

**COMPOSITE MINUTES OF THE 2019 SPRING TERM AREA MEETINGS  
OF THE LA AND ESSEX PRIMARY HEADS' ASSOCIATION**

**North East**    **Wednesday 6 June 2019**  
**South**        **Thursday 7 June 2019**  
**West**         **Wednesday 13 June 2019**  
**Mid**          **Thursday 14 June 2019**

**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:

**North East**

Rick Cranfield	Heathlands CE Primary (now substantive head)
Tania Wright	Mersea Island School

**South**

Annie Griffin	North Crescent Primary (Head of School)
Travis Martinson	William Read Primary
Sarah Meacher	Holly Trees Primary
Sarah Sloper	Rettendon Primary
Danny Wagstaff	Hilltop Juniors (Interim Head of School)
Sarah Warnes	Jotmans Hall Primary
Don Wry	Hilltop Juniors (Head of School)

**Mid**

Xanthe Glynn	St Cedd's Primary, Bradwell-on-Sea
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- b) **Thank you and farewell** to those headteachers who are retiring or leaving their current post this term:

**North East**

Lisa Finch	Stanway Fiveways School
Karen Jones	Mistley Norman Primary
Alison Syred-Paul	Great Clacton Junior School

**South**

Andy Douglas	Riverside Primary
Elizabeth Atay	Westerings Primary

**West**

Patricia Bryson	St John Fisher Primary
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**Mid**

Kerry Collins	East Hanningfield Primary
Hannah McCann	Maylandsea Primary

## 2. LOCAL AUTHORITY UPDATE

**Clare Kershaw**, Director of Education  
**Philippa Holliday** (North East meeting)  
**Lisa Fergus** (South meeting)  
**Liz Cornish** (Mid meeting)  
**Nicola Woolf** (West Meeting)

### a) Primary Headteacher of the Year results

Clare congratulated Sally Leung, headteacher at Montgomery Infants, for being awarded Primary Headteacher of the Year in the recent Essex Teaching Awards. Ceri Jones, headteacher at Chipping Hill Primary, and Marie Staley, headteacher at Moulsham Juniors, were both “highly commended” and were congratulated on this achievement.

### b) ECC staff changes

Lyn Wright (North East Lead for Education and Early Years) has been appointed as Director of Standards at the Sigma Trust and took up the position at half term. A new Head of Education and Early Years (NE) has been appointed, but the appointment cannot yet be announced publically. The new appointee will take up their role in the autumn term.

Karla Martin was welcomed to her new role in the West quadrant, as the Head of Education and Early Years

### c) POET survey

Clare apologised for the error contained within the recent POET survey that was sent to parents of pupils on the SEND register the week before last. There were errors within the letter which caused confusion and concern amongst parents. This was quickly corrected but headteachers were asked to accept her apologies if this caused them any problems.

### d) “Little extras” funding from the Government

Schools have also been asking about the additional funding announced by Phillip Hammond in the last budget statement. This is capital funding and has been added to the LA’s devolved formula capital grant. The LA has administered the grant in the same way is administers the whole devolved formula capital grant. Schools have asked if the grant can be sent directly to them and Clare noted that she has facilitated this change. The funding will be released to schools that have not yet claimed their allocation in April. This grant is to be spent on additional capital projects including, for example, improvements to buildings, equipment and other facilities, such as ICT.

### e) SEND Strategy update

Clare reminded headteachers that the SEND strategy has three strands: the capital investment programme, the school-led system and the review and redesign of the LA workforce. The aim is to develop a new structure to support a new way of working, which will enable us to achieve the following:

**Reduction in  
out of county  
placements and  
transfers**

More children and young people will be placed in the right school/ setting in Essex to meet their individual needs and more children and young people will remain in their placement without the need to move throughout their education.

<b>Reduction in the number of EHC Plans</b>	Schools will have access to the provision and support they need to meet each child/ young person's needs without needing recourse to the statutory system resulting in a reduction in the number of children and young people requiring an EHC Plan in mainstream education.
<b>Improved attendance for children/young people with SEND</b>	Attendance rates for children and young people with SEND will improve and exclusion rates for children and young people with SEND will decrease.
<b>Continued growth of the school-led SEND system</b>	Clusters of schools will be supported and empowered to make decisions based on accurate assessment of need and access to provision to enable them to support that need and improve outcomes.
<b>Reduction in the number of appeals</b>	A reduction in the number of complaints and appeals to the SEND Tribunals in the system because parental confidence will increase, are well informed and supported by schools/settings and the local authority and relationships between schools/settings and the local authority are improved.
<b>Young people are fully supported in their transition into adulthood</b>	A reduction in the numbers of young people with SEND who are NEET and more young adults with SEND are able to maintain their independence and have access to supported employment.

Progress so far on the SEND strategy:

*Reduction in out of county placements and transfers*

The SEND capital programme is progressing well, and the Essex Cabinet members have agreed the three special schools that will be built on the St Peter's site in Chelmsford (1 ASD School and 1 SEMH School) and in Witham (New Rickstones site). The LA has just been notified that the fourth application to build a free school to deliver SEMH provision in Harlow, has been approved. A redesign of the Pupil Referral Estate is underway as part of the strategy.

*Reduction in the number of EHC Plans*

The Local Authority want to reduce the need for schools and families to access resources and support solely through EHCPs, not least because these are expensive and bureaucratic. This will require a shift in mindset, from schools, the LA and parents.

*Improved attendance for children/young people with SEND*

The reorganisation and development of the attendance service will support schools to improve attendance for all children, including those with SEND.

*Continued growth of the school-led SEND system*

There are a number of strategies within the school-led SEND system and the LA is working with the SEN Headteacher Roundtable (and the Headteacher Associations) to develop effective systems that are understood by all schools.

Inclusion Statement - Schools continue to be encouraged to sign up to the SEN

Inclusion statement, as part of a broader commitment to inclusion across the county. Clare reminded headteachers that the statement of principles is not legally binding, and the commitments in the statement are no more onerous than those set out in the DfE Exclusions guidance and the SEND Code of Practice. 130 schools have now signed the statement – the SEN Headteacher Roundtable will review the position at the end of this term and will decide if and how to discuss this with schools that have not signed up to statement.

SEND workforce redesign - The LA is embarking on a redesign of the SEND workforce. It is proposed that there will be a reduction in the workforce and a reconfiguration of delivery, linked to the SEND strategy as a whole. It will important to ensure that parents do not interpret this as a reduction in SEN support in the county and that everyone understands the redesign. The LA is following the required consultation process (noting that some other authorities have been taken to task for not doing so) and the next steps will be:

Early engagement with staff	February/ March 2019
Wider stakeholder engagement	Commences 18 <sup>th</sup> March for 6 weeks
Staff consultation	23 <sup>rd</sup> April – 5 <sup>th</sup> June
Recruitment and selection	July - August
<b>Go-Live</b>	<b>January 2020</b>

Schools will be engaged in the consultation, and the Headteacher Associations will support the rollout.

Workforce Development Programme - Steve Whitfield (Senior EP), Andrew Smith (Headteacher of Lyons Hall and principal of the Professional Learning Network (TSA in mid-Essex) and Ruth Sturdy (SEND School Effectiveness Leader) are in the process of developing a workforce development programme around supporting children with challenging behavioural issues and mental health problems.

The programme is based on research and practice-based evidence. The training considers the impact of early trauma on children and young people (Adverse Childhood Experience) and shifts the focus from asking “what is wrong” with a child to “what has happened to him or her”. There will be seven components of the training, including a focus on the well-being of staff. The EPHA Executive has asked for the well-being of headteachers to be included, and Steve agreed that there should be a focus on this, with the need to develop and involve governors. It was also noted that working with parents is a key to supporting and developing children, and Steve has confirmed that this is part of the programme.

The aim is to complete the materials by Easter and pilots will take place in the summer. Staff in Special Schools and the Specialist Teacher Team will be trained, with the aim of the training being rolled out to all schools in the autumn term.

EHCP top-funding - Clare noted that the current banding matrix is being reviewed. She confirmed that pupils who have already been “banded” will remain as they are. The key change has been seen in special schools. The Schools Forum will discuss this further at the next meeting in May. Clare was asked to consider the additional staffing costs for schools following the implementation of the revised Local Government Pay Awards in

April, which will mean that support staff are paid considerable more, putting further pressure on the value of any top-up amounts.

*Reduction in the number of appeals*

Clare noted that the LA is working closely with the Parent Carer Forum to manage expectations of parents of children with SEND, whilst recognising the requirements of the SEND Code of Practice.

*Young people are fully supported in their transition into adulthood*

This is a key part of the strategy, and a stage at which young people are particularly vulnerable without suitable ongoing support.

**f) Attendance specialist support**

Clare confirmed that attendance specialists have been appointed to each quadrant team, to support schools with attendance. They will:

- Work in the Quadrants under Heads of Education and Early Years and in partnership with Compliance and Education Access at the Council.
- Early help for Schools and Families with the range of issues affecting good attendance .
- Support schools with carrying out any Education Supervision Orders.
- Dedicated telephone line and email contact in each quadrant for schools and parents.
- New website page- route via *ESI- Pupil Welfare- Attendance Specialists*
- Quadrant Attendance Conferences in June 2019 including all the strands of attendance at the Council- Compliance and CME/EHE- for Headteachers and Senior Leaders.

Contact details:

South

James Moir - Senior Attendance Specialist Team Leader

Jenny White - Attendance Specialist

Quadrant Attendance Specialists 03330322968

SouthAttendanceSpecialistTeam@essex.gov.uk

West

Derai Jones - Senior Attendance Specialist Team Leader

Daisy Alexander - Attendance Specialist

Quadrant Attendance Specialists 03330322968

WestAttendanceSpecialistTeam@essex.gov.uk

North East

Sue Thomas - Senior Attendance Specialist Team Leader

Jenni Noakes - Attendance Specialist

Quadrant Attendance Specialists 03330322968

NorthEastAttendanceSpecialistTeam@essex.gov.uk

Mid

Simone Webb - Senior Attendance Specialist Team Leader

Liz Newman – Attendance Specialist

Quadrant Attendance Specialists 03330322968

[MidAttendanceSpecialistTeam@essex.gov.uk](mailto:MidAttendanceSpecialistTeam@essex.gov.uk)

**g) Essex Data Traded Service**

The Education Team strongly believe that it is essential that all schools have a firm understanding of how well their pupils are progressing and how their schools'

achievement data compares with schools locally and nationally for all pupils and for key groups. From September a data package will be available from the Educational Data Traded Services (data provided previously by the LA will no longer be free). The package includes:

- Subscription to **Fischer Family Trust (FFT)** - *School and national data* (KS1-5 – including progress from Early Years)
- **Essex Primary School Data booklets** - *School, LA and national data* (Early Years, Phonics, KS1,2 attainment and progress, Groups) Available Mid-August
- **NOVA reports** - *School, LA, Regional and national data* (Early Years, Phonics, KS1,2,4,5)
- NOVA is used to create the Essex Primary School Data booklet and this is just one aspect of this tool as schools can use this, if purchasing the LA traded data package, to create their own customised reports
- **Data Training** – ASP, IDSR, FFT Aspire, Essex primary School Data Booklet, NOVA

The Essex School Data Booklet provides an overview of a school's attainment and achievement at EYFS, Phonics, KS1 and KS2 relative to early borough and national benchmarks (where available); the information is of particular use in data reviews, school self-evaluations and planning service delivery.

Schools who purchase this service will receive their analysis by mid-August 2019 and the information will be updated on a regular basis.

Partnership Data reports - If there is full sign up from all schools within the partnership, a full and comprehensive pack will be provided at no extra cost. As this is the first year of introducing this package if **partnerships** want to have a discussion re the sign up to this package please contact Nicola Woolf at [Nicola.woolf@essex.gov.uk](mailto:Nicola.woolf@essex.gov.uk)  
For all other queries please contact [education.performance@essex.gov.uk](mailto:education.performance@essex.gov.uk)

Indicative costs, based on a school's PAN (years 1-6 only) were shared in a paper circulated in advance of the meeting. These will be finalised following the EPHA and ASHE meetings, and the final costs circulated to schools.

#### **h) School Led Improvement Partnership Conference**

A conference will be held on Friday 10 May at the Colchester United Football Stadium to celebrate the progress and achievements of the school led improvement system in Essex. Key note speakers will include Christine Gilbert and Maggie Farrar. Headteachers were asked to put the date in their diary and information will sent out to schools soon.

#### **i) Sale of EES**

ECC is now in negotiations with one exclusive bidder. The outcome of final negotiations will need cabinet approval. Clare confirmed that contracts that are agreed this term will be honoured by any new buyer and, for the time being, the service continues as usual.

#### **j) Recruitment and retention survey**

The Recruitment and Retention Strategy Group has compiled a survey which they would like all schools to complete. To date much of the intelligence we hold around recruitment and retention issues, whilst true, are based on anecdotal feedback from schools. The aim of the survey is to collate clear evidence from schools about the recruitment and retention challenges they face but also to capture the good practice that has been developed by schools. The evidence will then be used to provide

comprehensive feedback to schools across Essex but also to the DfE and will be used to develop a bank of case studies to share best practice across the county.

The survey can be found at <https://consultations.essex.gov.uk/schools-communication/863f8368/consultation/intro/>

Clare noted that it will not take too long to complete though heads might need to gather some information from their school management information systems. Headteachers were asked to complete the survey before the end of this term and the Strategy Group will analyse and circulate the findings in the summer term.

#### **k) DfE publications**

The DfE has recently published two documents:

##### *Teacher Recruitment and Retention Strategy*

There are four key themes to the DfE's strategy:

1. *Create the right climate for leaders to establish supportive school cultures*

The wider context in which headteachers currently operate can create pressure that leads to excessive workload that distracts teachers from teaching.

2. *Transforming support for early career teachers*

3. *Support a career offer that remains attractive to teachers as their careers and lives develop*

A career in teaching does not always adapt to the expertise and lives of teachers. In this chapter we set out how we will build on the foundation of the Early Career Framework to support teachers – whatever their expertise or circumstances – to pursue the right career opportunities for them.

4. *Make it easier for great people to become teachers*

##### *Relationships Education, Relationships and Sex Education (RSE) and Health Education - draft statutory guidance*

This document contains information on what schools **should** do and sets out the legal duties with which schools **must** comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education.

#### **l) Ofsted Education Inspection Framework**

Clare noted the publication of the proposed Ofsted Education Inspection Framework, which is out for consultation. (Minute 5 refers)

#### **m) Assessment update**

There are several important changes that schools need to be aware of as they prepare for the national curriculum tests and assessments for the end of Key Stage 1 (KS1) and Key Stage 2 (KS2).

Revised teacher assessment frameworks for KS1 and KS2 have been published. At KS1 the English reading, mathematics and science framework has been modified and at KS2 the science framework, the English writing frameworks for KS1 and KS2 are the same as those introduced for the 2017 to 2018 academic year.

Pre-key stage standards for KS1 and KS2 have been published and are to be used for assessing pupils working in subject specific study who are working below the standard of national curriculum assessments. P scales 1 to 4 should continue to be used for statutory assessment of pupils not engaged in subject specific study at the end of the key stage.

Schools are no longer required to make statutory teacher assessment judgements in English reading and mathematics at KS2.

Notifications of start-time variations are no longer required. Schools can choose what time they administer the KS2 tests to their pupils on the days specified in the statutory timetable. In previous years, schools were required to submit a notification of a start-

time variation to STA if they intended to administer the test to pupils in multiple settings.

Alternative location notifications are no longer required. At the headteacher's discretion, tests may be administered to one or more pupils at an alternative location from the school, for example a PRU. In previous years, schools were required to submit a notification of an alternative location to STA.

As with last year all LA moderators have received training provided by STA and to be able to moderate in schools this year they must pass a standardisation test set by STA. The presentation slides and accompanying training materials are now available for all schools on NCA tools.

Further information about statutory assessment including Early Years can be found in the spring term 2019 statutory assessment update on Essex Schools Infolink.

### **3. SSIF IMPROVING READING AND PHONICS PROJECTS**

#### **Improving Reading**

Rachel Pritchard and Andrew Smith (Lyons Hall and the Professional Learning Network Teaching School Alliance) – North East and South meetings

Rachel explained that Lyons Hall Primary had analysed its reading results a couple of years ago which led them to reconsider how they should be teaching reading across the schools. The TSA developed a reading programme which they started to roll out to Braintree schools, and were then able to extend this further when the Local Authority was successful in a bid to the DfE Strategic School Improvement Fund (SSIF).

Essex data shows that out of 432 disadvantaged boys in Essex in Year 11 last year, just 7% managed a GCSE pass.

Rachel quoted The Matthew effect (Daniel Rigby) which explains that “advantage begets advantage”:

While good readers gain new skills very rapidly, and quickly move from learning to read to reading to learn, poor readers become increasingly frustrated with the act of reading, and try to avoid reading where possible.

- Children who read for 20 minutes a day are exposed to 1.8 million words a year.
- Children who read on average for 4.6 minutes a day are exposed to 282,000 words a year.
- Children who read for less than one minute a day are exposed to 8,000 words a year.
- So it would take a child who reads for less than one minute a day a whole year to read the number of words that a child who reads for 20 minutes a day would read in 2 days.

She quoted Keith Topping who defines reading as:

“The unlocking of the language in a written text so that it is accessible and open to interpretation, debate and question.”

Alex Quigley has written a number of excellent books on the topic, including “Closing the Vocabulary Gap”. He suggests that good readers:

- read a lot.
- decode words fluently, quickly mapping out their meaning.
- read for longer, with greater effort and persistence.
- actively draw upon their broad background knowledge to make sense of the text.
- possess a broad and deep vocabulary knowledge.
- read a lot and are repeatedly exposed to vocabulary, gaining a depth of word



- knowledge, and they are better served with yet more background knowledge
- automatically deploy comprehension strategies, like predicting or summarising.
- constantly monitor their comprehension, asking questions like: 'Does this make sense?'

## Overview of the Programme

### Day 1

- Reading for pleasure
- Reading resilience
- Fluency

### Day 2

- Activating prior knowledge
- Reading for meaning in the moment
- Assessing

### Day 3

- Vocabulary
- Inference
- Predicting

### Day 4

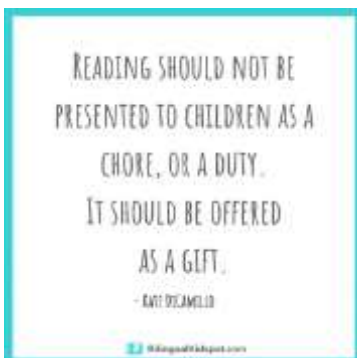
- Teaching sequence
- Lesson structures
- Other Reading strategies

### Key messages from delegates on the programme

- Prioritise reading and make time for it
- Always read – raise the profile of reading across the curriculum
- Allow children as much choice as possible
- Discuss with children why they are doing reading tasks
- Reflection on own practice and renewed enthusiasm for teaching reading = MASSIVE IMPACT
- Get children to enjoy reading – it is half the battle
- Invest in good books
- If it is important, make time for it

Natalie, a teacher from Mersea Island School shared their experience of the reading programme. Their first focus was to encourage and develop reading for pleasure, including reviewing the book corners and library. Pupils were encouraged to identify the books that they didn't want to read, and then to bring in books that they did read and would recommend to others.

They introduced an initiative call SQUIRT – Super Quiet Uninterrupted Individual Reading Time. This was more focused and structured than quiet reading, and has transformed the way children read and enjoy books.



For more information go to [Prolearnnet.com](http://Prolearnnet.com), click on the training tab and scroll down to Developing Reading Programme

PLN is working with the LA to roll out the programme to other schools in the future

## **Improving Phonics**

Bridget Harris, Natalie Banthorpe and Karen Fairfield (Priory Street Teaching School Alliance) – West and Mid meetings

The TSA had analysed phonics results in a school in Colchester and had developed a programme of teaching to improve the outcomes. They determined that results were low for a number of reasons:

Phonics was not seen as a priority

It was “fitted in” around other things

Often the first session to be dropped

Teachers tended to teach the most able, whilst less able pupils were taught by Support Assistants who were less well qualified and might not have the same understanding and skills to teach phonics.

The programme involved 40 schools and 1 nursery, most of which were funded by the SSIF. Training included a day for teachers and a day for support staff, with follow up visits from SLEs.

A typical lesson involved:

- Whole class input from the teacher
- Scaffolded support
- Follow up activities
- 20 minute lesson – every day
- Embedded across the curriculum

Karen Fairfield (KS1 phase lead at Beckers Green) explained the impact of undertaking the programme, and showed their improved results.

What worked well for them?

- Quality first teaching
- Lesson demons
- Training
- Bespoke support
- Format of the lesson
- Daily lessons
- Whole class teaching

Barriers include

- A resistance to change
- Trusting TAs with the more able children
- Managing other issues, such as behaviour.
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For more information about the phonics programme, please contact the Priory Street Teaching Schools Alliance – website is at <http://www.stthomasmores.co.uk/teaching-school>

## **4. ESSEX CHILD AND FAMILY WELLBEING SERVICE (ECFWS)**

The quadrant managers from ECFWS were welcomed to the meeting. They are:

- Lizzy Kingsford - North East
- Jo Alexander – South
- Lisa Farrell – West
- Zoe Oddy – Mid

Katie Polhill, who leads on the Healthy Schools' Programme also attended the meetings, along with other colleagues in the quadrant teams.

The 3-year strategic plan for ECFWS was circulated to headteachers in advance of the meeting. It was noted that the service is two years into a ten year contract; the length of the contract enables the service to flex and respond to the needs of schools, as well as children and families.

The delivery model in schools is led by a Healthy Schools and Public Health specialist team, made up of Public Health Specialists, who deliver:

- Development and Quality Assurance of Public Health Education resources; Personal Social Health and Economic education (PSHE) curriculum and targeted Behaviour change interventions
- Oversight of Targeted Healthy Schools Action Plans
- Training, Advice and Guidance on Public Health agendas, including leadership of calendar of Health Promotion campaigns

and Healthy School Engagement Workers, who deliver:

- School Population level needs assessment and development of Enhanced Action Plans
- Support to Schools to self-assess against and achieve foundation Healthy Schools status
- PSHE curriculum advice
- Recruitment and Training of Peer Educators within Schools

### **Universal Provision in EYFS, Key Stage 1 and Key Stage 2**

In supporting the development of children and young people throughout primary school, the Essex Child and Family Wellbeing Service will provide:

- A linked Specialist Community Public Health Nurse (Health Visitor or School Nurse)
- We are going to commence termly contact from link practitioner to each school's senior leadership and pastoral support team to discuss needs and priorities
- Bulletin to share public health messages to support PSHE curriculum development
- School Entry Health Assessment: Vision screening, NCMP and hearing (All school children who require a hearing test will be invited to their nearest drop in)
- Year 6 National Child Measuring Programme
- Year 6 Transition Talk session bespoke to year group needs identified through Risk Avert questionnaire - schools to contact our service for session support if required.
- Information, Advice and Guidance to Parents via social media, telephone and face to face
- Accessible community drop-ins within Family Hubs and Family Hub Delivery Sites
- Family activities at Family Hubs and Family Hub Delivery Sites, both during school holidays and after school

### **Targeted Provision for school-age children**

In supporting the development of children and young people identified as being at risk of poor outcomes, the Essex Child and Family Wellbeing Service will provide:

- PSHE training and resources in response to identified children and young people's needs in your school – *Once support is requested the School Nurse will contact the referrer and organise an assessment meeting to devise the best solution in partnership. From this we may offer a Practitioner to deliver a bespoke plan in school or family home. Alternatively we may suggest other agencies i.e. NSPCC or CAV's who have specialist subject knowledge to help*

*provide support. This assessment approach will help us make the best response possible to resolve the issue quickly and effectively.*

- Holistic Health Needs Assessments of young people and school community
- One to one work with young people to build self-efficacy, emotional wellbeing
- Behaviour change interventions with young people to support in reducing unhealthy lifestyle behaviours
- Sub Contract to CAVS to provide 8yr+ mentoring support
- CAVS – Group work for emotional wellbeing (8yr+)
- Community projects to address local need e.g. Period Poverty, Holiday Hunger, addressing Child Exploitation

### **Medical Conditions**

Medical conditions such as Anaphylaxis, Asthma and Epilepsy can have a significant impact on a child or young persons general health and wellbeing and their success in school. School Nurses will provide Anaphylaxis awareness training (includes basic asthma awareness) for School Staff:

- Corporate; termly training delivered in central locations
- Number of places based on number of children attending each School
- Minimum of 2 spaces up to a maximum of 8 per school

To increase attendee numbers we are encouraging the requesting schools to offer to their local consortium, then we can flexibly fit around the chosen date venue and time. This has been a good solution and is working better for the schools and for us.

*NB North specific:* Epilepsy training is provided by ESNEFT, however the school nurse will liaise with them to organise this for you if they haven't approached you directly, when a child with Epilepsy is diagnosed or transfers into the school.

Headteachers asked about the legal position if an untrained member of staff administers an Epipen. Reference was made to the DfE guidance on managing medicines, which doesn't give specific advice or guidance on the number of staff who should be trained. The decisions about managing medicines are up to the school, having undertaken an appropriate risk assessment.

Headteachers (particularly in the West) noted that the involvement of an Epilepsy Specialist nurse does not always happen automatically and is certainly not consistent across schools. Zoe Oddy **AGREED** to take this back to the service.

Headteachers also expressed their continuing frustration and concern that health practitioners, and in particular GPs, rarely become involved in writing health care plans and often leave that responsibility to the school.

### **Healthy Schools**

- The Essex Healthy Schools Programme is a school health improvement strategy which builds on the commitment within Essex schools to better the health and wellbeing of children and young people.
- We 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.
- A two-stage process is offered to help schools identify and develop the approaches that will assist them with health improvement. This process is based on the national framework but has been streamlined and localised in the light of feedback from schools and partner agencies.

### **Daily Mile**

During 2019 we will be launching our Feel the Difference project for ECFWS

practitioners and the local community. We will be working alongside the 'Daily Mile' and sport England to improve the North of Essex's physical and emotional wellbeing.

ECFWS will be:-

- Contacting every school with our plan for the year ahead
- Termly Awards for the most miles walked per full term per school. One for Colchester and One for Tendring each term
- Overall awards for the most miles walked with a prize to be given out annually at the Healthy School Awards
- Walking Together - Practitioners will participate in the daily mile with each school during the academic year across North East Essex to promote the mile - Aim once a month
- Promote families to join the 'Daily Mile' in schools on the days when practitioners visit
- Wrist bands '*We smashed the daily mile*'
- Once established we will offer a variety of activities from short 10 minute fun health topics, family walks etc.

<https://thedailymile.co.uk/>

In each area information and contact details for the teams were shared, and the presentations circulated to headteachers. They can also be found on the EPHA website on the termly meetings pages

<https://essexprimaryheads.co.uk/meetings/termly-area/>

## 5. OFSTED CONSULTATION

The EPHA Professional Officer reminded headteachers that the consultation into the new Ofsted Education Inspection Framework will run until 5 April 2019. EPHA has drafted a possible response, and shared this with heads in advance of the meeting.

Attendees were asked to give their views and comments about the five key questions that relate to mainstream schools. The responses will be added to the EPHA response, which will then be recirculated to schools. Headteachers were reminded of the importance of responding to the consultation, and also encouraging staff and governors to respond.

Ofsted will publish a final framework and handbook(s) in the summer term, in preparation for a new framework in September.

## 6. DATES AND TIMES OF FUTURE MEETINGS

### Area Heads Meetings

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

Autumn term 2019

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

Spring term 2020

N-EAST	Wednesday 4 March	Weston Homes Community Stadium
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SOUTH	Thursday 5 March	Holiday Inn, Basildon
WEST	Wednesday 11 March	Weston Homes Business Centre, Takeley
MID	Thursday 12 March	Chelmsford City Football Club

Summer term 2020

N-EAST	Wednesday 10 June	Weston Homes Community Stadium
SOUTH	Thursday 11 June	Holiday Inn, Basildon
WEST	Wednesday 17 June	Weston Homes Business Centre, Takeley
MID	Thursday 18 June	Chelmsford City Football Club

**EPHA Conferences**

Headteachers' Conference

Friday 22 March 2019	Stock Brook Country Club, Nr. Billericay
Friday 20 March 2020	Stock Brook Country Club, Nr. Billericay

Deputy/Assistant Headteachers' Conference

Friday 4 October 2019	Weston Homes Community Stadium
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