too frequent – just accept the service. Keen for a new provider.
- Virgin used at one school, really pleased. But another head said that they had moved to

another provider and regretted it bitterly!

- Service too reliant on just one member of staff!

Recruitment and retention

- Stopping people moving on to the Upper Pay Range unless they can offer sufficient evidence prevents heads from being able to reward good teachers. Heads want to be able to pay extra without having to jump through the hoops.
- Lack of consistency across schools re UPR.
- Less structured pay scale means academies can offer higher salaries – no parity.
- Ongoing tension with the PMR process and its impact.
- Workload/work life balance is a big turn off. Lack of support for teachers after their first year.
- Resignation dates need to be more flexible – suggest shorter period, e.g. a month.
- The quality of teachers is an issue/no quality teachers. Some aren't even qualified.
- Supply agency staff – chronically awful, don't want to do anything. Lots of staff go to supply because they don't want the workload of being a permanent member of staff.
- Australian staff don't like the workload.
- There's no one out there! Candidates don't turn up for interviews.
- Inappropriate applications.
- Agency fees very high.
- Not enough training places for SCITT. DfE should look at local data, not countrywide data. Teachers tend to stay where they train.
- Positive news about SCITT moving to Clacton.
- Retention of middle leaders is a real issue – they are leaving the profession.
- Maternity leave is causing big problems.
- Rise in job shares and part time staff– costs more in pay and management time. Additional communication and training problems.
- The teachers back into teaching – secondary led, rather than primary?
- Rising cost of living and house prices having a major impact on retention – can London waiting boundaries be extended?
- Incentivise travel.
- The Government needs to value the people they have.
- Housing would really help.
- Some suggestions to help retention: keep staff motivated by rewarding little actions; provide lunch on parents' evening days; wellbeing committee – termly meeting (reps from all staff groups); Christmas shopping afternoons; tea and coffee paid for.

Headteacher well-being and support/retention of headteachers

- Headteachers and their staff are at crisis point/breaking point.
- Huge concern.
- Heads feel unable to take PPA or dedicated leadership time.
- Essential – need to focus and promote ways to support heads to enable them to be sustained in the role.
- Lack of support other than from those in a cluster supporting each other. This then leads to a clash when asked to hold each other to account.
- Make supervision accessible for all headteachers. Negotiate a package of support for headteachers?
- One group said “Is there any support for headteachers?”
- Where is the worklife balance?
- Many new heads do not have mentors.

- Wellbeing is impacted by insufficient funding, teachers, services; headteachers are always expected to do more for less.
- Executive headteacher need support when managing 2+ schools – they need guidance, supervision, and coaching and governor awareness of the extra demands this leads to.
- Sustainability of Executive Headship – additional pressure and impact on those heads.
- A focus on nurturing new talent in leadership.
- Opportunities to shadow, particularly in more vulnerable and challenging schools.
- Currently no support mechanisms for acting headteachers.
- Revisit Headspace (subsidised by EPHA?)
- Increased demands on headteacher time by other organisations such as the Council e.g. fraud investigations demanding reports for the court, immediate response etc
- There should be fair and equitable HR processes for headteachers – the same as they are expected to administer for their staff.

Shape and organisation of the termly headteacher meetings

- The morning meeting changes with LA reduced was seen as positive and agenda/speakers seen as a potential 'lifting' experience. The changes were seen as contributing to HT well-being, professional dialogue, partnerships and providing potential for us to come together and work together as a 'team', something secondaries can do well when they need to, primaries less so. It was felt that there was less being 'forced at you.'
- Reduced LA time was welcomed as this bit can be burdensome and depressing. Appreciated new format and EPHA's efforts.
- Meetings use lots of jargon and people feel unable to say what they don't understand, particularly in the LA section of the meeting.
- One group though asked that EPHA subs shouldn't be increased further and didn't see the need for lots of additional speakers – keen to hear from LA at least termly.
- Another group asked for less from LA and more on issues such as mental health, behaviour, social care.
- Perhaps offer a way of sharing concerns that heads have, perhaps at the end of a meeting. Something like a hot topic approach, raised by someone in advance of the meeting.
- Is poor attendance due to schools becoming academies and not feeling the need to hear from the LA?
- Suggestions for the afternoons – viewpoints from headteachers? Networks to suggest what is required for presentations.

Future of primary services

- HR essential, but always busy, often inconsistent in their advice.
- Payroll – very poor service
- Essential: Safeguarding, admissions, HT recruitment, press and crisis support, educational visits, broadband

Partnership, academisation, relationship with the Local Authority.

- Heads felt that it was critical that the LA kept a neutral stance re academies, they saw Clare Kershaw as a strong, positive leader, they were pleased that the LA did not try and force a partnership where it wasn't wanted, felt that certain key people were realistic and listened. What was needed was consistency at all levels and across the team.
- Collaboration seen as positive, and "soft" relationships are good. "Hard" relationships via MATs and chains can be very tricky.
- Can be hard to get people to engage e.g. with data
- Accountability a problem – schools already part of a MAT do not want more pressure.

- Financial implications of being part of several partnerships.
- Many schools in a number of partnerships – duplication, overlap, time pressures.
- Offer Peer Review training again.
- MATs are isolating themselves.
- Waiting for information about the LA MAT
- Leave us alone! Too much push and pressure.

Assessment and testing

- Re assessment, we had been taken back 30 years to structures rather than in how to improve teaching and learning. It was resented and not one HT felt that they had cracked it. People were trying to make best of a very poor set of circumstances and it was not a good use of time. This linked also to the need for primaries to stick together and have a voice that said, in essence, 'No'.
- This year was a mess – led to wobbles again this year with Year 2 and Year 6 teachers.
- Progress measures incorrect and flawed. (Writing in particular)
- The draft of the assessment response was well written – clear and concise.
- The Test and NC changes – a step too far, piling up far too much pressure.
- Validity of in school data – moderation not reliable, needs to be more consistent.
- Leave us alone! Constantly changing information and the goal posts.
- Increased stress on pupils.

Services to support SEND

- The NEEAPS (North East Essex Alternative Provision School) is full, so the only way to get support is to permanently exclude.
- Funding for EHCPs is insufficient and additional funding paid late.
- Huge concerns around the budget, increased number of complex SEN and each child having a £6k impact on the budget. This can really add up.
- Behaviour issues having a negative effect on teachers and staff.
- Lack of 2 year-old checks have an impact. Felt that parents lie about their child or have insufficient knowledge and understanding of child development to be able to answer accurately.
- Insufficient places in special schools.
- Lack of support from those pupils who don't qualify for a EHCP.

Specialist Teacher Team and Statutory Assessment Service

- One group asked about the direction of the behaviour support service.
- Comments that specialist teachers were poor, inconsistent and not up to date. Dependent on the quality of individuals.
- Some support is simply a box ticking exercise.
- Same information and advice given time after time.
- SAS – not easy to contact case workers.
- They lose paperwork.
- Making individual decisions without involving schools.
- They think that they are providing a better service than they are!

Links with Schools Forum

This is a critical decision making forum – more information needed.
Need a higher profile and updates at headteacher meetings.

Admissions

- School places in Colchester at crisis point.
- Support needed for already vulnerable schools.
- Support needed for the appeals process.

Other comments

Pleased with strength of EPHA influence and clear future potential.

What is the value of the teaching awards? – just 42 nominations from all the schools in Essex. Some heads said that they don't nominate individual staff because they see this as divisive – don't want to single out "favourites".

6. "WORKING WITH PUPILS WHO PRESENT CHALLENGING BEHAVIOUR"

Steve Phillips

A session focusing on sharing ideas, strategies and support to improve pupil behaviour and staff self-esteem.

Steve is a qualified science teacher, who for the last fourteen years has worked in PRUs. During this time he has been a "data driven" Headteacher, a behaviour "Enforcer" and a "miracle question" obsessed mentor. He is currently Deputy Head of The Children's Support Service and leads their Early Intervention Team which supports mainstreams schools across Essex to work effectively with challenging behaviour.

Steve presented 5 key principles which seem to work with challenging behaviour:

- i) Staff need a safe space to be curious and reflective about behaviour.
- ii) Understanding what positive behaviour management is and how it works.
- iii) Distribute attention evenly.
- iv) A good understanding of rewards and sanctions.
- v) A positive school environment.

Steve's presentation can be found on the EPHA website
<http://essexprimaryheads.co.uk/meetings/termly-area/composite/>

7. FUTURE DATES

NORTH EAST meetings with the Local Authority officers 2016/2017 -at Weston Homes Community Stadium

Thursday 23 February 2017

Thursday 15 June 2017

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