

**COMPOSITE MINUTES OF THE 2018 SPRING TERM AREA MEETINGS
OF THE LA AND ESSEX PRIMARY HEADS' ASSOCIATION**

South	Wednesday 21 February 2018
North East	Thursday 22 February 2018
West	Wednesday 28 February 2018 – cancelled due to snow
Mid	Thursday 1 March 2018 – cancelled due to snow

Action

1. WELCOME, THANK YOU AND NOTICES

- a) Clare Kershaw, Director for Education and the Area Chairs, welcomed those present to the meetings, extending a particular **welcome** to the new (or new in post) headteachers in each area, who are:

South

Dan Chapman	Hilltop Infants (Head of School)
Paul Hillson	Hilltop Juniors (Head of School)
Gemma Jackson	Leigh Beck Juniors (Headteacher)
Pieter Labuschangne	Leigh Beck Juniors (Head of School)
Jude Gibbon	Ghyllgrove Community Infants
Helen Pasquale	Ashingdon Primary Academy (Head of School)
Mandy Turner	Plumberow Academy (Head of School)

North East

Aaron Battersby	All Saints CE Primary, Great Oakley
Nicky Patrick	Spring Meadow Primary
Lisa Finch	Stanway Fiveways Primary

West

Matt Curzon	St Mary's CE Primary, Stansted (Interim)
Nikki Larkin	Dr Walker's CE Primary, Fyfield
Sharon Simpson	Stapleford Abbots Primary Academy (head of school)
Kim Thackray	Stapleford Abbots Primary Academy
Jane Pomfret	Nazeing Primary
Andre Rall	Theydon Bois Primary

Mid

Zanya Farmer	Barnes Farm Infants
Hilary Luckman	Kings Road Primary (interim for 2018)
Matt Poyton	Lawford Mead Primary (Acting)
Louise Venables	Shalford Primary (Acting)
Faye White	Maltese Road Primary (Head of School)

- b) **Thank you and farewell** to those headteachers who are retiring or leaving their current post at the end of term:

South

Pauline Francis	The Wickford Infant School
-----------------	----------------------------

North East

Bill Aylett	Montgomery Juniors
Jeremy Hallum	Heathlands Primary

West

Sharon Lester Newport Primary
Terena Moreton Coopersale and Theydon Garnon Primary

Mid

Carrie Prior St Andrew's CE Primary, Great Yeldham

Nigel Hookway – Executive Director – retiring in March

2 LOCAL AUTHORITY UPDATE

Clare Kershaw, Director of Education

Ruth Sturdy, SEND Transformation Manager

Lisa Fergus (South meeting)

Lyn Wright (North East meeting)

a) ESSEX PRIMARY HEADTEACHER OF THE YEAR

Clare congratulated Iain Gunn (Headteacher at St Peter's CE Primary School, South Weald) who was awarded Primary Headteacher of the Year, at the recent Essex teaching awards event. She also congratulated Julie Lorkins (St Andrew's Church of England Primary School, North Weald) and Gary Soars (Edward Francis Primary School, Rayleigh) who were highly commended in this category.

b) INFORMATION SHARING PROTOCOLS

Clare noted that during half term schools received information from the Information Governance Services asking headteachers to sign an information sharing protocol with Provide (the NHS community provider). Currently schools are being asked (and are) sharing this information monthly by email. However, the information and attachment sent by IGS was not entirely clear and has caused some concern for schools. Clare suggested that schools should not sign the protocol for the time being and she would ask for clarification, and would send out information to schools via Education Essex.

CK

c) EDUCATION TEAM RESTRUCTURE

The restructure of the whole education team aimed at re-configuring services within quadrants is underway. Clare shared the structure chart and appointments so far.

Dave Hill remains as Executive Director Social Care and Education, with Clare Kershaw as Director of Education.

Four Education teams – one per quadrant – will include the following services:

- Statutory Assessment Service
- Education Psychology
- Specialist Teacher and Pre-school Service
- School Effectiveness
- Early Years and Childcare
- School Attendance

The quadrant structure will enable services to be delivered in an integrated way nearer to schools, children and their families, strengthening the service and increasing the responsiveness of the LA teams. Clare stressed that a particular aim was to support vulnerable children, including pupils at risk of exclusion.

Three of the four Assistant Directors have been appointed, along with (some of) the SEND Quadrant Leads and the Quadrant Head of Education and Early Years. They are:

South quadrant

Assistant Director of Education	Lisa Fergus
SEND Quadrant Manager	vacant
Head of Education and Early Years	vacant

North East quadrant

Assistant Director of Education	Vacant
SEND Quadrant Manager	Ros Somerville
Head of Education and Early Years	Lyn Wright

West quadrant

Assistant Director of Education	Nicola Woolf
SEND Quadrant Manager	Chris O’Nions
Head of Education and Early Years	vacant

Mid quadrant

Assistant Director of Education	Liz Cornish
SEND Quadrant Manager	Tony Sales
Head of Education and Early Years	Alison Fiala

Alongside these quadrant teams will be a number of other teams:

Education Advice and Guidance – This will provide access to advice and guidance, and some intervention, for families and schools, via both digital and online channels. Clare noted that this would be a project for the summer term and asked headteachers to help design the service to ensure it met their needs.

Michael O’Brien has been appointed as Head of the **Specialist Education Services** team. Services within this team include:

- Alternative education – current vacancy for Education Access Manager
- Virtual service and Children Missing in Education – current vacancy for Manager
- Youth services – Tracey Spear – Manager
- Safeguarding – School Safeguarding Manager – Jo Barclay
- SEND IASS – Clare Woodcock - Manager

At the South meeting a headteacher asked how children who are being home educated would be monitored, as these were a key vulnerable group. Clare agreed but noted that the Local Authority still has limited statutory powers in relation to elective home education. However, a bill is currently being considered in Parliament, which may change those responsibilities, and this would then sit within the CME team.

Ralph Holloway has been appointed as head of SEND Strategy and Innovation.

The team includes:

- SEND Operations – Helen Wall has been appointed as SEND Operations Leader, with responsibility for SEND Statutory duties and code of practice, PCF, Local Offer, SEND performance oversight and national/regional interface
- SEN Tribunal and Legal Support Service– Kate Harvey appointed as Manager
- SEN Development – vacant
- SEND School Effectiveness – Ruth Sturdy

Anita Kemp has been appointed as head of Strategy, Performance and Planning

The team will include:

- Early Years Sufficiency and sustainability – Carolyn Terry

- Systems and intelligence manager – Emma Toublic
- Workforce development and performance manager – Heather Faulkner
- Strategy Manager – school readiness – Liz Norton
- School crossing patrols –Helen Thomas.
Clare noted that this was a problematic service (and her greatest source of complaints!)
- School meals – Jason Walmsley (*service under review but likely to be traded from September*)
- Music Service –Charlie Richardson
- Essex Dance theatre – Deborah Holme

The restructured teams will be implemented at the beginning of the summer term. Clare stressed that the current appointments were mostly at leadership level and the Local Authority practitioners (including Educational Psychologists, the School Effectiveness Partners and so on) will continue to work with schools.

d) **EMAT UPDATE**

Essex County Council, in partnership with the Diocese of Chelmsford and schools, is preparing to submit an application to the Regional Headteacher Board on 15th March 2018, seeking approval to establish a new multi academy trust in Essex which will be called EMAT.

EMAT will be a unique offer to the MAT landscape across Essex; initiated by ECC it would stand completely independent of the Council and operate in the same way as any other MAT does in Essex. As a 'mixed' MAT it will provide greater choice for schools opting to convert to academy status with local partner schools, from all phases including special schools.

There are a number of maintained schools and standalone academies in Essex that would wholly benefit from joining a MAT but are unable to find the right MAT which offers them a sustainable and accountable partnership to maintain the highest quality of education to children and young people residing in Essex. A number of schools have indicated they would welcome joining a MAT that has the values and ethos of the Local Authority and the Diocese as part of its origins and maintain the authentic relationship which has long been established and trusted.

- The proposal is to establish EMAT with a minimum of 3 strong good or outstanding schools to ensure there is sufficient school improvement capacity within the MAT before looking to support more vulnerable schools through the sponsorship route.
- The MAT can also broker support from expertise within the LA, the Diocese and system leaders across the TSAs in Essex where appropriate.
- The MAT will grow incrementally as all MATs do, but it is envisaged that a hub model will develop as it grows over the medium to long term.
- In the short term (the first 2 years), ECC is seeking to grow the MAT to about six schools and from there develop a hub model aligned to geographical quadrants across Essex.
- In the medium to long term the aspiration is to create four hubs of between 4-6 schools to ensure that the distinctiveness and uniqueness of the proposed model is sustained and maintained.

Essex County Council has been very clear that its priority is focussed on long term self-sustaining school improvement regardless of whether schools are academies or continue as LA maintained schools.

Alison Fiala has taken over from Graham Lancaster (following his retirement at the end of December) as the lead on the EMAT project, and she can be contacted by
Email: Alison.fiala@essex.gov.uk
Mobile: 07768 537487

e) SCHOOL LED IMPROVEMENT SYSTEM UPDATE

Quadrant Meetings are being established with Leads of Partnerships and TSAs and they have been emailed about the first meetings:

- North East - 21st March - Priory TSA - 2pm
- West - 26th March Harlow Study Centre 2pm
- South - 19th April – Lee Chapel – 10.00am
- Mid – 11th May – Chelmer Valley – 9.00am

Meetings will also be attended by representatives from the Headteacher Associations.

Peer Review Case Studies

Leads of Partnerships have been emailed about the opportunity to share their partnerships good practice in Peer Review across the county by writing a short case study for which there is £2000 available.

f) OFSTED SHORT INSPECTION CHANGES

Following a consultation in the autumn term, the Section 8 inspection timetable and outcomes have been revised. There are four possible outcomes for a short inspection. These are explained and are illustrated in the diagram below.

Outcome 1 – the school continues to be a good school

Where the lead inspector judges that a school remains good, they will confirm this judgement in the final feedback to the school at the end of the short inspection. The lead inspector will also suggest next steps for the school to work on before the next inspection within the next 3 – 5 years.

or

Outcome 2– the school is a serious concern , at risk of an inadequate outcome or safeguarding concern.

The lead inspector has gathered evidence that suggests the school may be inadequate in one or more of the graded judgements under section 5 inspections; there are serious concerns about safeguarding, pupils' behaviour or the quality of education; there are concerns that the performance of an outstanding non-exempt school could be declining to 'requires improvement'. The short inspection will be converted to a section 5 inspection, usually within 48 hours.

or

Outcome 3 – the school is potentially declining and at risk of losing its current Good judgement.

The Lead inspector is not satisfied that the school would receive at least its current grade if a section 5 inspection were carried out now. The school will be informed that its next inspection will be a section 5 inspection, which will typically take place within two years this will allow school leaders to make the improvements required to retain a good judgement . The lead inspector will have gathered evidence in the course of pursuing the key lines of enquiry that have been shared with the school at the beginning of the short inspection day. The school will receive feedback and in the letter setting out strengths and clear areas for improvement. The school's current overall judgement remains unchanged .The school will subsequently receive a section 5

inspection within the prescribed statutory timeframe.

or

Outcome 4 – the school may potentially be graded outstanding.

The school remains good and there is sufficient evidence of improved performance to suggest that the school may be judged outstanding if it received a section 5 inspection now. The school will be informed that its next inspection will be a section 5 inspection, which will typically take place within two years. The school will receive feedback and a letter will confirm that the school remains good and will highlight the specific areas where particularly strong practice has been evidenced, as well as priorities for further improvement. The letter to the school will be published. The section 5 inspection will usually take place within two years, giving the school time for the strong practice and marked improvements to be consolidated. The decision on the timing of the full section 5 inspection will be for the relevant Ofsted regional director to determine. Schools may request an early inspection and these requests will be considered, as now, by the Ofsted region.

The timeframe is within five school years from the end of the school year in which the previous section 5 inspection took place. This means that, for a small number of schools, the follow-on section 5 inspection may be carried out sooner than the usual one-to-two years after the short inspection has taken place, in order to comply with the prescribed interval for section 5 inspections (The Education (School Inspection) (England) (Amendment) Regulations 2015; www.legislation.gov.uk/uksi/2015/170/contents/made).

9) **SMALL SCHOOLS STRATEGY**

A task group (including the EPHA Executive Director) was set up in Spring term 17 as a proactive strategy to produce a review which explores the issues facing small schools, resulting in recommendations to the Director of Education via a Small Schools' Strategy to ensure that where viable, small schools are able to take proactive decisions to secure their future and provide a high quality education.

For the initial review small schools are defined as schools with less than 120 pupils on roll. Of these 62 schools, 37 are Church of England schools (22 voluntary controlled and 15 voluntary aided) and 13 are Community schools. 12 of the small schools are Academies, all but one belonging to a Multi-Academy Trust.

In January five representative headteachers (from faith and non-faith schools) joined the strategy group to add to the make further recommendations. They are Julie Ingram (Chappel Primary), Gary Brown (Ashdon Primary), Lorna Pigram (Federation of Rawreth, Canewdon and Woodham Ferrers), Donna Parker (Ardleigh St Mary's) and Liz Maycock (Little Waltham Primary).

LA Officers have met with around 10 schools so far, that are considered the highest priority and have discussed plans to secure their future. Key messages arising from the reviews included:

- The financial and census data held by the Local Authority was, in most cases, out of date. The LA was able to have a more accurate picture of the school's financial position and numbers on roll following the school based meeting.
- Some schools have inherited unworkable PANs (eg 11 or 19) schools were reminded how to amend this.
- Recruitment is very difficult for most of the schools, as teachers are often unwilling to teach mixed-age classes, sometimes spanning key stages, and take on several leadership roles.

- Catchment areas can be fluid attracting, in some schools, a higher proportion out of catchment than their own catchment. This works both ways, however makes future sustainability a vulnerability.
- Small schools often have a lack of good pre-school local provision, this can impact on parental choice, they may be in the catchment, but as the pre-school was out of catchment, the children went to the school attached to the pre-school.
- There is an issue around publicity and awareness of small schools in all pre-school providers for parents to hear about the benefits of educating their child at the local school.
- All schools commented on the increase in the number of children with SEND and EHCP, the crippling costs of finding the first £6000 for each and the lack of expertise within the staff to meet their needs, including an accredited SENCO.
- One strength identified was that of governance, with many committed and determined governors supporting their schools.
- Many of the schools are using creative strategies to protect and sustain their funding. They had made efficiencies but were concerned about the NFF proposals to reduce the lump sum. There are some excellent staff in these schools, including the headteacher, but often teaching staff at a higher cost as they often have long service.
- Some of the schools visited have been unable to access grants that should help their financial position. 2 schools were supported with how to get instant help.
- For many of the reviews, the discussion about sustainability and options for a structural change was a welcomed part of the meeting. All said they benefit from their local SLIS partnerships, however questioned sustainability without funding.
- One solution, which is on the increase in Essex and other LAs, is federation. sometimes initially 'soft' to test out the partnership arrangements and more formally would be a 'hard' federation. The vision in Essex is Schools-led School Improvement and collaborative partnership, but not necessarily through joining a Multi Academy Trust – indeed, some small schools reported they are unable to find a MAT that they can join because of financial risk.
- A major concern is the increasing workload when, for example, an Executive Headteacher is appointed to lead two or more schools and the impact on all staff.

Recommendations following the school based reviews:

- To offer a school based review to any small school who would welcome a discussion about sustainability.
- Schools above 120 pupils are also vulnerable in terms of sustainability and have recruitment issues, so offer a review to schools under 200 pupils.
- Produce case studies of schools which federated and provide some context so that schools can feel more informed.
- Update the database with the latest census data and financial returns following month 9 to revise the 'alerts' ratings.
- Make available the options paper and toolkit on Infolink, so that governors and schools can have access beforehand, including details of all the local MATs and federations.
- Share the review findings with Members and Local Councillors so they are more aware of the challenges facing small schools and the solutions they are engaging with.
- Arrange a conference to disseminate findings, invite out of Essex examples of how schools are facing the challenges, including SLIS partnerships across Essex.


At the headteacher meetings there were continued discussions about the pressure on small schools to admit children with special educational needs and disabilities as many parents believe that their child will be nurtured and protected in a small school. This

may well be the case, but the pressure on the school's budget and staffing capacity is disproportionate to its size, and the impact on results is also significant. Clare accepted this, but noted that parents have the legal right to name their preferred school and because of Fair Access Protocols schools cannot choose not to admit that child. However, it was felt that more could be done to help parents realise the pressure on schools' budgets and staffing capacity.

For further information, please contact Alison Fiala, Lead School Effectiveness Partner Alison.fiala@essex.gov.uk. or Joseph Chell, Lead School Organisation Officer on school.organisation@essex.gov.uk


h) FFT SUBSCRIPTIONS

The Local Authority is subsidising the FFT data subscription for another year (at a cost of £25,000) and it was noted that around 350 primary and secondary schools use this data. It was accepted that this data was less useful to infant schools (and, as a result, they pay a smaller subscription). One headteacher questioned whether, while the LA and schools' budgets are under so much pressure, this service should be subsidised at all. He argued that if schools wished to pay for this service they should make an individual decision, and the LA budget should not be paying for this. Clare did note that the data was valued by many schools, and also used by the Local Authority to inform their understanding of school performance.



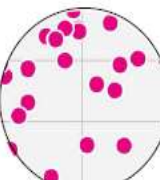
key developments

New homepage




Scatter plots with filters; (check for outliers and use data management to amend output)

Scatterplots




Edit your pupil list and create reports based on revised pupil numbers

Data management




New Term of birth section within pupil group reports

Term of Birth

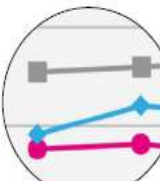


Extended Dashboards




Quick links to Dashboards at the top of the home page

Disadvantaged



Quick links at bottom of home page to Disadvantaged and SEND reports

Favourites



Save all your reports, including reports where you have amended the pupil level data and share them with colleagues

i) SEND STRATEGY UPDATE

Ruth Sturdy, Schools Effectiveness Lead for Inclusion, reminded headteachers that the number one priority for the Local Authority this year is to achieve greater inclusion and effective support for children with special educational needs. A Headteacher Round Table has been established with a particular focus on the challenges of SEND in mainstream schools and with the aim of developing a mainstream strategy.

The Key Questions, put forward by the Headteacher Associations, include the need for the following:

- The development of a strategy to support SEND provision in mainstream settings.

- *What does a School Led SEND system look like? How do we develop it? What needs to change? What are the barriers to inclusion in Essex schools?*
- *What systems do we need in the Local Authority to support schools in developing approaches to SEND which result in high quality teaching for all leading to positive outcomes?*
- *What is the outreach offer from our Special Schools and how can this be extended in the future*

Part of the discussion has focused on the need for inclusion in every school/academy- including asking

- how can we best challenge schools who avoid or refuse to take and support pupils with SEND?
- how do we ensure all schools provide high quality provision that meets needs?
- how can we effectively challenge schools in a changing landscape of education organisation where we need to?

The last meeting of the Roundtable considered the agreement of **common terms of reference for SEND** and **minimum expectations** for every school. A statement is in the process of being developed and will be shared with schools as soon as possible.

There is an additional focus on effective working between partners- schools and teams in the LA (including SAS, STT, Early Years and SENDIASS). The current Education Team restructure is focused on improving the way that these teams work together and with schools.

The use of resources, including funding in both the Schools Block and the High Needs Block is critical to the success of the system. The review is questioning how the Local Authority is reviewing and ensuring a transparent and detailed analysis of the use of the high needs block and the additional funding from the schools block to support SEND provision and outcomes in mainstream schools?

Also, how it can ensure value for money from the High Needs Block spend? How can the impact of funding be measured and how is it being used to ensure that provisions and outcomes for young people in Essex with SEND are positive and prepare them for adulthood?

At the South meeting there was a discussion about ensuring the funding of Enhanced Provisions continues to be sustainable. There has been discussion about changing the funding to pupil-led rather than place-led funding and this would be likely to make such provision unviable, particular in small school settings. Clare confirmed that the sustainability and development of enhanced provision in mainstream schools is key to the mainstream SEND strategy.

A SEND Peer review model is being developed asking the following 5 key questions:

- Are outcomes for pupils with SEND positive, and going to have a positive impact on preparation for adulthood?
- Is leadership of SEND effective at all levels? Is it resulting in embedded practice?
- What is the quality of teaching and learning for pupils with SEND?
- Is there a clear culture of working with parents/carers of pupils with SEND so that joint approaches lead to better outcomes?
- What is the experience of pupils with SEND in the school?

3. PE AND SPORTS PREMIUM FUNDING AND ACCOUNTABILITY

Dawn Catley (South meeting)
Brian Shaw (North East meeting)

The funding for the PE and Sports Premium has increased. From September 2017:
Schools with 16 or fewer eligible pupils receive £1000 per pupil;
Schools with 17 or more eligible pupils receive £16,000 and an additional payment of £10 per pupil

This is a doubling of the previous formula and will mean that all schools will be able to deliver further improvements to their PE and Sport provision. The mechanism for payment will remain the same, with schools receiving 7/12ths of funding in Oct/Nov and the remaining 5/12ths in April/May.

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that they should use the premium to:

- *develop or add to the PE and sport activities that the school already offers*
- *build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years*

<https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

There are 5 key indicators that schools should expect to see improvement across:

- the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

For example, you can use your funding to:

- provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively
- hire qualified sports coaches to work with teachers to enhance or extend current opportunities
- introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities
- support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs
- enter or run more sport competitions
- partner with other schools to run sports activities and clubs
- increase pupils' participation in the [School Games](#)
- encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school
- provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum
- embed physical activity into the school day through active travel to and from school, active playgrounds and active teaching

There is a change around the accountability of the PE fund, in relation to swimming. You must publish details of how you spend your PE and sport premium funding. This must include:

- the amount of premium received
- a full breakdown of how it has been spent (or will be spent)
- the impact the school has seen on pupils' PE and sport participation and attainment
- how the improvements will be sustainable in the future

For the 2017 to 2018 academic year, there is a new condition requiring schools to publish how many pupils within their year 6 cohort are meeting the national curriculum requirement to swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively and perform safe self-rescue in different water-based situations.

Headteachers asked if PE/Sports funding could be used to support swimming. It was stressed that it cannot be used to fund the curriculum swimming requirement (including transport costs) but could be used to support enhanced swimming provision, for example if the school is offering swimming over and above the requirement to ensure that all year 6 pupils meet the curriculum requirement.

At the meeting the DfE template for recording the impact of the funding was circulated. The Department has commissioned partners in the physical education and school sport sector to develop this template, which is available on the EPHA website or at:

[The Association for PE Youth Sport Trust](#)

Active Essex have also provided a template where schools can record the impact of Primary PE and Sport Premium.



Active Essex is working alongside Sport England to deliver the **Active Lives: Children and Young People survey**, which measures participation in sport and physical activity among children and young people in Years 1 to 11. The information that is collected will help Sport England to decide where and how to invest in opportunities for children and young people to take part in and benefit from sport and physical activity. 108 schools across Greater Essex will be requested to undertake the Survey between January and April 2017. This survey will be in place for the lifetime of the Active Lives general survey. Each term following that a similar number of different schools will be asked to undertake the survey.

What does the school have to do?

- 3 classes from each year group Yr1 and Yr6 within the school complete a confidential online survey.
- Each class has a distinct URL to access and complete the survey.
- Each class teacher is also asked to complete the survey.
- Where Yr1 or Yr2 are taking the survey parents of these classes are also given the opportunity to complete the survey

Why should a school get involved?

- Up to a **£500** payment for completion of the survey.
- Access to a **detailed report** of the schools outcomes on Physical Activity and Health & Wellbeing.
- **Insight** which will be useful in OFSTED Health & Wellbeing reports.
- Support for reporting **impact** of the Primary PE & Sport Premium.
- Support for the **Healthy Schools Award** in Essex.

Active Essex Contact details

<https://www.activeessex.org/>

Brian Shaw

Strategic Lead for Education & Skills; Active Essex

Brian.shaw@essex.gov.uk - 07879116366

(Brian retires at the end of March)

Dawn Catley

Education Engagement Lead.

Dawn.catley@activeessex.org - 07894964327

4. GENERAL DATA PROTECTION REGULATIONS (GDPR)

The Data Protection Act 2017 Bill continues to progress through Parliament. The bulk of the Act will be the GDPR regulations, *but*

- Will cover additional areas of privacy law not covered by GDPR
- GDPR will not be amended by this process, only expanded and defined
- Where the EU have allowed Member States to define their own approach to certain aspects of GDPR, DPA 2017 will make these decisions.

The EPHA Professional Officer noted that she has set up a dedicated webpage on the EPHA website focusing on data protection.

<https://essexprimaryheads.co.uk/info-and-documents/data-protection/>

This includes a briefing paper on GDPR and crib sheet for the DfE GDPR video.

Key information

Many of the GDPR's main concepts and principles are much the same as those in the current Data Protection Act (DPA), so if you are complying properly with the current law then most of your approach to compliance will remain valid under the GDPR and can be the starting point to build from. However, there are new elements and significant enhancements.

Like the Data Protection Act 1998, the GDPR sets out principles rather than specific rules. Schools need to decide the best way to apply the principles for data management in their own contexts, and there is little published information available at the moment on the specific steps a school should take to comply.

It is important to use the Information Commissioner's Office (ICO) resources provided on the website to work out the main differences between the current law and the GDPR. Over the next few months the ICO will produce more guidance and other tools to assist preparation. The Article 29 Working Party will also be producing guidance at European level. <https://ico.org.uk/>

The ICO has just produced a response to FAQs for schools <https://ico.org.uk/for-organisations/education/education-gdpr-faqs/>

1. Tell key people the law is changing

In schools, the key people are those who have responsibility for managing or dealing with personal data.

2. Plan to appoint your data protection officer

Schools need to appoint a data protection officer (DPO). You could:

- Hire a full-time or part-time DPO
- Give the responsibility to a senior staff member if there are no conflicts of interest
- Outsource your DPO responsibilities to a third-party organisation
- Share a DPO across a group of schools (such as a multi-academy trust, federation, or a group of schools joining together purely for this purpose)

Bear in mind that there's currently no consensus about how schools should appoint their DPO. For this reason, you may wish to wait until closer to the May deadline to appoint your DPO, as more information may be available.

3. Carry out an information audit

Work out what personal data you hold, where it came from, and who you share it with.

Your governing board's working practices will need to be considered too. Think about:

- What documents governors have access to and whether these contain any personal data
- How governors get access to these documents
- Whether information is sent to personal email addresses
- Whether governors take information off the school site

Personal data may be stored in a wide range of places, including your IT systems, laptops, personal devices, paper records, USB sticks or other portable storage devices, email accounts, and staff members' homes.

The Department for Education's blog has an example of a data audit from an infant school:

<https://teaching.blog.gov.uk/2017/10/24/general-data-protection-regulation-evolution-or-revolution-for-schools/>

4. Identify your lawful basis for processing data

Under the GDPR, there are 6 'lawful bases' (or reasons) that a school can use to justify why it needs to process data. You will most likely use public task as your lawful basis for most of your processing. This means that you need to process personal data to carry out your official functions in the public interest.

Look at the personal data you hold and identify which lawful basis/bases applies to how you process the data. Then, document this and update your privacy notices to explain your lawful basis/bases.

5. Review your privacy notices

Your privacy notices at the moment will probably say who you are, why you process

information and what you do with it. The Department for Education (DfE) has created a model privacy notice for pupils that is GDPR-compliant. These have been published on the EPHA website data protection page <https://essexprimaryheads.co.uk/info-and-documents/data-protection/>

6. Review your data processing procedures

Your data processing procedures will need to cover the new requirements.

Check they cover the new rights for individuals.

The new rules say you:

- Can't charge for complying with a request (in most cases) and have a month to comply (or 3 months where the requests are complex or numerous, in which case you must explain to the individual why the extension is necessary within a month)
- Can refuse or charge for requests that are clearly unfounded or excessive, particularly if they are repetitive or ask for further copies of the same information
- Can refuse a request, but within a month must tell the individual why, and that they have the right to complain to the ICO
- Must verify the identity of the person making the request using "reasonable means"

7. Review how you manage consent

Check that you seek, record and manage consent in accordance with the rules. There is a consultation around consent taking place at the moment.

8. Check your processes adequately protect children's data

9. Review your data protection policy

10. Review your contracts with suppliers

11. Carry out some data protection due diligence on any existing suppliers which hold personal data

Further steps – more guidance is expected

Guidance is being released gradually, with no set dates for what will be available and when, we information will be updated once we have all the information we need to ensure they fully reflect the new rules.

You can use the ICO's helpline or 'live chat' function to ask any specific questions you have about the GDPR. ICO helpline: 0303 123 1113

General Data Protection Regulations (GDPR) supporting paper for DfE Youtube clip

This paper (produced by EPHA) supports the DfE video clip about the GDPR

<https://www.youtube.com/watch?v=y09IHxv6u6M>

The video is presented by Iain Bradley, Head of the DfE Data Modernisation Division. It is intended to help schools with preparation with the GDPR, which comes into force on 25 May 2018. He stresses that much is similar to current data protection laws, but there is a stronger focus on demonstrating compliance with the regulation, and care about how we use and process personal data.

It is important to stress that GDPR is going ahead– the new Data Protection Bill is currently going through parliament but this won't substantially change the impact of GDPR (if at all). The advice is: **Do Prepare, but Don't Panic!**

5. CHILDREN'S SOCIAL CARE LINKS AND NEW PORTAL FOR REFERRAL

Liz Martlew, South Partnership Lead for Social Care and Lauraine Portwood, Team Manager Children and Families Hub
Lee Bailey, North East Partnership Lead for Social Care and Vanessa Rogers

Finding out about services – resources

- ECC Early Years Provider Portal - <http://dnn.essex.gov.uk/eycp/Home.aspx>
- ESCB Website - www.escb.co.uk
- Essex Local Offer Website- <http://www.essexlocaloffer.org.uk/>
- Living Well Website - <https://www.livingwellessex.org/>
- NSPCC - useful information regarding learning from Serious Case Reviews (SCR) www.nspcc.org.uk
- CAPI (Children Affected by Parental Imprisonment) www.i-hop.org.uk
- Social Prescribing - <http://www.essexconnects.org.uk/social-prescribing/>
- Essex Active - <https://activities.essex.gov.uk/>
- South Quadrant – CSC Assessment & Intervention team have named links for Schools. Family Solutions also have nominated education leads

Children & Families Effective Support Directory of Services

The Children & Families Hub uses the Effective Support Directory to signpost to services when the level of need in a request for support does not meet Children Social Care or Family Solutions. The Directory of Services is publicly accessible, via the ESCB website: <http://www.escb.co.uk/>

Under 'Working with Children', click on 'Early Help' in the drop down menu

New "Request for Support" Portal – being launch 16 April 2018

- **Phase 1:**
Effective Support website
Basic portal for submitting Requests for Support
- **Phase 2 aspirations:**
User Accounts
Request for Support Submission responses / outcomes

The aim of the portal – Phase 1 will

- Bring together various websites/links into one place to provide easy access to information
- Mirror the ESCB Effective Support guidance
- Provide links to the Directory of Services, RFI Portal, guidance and tools for practitioners across L1,2,3 &4

Phase 2 will:

- Provide a secure web-based portal for submitting Request for Support – no need for secure emails
- Be accessed from mobile working devices
- Standardise the way data is entered/collected

Testing and consultation timescale

w/c 19/02/18	Initial small scale stakeholder testing week.
w/c 26/02/18	Stakeholder feedback analysis and technical fixes
w/c 05/03/18	Communication to partners re: wide scale testing and survey
w/c 19/03/18	2 week wide scale stakeholder testing and survey
	Feedback analysis and technical fixes
	Detailed communication to partners re: survey outcome and

launch

Post 16/04/18 Website and Portal Launch

A number of headteachers have taken part in the testing process and have found the new portal easy to use and clear. They have offered some feedback, but on the whole feel that the new site will provide much better information and an improved referral route.

The full presentation can be found on the EPHA website at <https://essexprimaryheads.co.uk/meetings/termly-area/south/>
(Look for Social Care Links and Information update)

6. VIRGINCARE AND BARNADOS

Lorraine Cartwright, Community Engagement Manager – South meeting
Lizzie Kingsford, Quadrant Team Manager – North East meeting

On 01 April 2017 and following a public competitive tender process by Essex County Council (ECC) and West Essex Clinical Commissioning Group (WECCG), Barnardo's as a sub-contractor to Virgin Care Services Ltd (VCSL) commenced a new contract to deliver an integrated pre-birth to 19 Child and Family Wellbeing Service. In doing so, Barnardo's and VCSL took over the employment of around 1300 staff from 10 different organisations. The range and the quality of service provision varied as did the skills, competencies, training and job role definition of the combined workforce.

The Contract combines

- 0-5 Healthy Child Programme includes Health Visiting,
- 5-19 Health Child Programme Includes School Nurses,
- Healthy Schools Programme-Improving health & well-being of children in school
- Family Nurse Partnership (FNP) model
- Support for young mums with their first child
- Sure Start Children's Centres Community based support for children and families

Critical to the successful delivery of the proposed new service is the integration of resources to deliver a range of activities that were historically and traditionally carried out in isolation by social care and third sector staff from children's centres and by health staff from health visiting and school nursing teams. The new service delivery model is based on the integration of the services and the creation of new multidisciplinary 'Healthy Family Teams' (HFTs) which will be centred around specific secondary schools, feeder primary schools, nurseries and local communities. Staffing within each HFT will include a mixture of professionals working from pre-birth to 19 from both Barnardo's and VCSL. The aim is to create a "service without walls".

Each quadrant includes Healthy Family Teams operating from hubs, comprised of:

- Integrated teams- Quadrant Managers
South - Nikki Lee
North East - Lizzie Kingsford
West - Celine Saddington
Mid - Zoe Oddy

Each Quadrant Team Manager also has a specialism; Zoe Oddy focuses on schools, school readiness and healthy schools, while Nikki Lee focuses on Early Years 0-5 and health visiting.

- Healthy Family Team Leaders (from Barnardo's and Virgin care)
- 1 Hub Coordinator
- School nurses, Children and young people practitioners(schools), Community Development Workers Neighbourhood and Schools, Health Visitors, Healthy Family support workers Healthy family support assistants, public health specialists

The service also manages the Essex Healthy Schools Programme, a school health improvement strategy which builds on the commitment within Essex schools to better the health and wellbeing of children and young people.

- They provide a strategic framework for schools to reflect on the relationship between health and achievement. This maximises the potential for development and innovation at a local level to improve health and wellbeing.

Core themes in the work include:

- Personal, social and health education
- Emotional health and wellbeing
- Healthy eating
- Physical activity
- Pupil voice
- Parents, carers and community

Highlights

551 Schools engaged	Average over Essex 99%
465 Schools holding Foundation Status	Average over Essex 85%
79 School with current action plans	Average over Essex 14%
83 Schools with Enhanced status	Average over Essex 15%

Award Ceremony planned 26th and 27th March- Celebration and promotion of the Essex Child and Family Wellbeing Service.

Meetings held of the wider teams in all quadrants to form relationships and share good practice.

A number of headteachers expressed their concerns that the service is less clear and communicative than previously. It was explained that the new website has only just gone live and that improved communication is being developed. It was argued that there is a lack of communication between teams within the service; in some case families are involved with multiple teams but it is clear that they do not communicate effectively with each other.

Headteachers also said that they want Health Visitors to become involved with writing health care plans. Lizzie **AGREED** to take this back to her managers.

It was stressed that headteachers and their schools need:

A list of what provision/support is offered by Virgincare and Barnado's, and what isn't;

A list of current team members, with their job descriptions and up to date contact details.

It was agreed that this information would be forwarded to the EPHA Professional Officer for circulation following the meeting.

7. ANY OTHER BUSINESS

a) Cost of Egress Switch Secure Email and File Transfer

A headteacher in the North East expressed her concern that schools are being charged to buy Egress Switch accounts, to enable them to send secure emails. Her school has been charged £380 for five (annual) licences and she has been told that she could purchase 25 users online for a price of £1100 per year. This will allow 25 email addresses to send an unlimited number of secure emails throughout the year.

Whilst at the current time there is no obligation for schools to buy this service, an increasing number may feel that they should, given the introduction of GDPR. Clare Kershaw asked for more information about this and said that she will look into it further.

CK

b) School funding

At the North East meeting the issue of school funding was raised and a headteacher in Colchester asked how the Local Authority was lobbying central government on behalf of schools in the county. Clare Kershaw noted that the decision had been taken to allocate all funding from the Schools Block to schools, rather than devolving any to the High Needs Block. In addition, she confirmed that she, Councillor Gooding and other members do lobby the DfE on behalf of schools.

She reminded headteachers that the LA has had significant cuts to its own funding, which puts pressure on their services and those of schools. She is working hard to ensure that all funding is spent effectively and efficiently, to have the maximum impact for schools. Schools Forum have asked to look in detail at the de-delegated funding next year, to ensure that it is offering best value for schools

The headteacher asked what would happen if all Essex schools decided to set a deficit budget. Clare noted everyone would need to be scrutinised, and the reserves in the system (including school balances) would be taken into account.

It was noted that the NAHT and headteacher associations' funding campaign last year attracted a lot of media interest, but didn't have much, if any, impact in the budget settlement in November. It was agreed that headteachers should continue to lobby their MPs and to send individual case studies of the impact in their school, particularly around staffing cuts, redundancies and cuts in services that are impacting on children, families and staff in schools. However, it was noted that once a school has begun a process of making staff redundant it is already too late and there will be a negative impact on the school's provision. It was argued that schools need to work collectively to have any impact on central government planning.

8. DATES AND TIMES OF FUTURE MEETINGS

Area Heads Meetings

Summer term 2018

SOUTH	Wednesday 13 June	Holiday Inn, Basildon
N-EAST	Thursday 14 June	Weston Homes Community Stadium
WEST	Wednesday 20 June	Weston Homes Business Centre, Takeley
MID	Thursday 21 June	Chelmsford City Football Club

Autumn term 2018

N-EAST	Wednesday 7 November	Weston Homes Community Stadium
SOUTH	Thursday 8 November	Holiday Inn, Basildon
MID	Wednesday 14 November	Chelmsford City Football Club
WEST	Thursday 15 November	Weston Homes Business Centre, Takeley

Spring term 2019

N-EAST	Wednesday 6 March	Weston Homes Community Stadium
SOUTH	Thursday 7 March	Holiday Inn, Basildon
WEST	Wednesday 13 March	Weston Homes Business Centre, Takeley
MID	Thursday 14 March	Chelmsford City Football Club

Summer term 2019

N-EAST	Wednesday 12 June	Weston Homes Community Stadium
SOUTH	Thursday 13 June	Holiday Inn, Basildon
WEST	Wednesday 19 June	Weston Homes Business Centre, Takeley
MID	Thursday 20 June	Chelmsford City Football Club

EPHA Conferences

Headteachers' Conference	Friday 23 March 2017	Stock Brook Country Club, Nr. Billericay
Deputy/Assistant Headteachers' Conference	Friday 5 October 2018	Weston Homes Community Stadium

Pam Langmead
EPHA Professional Officer
pam@langmead.me.uk
01621 786359
07791 143277