

Education Directorate

Essex Primary Headteachers' meetings



Clare Kershaw
Director of Education

10th November 2021

“Excellence, Equity, Inclusion.”



Essex County Council

Essex Strategic Priorities 2021/22



- Director's welcome
- Education Task Force
- SEND update
- ECC resettlement of refugees
- In-Year (Mid-Year) Admissions from April 22
- Safeguarding
- Early Years Strategy
- School Partnership refresh and relaunch
- Assessment and Moderation

ECC Education - Strategic Aims 2021 - 2022

Drive collaboration, partnership working and collective improvement across the Education, Health and Care system. So that a connected system can achieve more significant, sustainable improvements utilising all of our collective assets, resources, skills and innovation for the benefit of all children and young people.

Encourage place-based working, understanding the needs, challenges and opportunities of different localities of Essex. So that we can respond effectively, make best use of resources and encourage all relevant partners in those localities to work effectively together around the needs of young people. Including forging links with local employers and post 16 opportunities to support economic growth and lead to Essex jobs for the young people of Essex.

Align our workforce, strategies, communication and information across our directorate, behind one clear vision and overarching strategy. So that our business and service plans enable achievement of our vision for Education in Essex with a workforce who is well equipped and supported to achieve the very best outcomes for children and young people in Essex.

Support, drive and enable whole school/setting **inclusive practice**, underpinned by our **early intervention** and **non-labelling** approach. So that all children and young people have access to high quality, inclusive learning experiences, with timely intervention to remove barriers and build aspiration.

Deliver **sufficient, high quality, sustainable education places** for all Essex children and young people, underpinned by a network of school partnerships accelerating school improvement. So that every child and young person has a place in a 'good' or outstanding' school which delivers high quality learning experiences, attainment and retention of skills and knowledge and enables successful transition into adult life.

Enable Essex to have a **thriving education workforce** with access to informal and formal professional learning opportunities and **wellbeing** support initiatives. So that the delivery of high-quality teaching and learning can be sustained and our best talent nurtured and retained within Essex for the benefit of children and young people.

Inclusion

Supporting, driving and enabling whole school inclusive practice. Underpinned by a non-labelling approach.

Inclusion Framework

Disadvantage Strategy

Ordinarily Available

SEND Strategy

Early Years Strategy

Links to TPP and Preparing for Adulthood

Excellence Sufficiency & Sustainability

Sufficient, high quality, sustainable education places for Essex children and young people underpinned by a network of school partnerships, accelerating school improvement.

Education School Partnerships Strategy

Early Years Strategy

Sustainable Schools Strategy

Supporting Schools, Enabling Success,

Sufficiency Strategy

Workforce Development and Wellbeing

A thriving education system, which delivers high quality teaching and learning underpinned by informal and formal continuing professional development.

Recruitment and Retention

Essex Initial Teacher Training 5yr Strategy

Teaching School Hubs

Trauma Perceptive Practice

Wellbeing Strategy

Early Years Strategy

Governance

Directorate Development

A connected, sustainable, high performing education directorate, which excels in delivering our statutory duties and drives forward delivery of strategies.

Digital

Data and Intelligence

Communications

Budget

Performance Infrastructure

- **Our core work for this year will include:**

- Working with all **settings, schools and MATs to ensure the highest quality of education** is provided to all children and young people **and inclusion** is at the heart of all of our work.
- Working with Roy Blatchford and the Essex Education Taskforce on the **delivery of the activities the Taskforce has put together including the '2022 Year of Reading'**.
- A continued focus on our SEND improvement journey in response to the **Local Area SEND inspection and subsequent Joint Written Statement of Action**
- Work continues on the development of an **Ordinarily Available Framework and joint commissioning of services as well as improvements to the Local Offer, Preparing for Adulthood resources, Early Years support and resources to support accurate identification of need.**
- Linked to and as part of this work, we will continue to roll out across schools, settings and colleges **Trauma Perceptive Practice, the Disadvantaged Strategy and continue to pilot the Inclusion Framework.**
- We will also continue to work with **the Headteacher Roundtable to develop a suite of tools and expectations to ensure every school can be as inclusive as possible** for all pupils and students.
- We will continue to promote the **safety and emotional wellbeing of all children** and young people across Essex.
- We will respond to the new requirements placed on the **Virtual School to promote high educational outcomes for both children in care but also children in need.**
- Provide support to Cllr Ball and the cross-party working group that has been established to review **the Elective Home Education / Children Missing Education system in Essex.**
- And finally, we will continue to prioritise the **Headteacher Wellbeing programme** across primary, secondary and special schools.

Essex Education Taskforce



Essex County Council



Equity and Excellence

What we have done so far?

- National view activities regarding 'recovery' in Education
- Independent chair appointed
- Board established – have met 3 times
- Agreed what is going to be achieved

EETF ACTIVITY COMMITMENT

Activity	Colleges	Transition Coaches from Year 6 to 7	Early Years Pre- school language	Year of Reading	Voluntary organisations	Research EPI	Young people wellbeing	Leaders Wellbeing
What will be done?	Support Young People to transition into Colleges well August/September 2021 Transition Coaches identified and in place.	To have specific transition coaches to support young people transition into secondary school in order to prevent permanent exclusion	Building on the work being done as part of the Early Years Strategy Training to be provided to settings on early language development Also to invest in the development of Communication Champions ensuring sustainability of above	Every Essex child a confident reader. EETF will focus on Reading programmes for year 6/7	Outdoor education – Martin Solder to send nomination forms to schools via Task Force	Impact of Taskforce on Education in Essex Wellbeing survey	Mental Health support to secondary schools Invest in training more mental health leads in each school TPP principles to drive this work	Head teacher wellbeing A designated wellbeing governor in each school. Toolkit to be created and distributed
What difference do we want to see?	Young people settling well in this challenging time of the starting college within a global pandemic	Reduction in permanent exclusions when transition has taken place	Sustainability of language development within the Early Years sector	Every Essex child a confident reader.	Case studies	Outcomes for Essex Children and Young people to have been improved as a consequence of the work of the Task force	A second Mental Health lead identified and trained in each secondary Young People in schools have increased access to mental health support	Sustainable support to school leaders by strengthening the Governor involvement.
When?	Happening now	Summer term 2022	To start in January 2022	End 2021/all of 2022	Monies allocated by end of 2021	First report in December 2021 Wellbeing Survey spring 2022	To coincide with the Governments programme During	Toolkit being developed now Role out planned for Spring
Who is involved?	Dan Pearson (EETF) Katharine Ball (FEDEC)	Harriet Phelps Knight and Carole Herman (EETF) Data to be provided by Clare K (E)	Jo Nice (EETF) Carolyn Terry (E) Lisa Gridley (E)	Project group being established From schools: Tony Taylor (Shenfield), Sonia Barber (Janet Duke), Rachel Pritchard (Lyons Hall) and Justine McFarland (Roseacres) Alison Fiala (E)	Martin Solder (EETF)	Roy Blatchford (EETF) Bobbie Mills (EPI) Poppy Reeca (ECC) Anita Kamp (E)	Carole Herman (EETF) Steve Whitfield (E)	Linda Robinson (EETF) Jo Barclay (E)

The Year of Reading 2022

- Lots of enthusiasm about what this could do
- Also many opinions
- Working group being established on 10 November
- Focus for Task Force is reading in Year 6 and 7 – schools have seconded senior leaders to develop this
- No surprise! Many things going on already – mapping commenced

BUT

What can we do with what we have to support the Year of Reading for Children in Care, SEND and other vulnerable children?

SEND Update



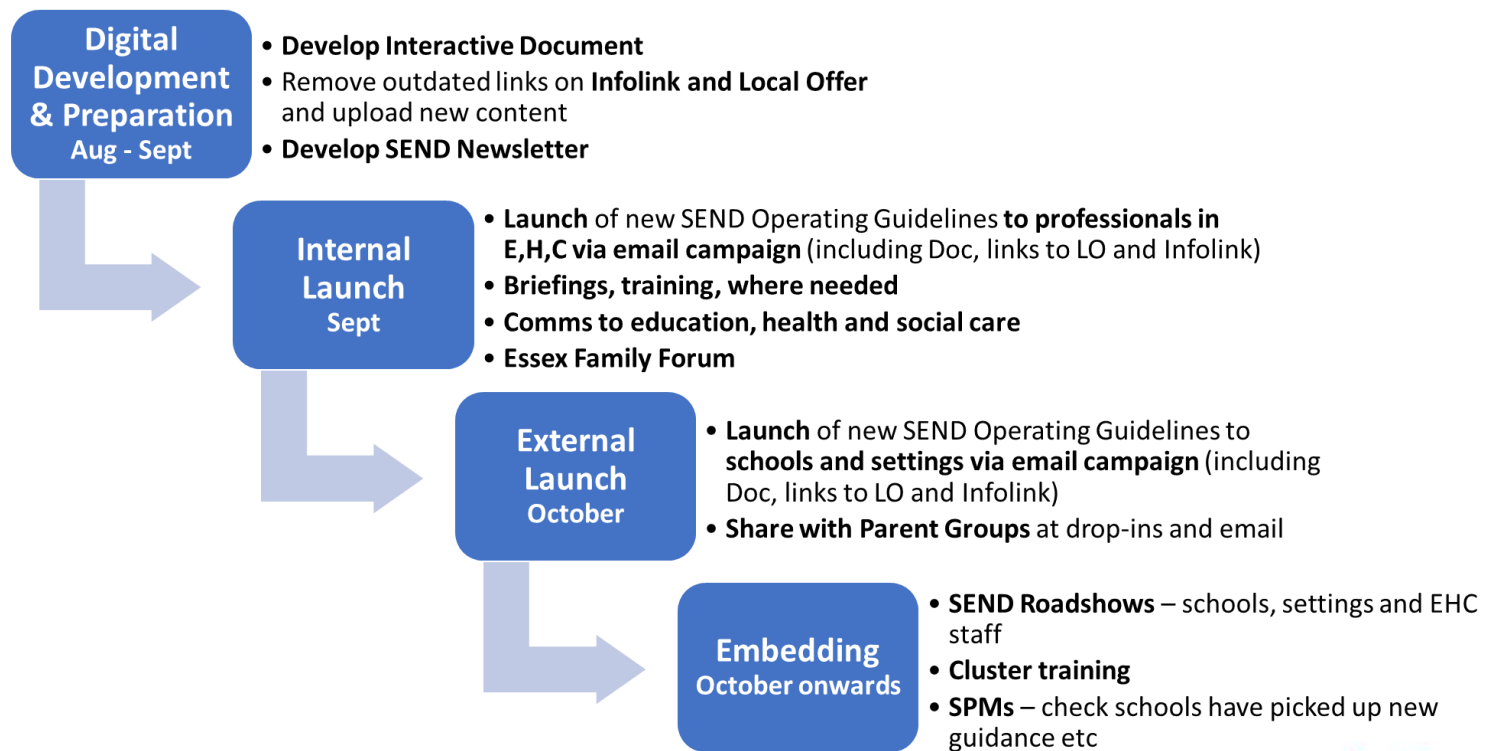
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Joint Written Statement of Action

Workstream	Workstream Lead	High Level Actions
1. Quality of EHCPs	Clare Kershaw – Director of Education (ECC)	<ul style="list-style-type: none"> • End to end process review and re-engineering to deliver improved EHCP processes (including annual review) • Develop options for new processes • Review funding options • Implement practices to drive improvement in quality of plans (including training, multi agency moderation, quality assurance)
2. Over identification of MLD/ Accurate Identification of Need	Ralph Holloway – Head of SEND Strategy & Innovation (ECC)	<ul style="list-style-type: none"> • Understand the scale and reason for over-identification of MLD • Deliver training, support, guidance and resources to improve identification of need across the system • Develop and deliver guidance around recording of CYP needs on the census • Implement process to highlight and respond if data deviates from expected
3. Joint Commissioning	Richard Watson - Deputy Chief Executive / Director Strategy and Transformation (NECCG) Chris Martin – Director Of Commissioning & Policy (ECC)	<ul style="list-style-type: none"> • Develop SEND Joint Commissioning Strategy • Develop SEND joint data set • Undertake mapping and gap analysis of services across the local area • Jointly commission services around: <ul style="list-style-type: none"> • ASD/ADHD • Therapies: Speech and Language, Physio and OT • Equipment • SENDIASS • Local Offer

High Level Implementation Plan

The below outlines the implementation approach and timescales for the initial set of outputs in the Autumn term. We will keep the approach under review and take the same/ similar approach for future outputs, which will be released in January.



SEND Strategy

Overview

- A local area strategy that sets out our vision, aims and ambitions for the SEND System in Essex, how we will achieve them and how we will measure our success.
- The strategy includes:
 - Purpose/ Introduction
 - Our Pledge
 - Vision for SEND in Essex
 - The strategy test
 - Actions
 - Outcomes
 - Success measures

Timescales

- **Consultation**
March 2019
- **Further discovery work**
throughout 2020
- **Draft strategy content**
June – Sept '21
- **Design work**
September '21
- **Governance**
October '21
- **Launch**
Late Autumn Term

SEND Strategy Coming soon

 **Equity**


 **Ambition**


 **Accessible**


Our vision in Essex is that
every child and young person:

 is safe


 has the best possible health
and wellbeing


 develops their personality,
talents and abilities to the full

 is connected to, and plays an active
part in their local community


 is able to live a full and meaningful
life with independence and dignity

Our vision
applies to all children:

 whatever their age

 whatever their circumstances

 whatever their unique
characteristics

 and without discrimination

 **Inclusion and
Involvement**

 **Right support
at the right time**

 **Ready for life**

LA Updates



Essex County Council

Afghan resettlement efforts and unaccompanied asylum seeking

- Councils are working closely with central government on resettling evacuees from Afghanistan, securing longer term accommodation options.
- The DfE report approx. 300 children and young people have been transferred since the summer, with 4 in 5 LAs taking at least one child.
- Children's services teams across the country are supporting a very small number of young evacuees who are unaccompanied.
- The government has confirmed additional funding to facilitate new school enrolments as well as additional support in the classroom.
- DfE reported that the MoD is working with the Home Office on a detailed census of everyone accommodated in bridging hotels (expected to complete by mid-October).
- This data will then inform funding, £12 million has already been committed to the creation of additional school places as part of 'Operation Warm Welcome'
- ADCS reported safeguarding concerns are beginning to emerge requiring a different response than originally anticipated e.g. the rising numbers of children who travelled here with another family coming forward.
- The HO is offering increased rates to agency social workers in the south east to undertake age assessment work. This risks destabilising children's services. It is unclear how these social workers are being supervised and regulated.

In-Year (Mid-Year) Admissions from 1 April 2022

From 1 April 2022, parents will need to apply directly to own admission authority (i.e. academy, foundation and voluntary aided) infant, junior and primary schools for an in-year (mid-year place).

- Parents will still apply to the LA for community and voluntary controlled schools
- The change in no way affects the normal admission rounds for starting Reception for the first time, or infant to junior (Year 2- 3) transfer
- All these applications will still be handled by the LA Template application form and example offer and refusal letters, along with a process map, sent out by Shamsun Noor by email on 2 November 2021
- Further briefings will be arranged via EPHA for the spring term 2022

Any queries in the meanwhile can be directed to Shamsun Noor at shamsun.noor@essex.gov.uk



Safeguarding

Philippa Holliday
Assistant Director, NE



Essex County Council

General update – key documents

- [Keeping Children Safe in Education \(DfE, 2021\)](#)
- [Sexual violence and sexual harassment between children in schools and colleges \(DfE, 2021\)](#)
- [Inspecting safeguarding in early years, education and skills \(Ofsted, 2021\)](#)
- [ESI / Understanding and Supporting Behaviour](#)
- [Positive environments where children can flourish \(Ofsted 2018\)](#)

Updated materials for 2021-22

- [Level 2 training presentations](#)
- Model Child Protection Policy
- Confirmation of Child Protection Documents Received
- Safeguarding information for visitors to school

These videos from Children and Families may be useful to complement staff training:

- [Welcome to the Children and Families Hub - YouTube](#)
- [Request for Support guidance for professionals - YouTube](#)
- [The Windscreen of Need - Essex Children and Families Hub - YouTube](#)

The Education and Learning Information Sharing Protocol

The information sharing protocol:

- A protocol to support ECC and education providers to deliver services
- It supports sharing that is safe, lawful and secure
- It helps organisations meet their legal Accountability and Transparency obligations
- It sets out the statutory and current practice sharing between education providers
- [ESI / WEISP](#)

Harmful sexual behaviour – peer on peer abuse

- further training for secondary settings (Spring 2022)
- training for primary settings (Spring 2022)
- training for governors (Spring 2022)
- updated model HSB Policy
- updated HSB checklist / audit
- HSB guidance
- Support with [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(DfE, 2019\)](#) curriculum delivery

Other 'bits'

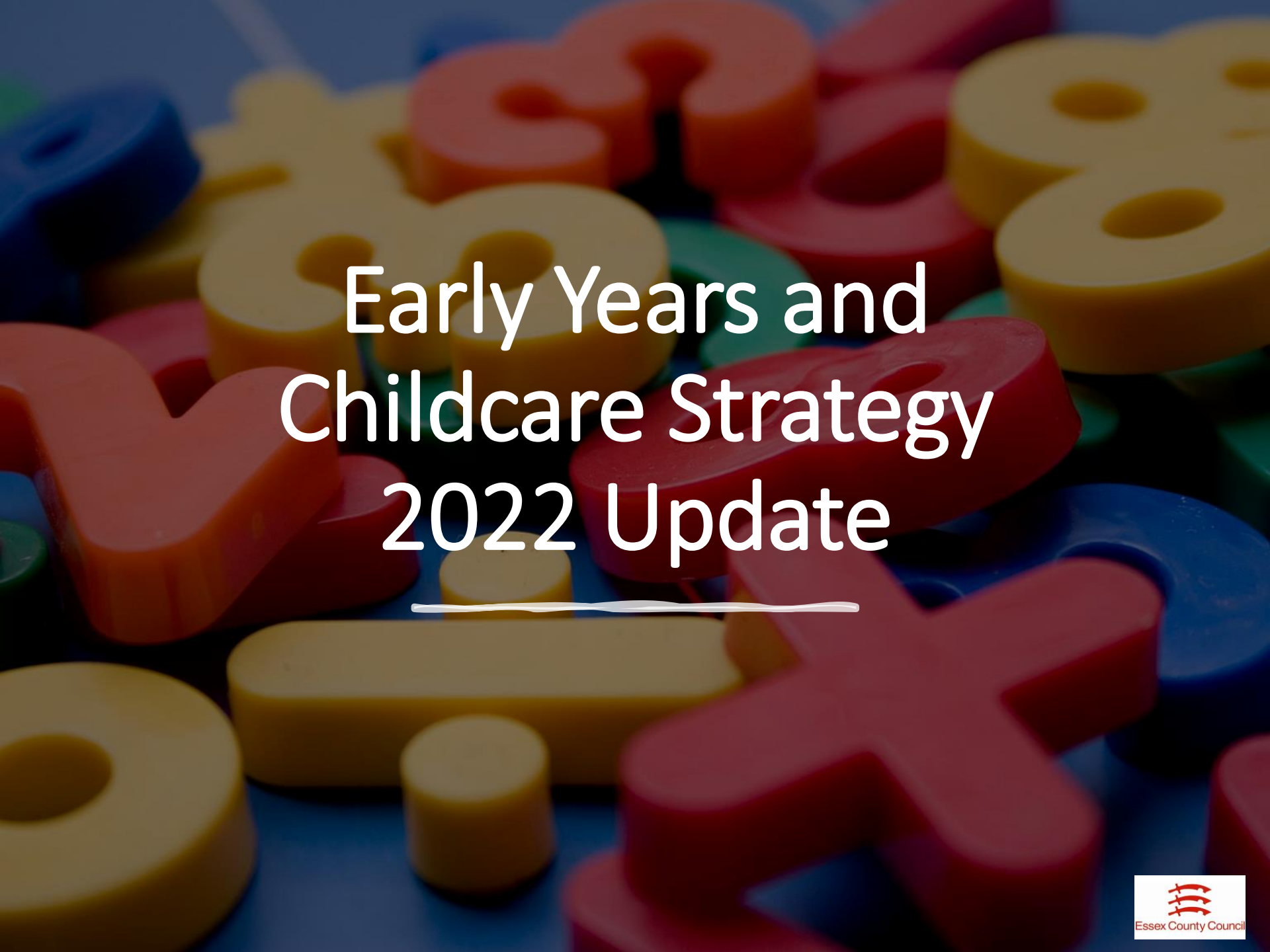
- ESCB audit – completion date is end of Spring Term
- Prevent training – 6th December
- Updated [Understanding and Supporting Behaviour](#)
- Safeguarding / Alternative Provision guidance

Early Years Strategy

Carolyn Terry
EYCC Sufficiency and
Sustainability Manager



Essex County Council



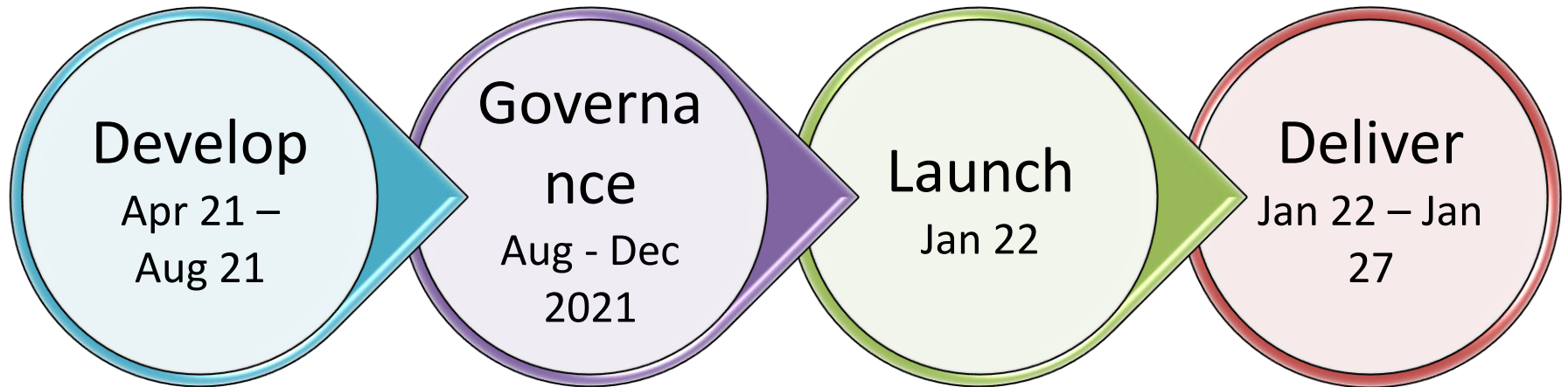
Early Years and Childcare Strategy 2022 Update

Background

- The previous Early Years and Childcare Strategy (EY&CC) 2015–2018 set out the specific commissioning and operational approach that delivered the strategic direction for the Authority, and the Council’s early years and childcare statutory duties in working with children aged from 0 to 19 and key partners such as health, local councils, voluntary sector, early years settings and schools.
- As part of the initial Discovery phase for the new strategy, the project team undertook an;
 - Analysis of the Essex Good Level of Development (GLD) data.
 - Initial engagement with schools, early years settings and parents.
 - Initial review of the impact of Covid-19.
 - Horizon scanning.
 - A series of workshops with key ECC staff
- A draft of the new EY&CC Strategy 2022 has been developed with all key stakeholders during stakeholder engagement sessions and is currently going through ECC’s Governance to approve launching in January 2022.



Timeline and Key Deliverables



- Share Strategy with Internal and External Stakeholders
- Develop Strategy following feedback from Stakeholders
- Develop Outcomes and Performance Measures
- Comms & Go Live Plan
- Draft Delivery Plan
- Draft School Readiness Definition
- Draft Early Years Charter

- Project Governance - EY&CC Strategy Contents signed off
- Strategy designed and finalised in an external facing document
- Finalise Delivery Plan

- Launch Strategy
- Launch The Early Years Charter
- Engagement sessions with Key Stakeholders for Strategy Launch and Delivery Plan

- Pilot new ideas
- Realise Outcomes and Measure Success

Impact of Covid on the Early Years Sector and Families

Numerous complexities emerge when we consider the implications of the pandemic and the diverse range of experiences faced by the early years sector, families and children.

- Early indicators are showing that some Children are experiencing
 - Separation Anxiety
 - Delayed speech and language
 - Struggling to form friendship group with peers
 - Delay in support and assessment i.e. for children with SEND
 - Stressful family situations, including Increased poverty
- Early indicators are showing that some Parents are experiencing
 - Increased poverty
 - Stressful family situations
 - Mental health issues
- Early indicators are showing that some settings are experiencing
 - Financial pressures
 - Increased pressures in supporting anxious parents, children showing developmental delay and stress related workforce issues
 - Inability to invest in training and development to meet the changing needs of the children



Early Years and Childcare Vision

In Essex there will be no barriers to children achieving the best they can be and realising their full potential. To achieve this vision, we will ensure:

- There are sufficient affordable, quality and inclusive early years and childcare places for all children in Essex
- All schools in Essex are inclusive and provide quality education for children no matter what their needs are
- All children in Essex are supported through all their transitions in Early Years
- All families are supported to be the best they can be
- Families understand the services available to them and how they can access these
- All children in Essex can express themselves in their individual way and are confident in how they communicate with others
- Essex County Council provides access to the support and expertise needed to fulfil this vision



Our Strategy Aims

To implement our vision, we have agreed the following six aims:

1. CHILDREN AND THEIR FAMILIES ACHIEVE THEIR POTENTIAL WITH SUPPORT FROM AN EFFECTIVE AND CONNECTED EARLY YEARS SYSTEM THAT HAS A CLEAR VISION, PURPOSE, AND DIRECTION

2. ALL CHILDREN HAVE A POSITIVE JOURNEY THROUGH THEIR EARLY YEARS AND ARE WELL SUPPORTED TO TRANSITION TO RECEPTION AND START YEAR 1

3. CHILDREN WHO MAY BE AT RISK OF POOR OUTCOMES ARE PRIORITISED FOR HIGH QUALITY TARGETED SUPPORT

4. CHILDREN'S EARLY LEARNING AND DEVELOPMENT IS EXPERTLY SUPPORTED BY A STRONG, SKILLED, AND KNOWLEDGEABLE EARLY YEARS AND CHILDCARE SYSTEM WORKFORCE

5. PARENTS CAN ACCESS AFFORDABLE, SUFFICIENT, HIGH QUALITY AND FULLY INCLUSIVE CHILDCARE PLACES THAT SUPPORT EARLY LEARNING AND WORKING PARENTS

6. FAMILIES ARE ENABLED TO BE THE BEST THEY CAN BE

What are the key priorities for Year 1 of the new Strategy?

The insight we have at this point tells us we need to focus our year one plan on the following elements;

- Continue to build on the good outcomes we have achieved so far in the last strategy, with an ambition to further increase the % of children achieving GLD
- Focus on identifying those children as early as possible that will need more support, i.e. improved assessment at the 2 year check, focusing on the cohorts we know generally do not achieve a GLD i.e. summer born / SEN
- Increase the take up for eligible 2 year olds to access a funded learning place.
- Focus on economically disadvantaged children to help narrow their word gap
- Contributing to the Levelling Up Agenda with a focus on the Strong Foundations in Early Years goal
- The impact of Covid-19 on young children's learning
- Making sure our Parents are as informed as they can be in order to make the right choices
- Launch of a new Essex Early Years and Childcare Charter



All of the above will be set out in a detailed Delivery Plan

Aim 1 Outcomes:
Children and their families achieve their potential with support from an effective and connected early years system that as a clear vision, purpose and direction

1. The System effectively mobilises to improve outcomes for identified groups
2. Professionals across the early years system work collaboratively with others to ensure best outcomes for children and their families'
3. Each stakeholder can clearly articulate their contribution to this Strategy and report progress to other stakeholders
4. Parents are well informed about how to best help their child develop and are easily able to access help when they need it.

Aim 2 Outcomes:
All children have a positive journey through their early years and are well supported to transition to Reception and start Year 1

1. Improving the % of children achieving a Good Level of Development
2. Children are resilient and able to learn well
3. One agreed definition of School Readiness that is communicated and used across the System.
4. Information and support is easily accessible and able to support parents with home learning environments

Aim 3 Outcomes:
Children who may be at risk of poor outcomes are prioritised for high quality targeted support

1. Children are supported by their families, their community and where necessary professionals to thrive and be successful
2. Increased take up of Special Educational Needs (SEN) Early Years and School Provision and Free Early Education Entitlement (FEEE) Placements for Children with SEN
3. Increased take up of FEEE Placements for 2, 3 and 4 year olds from disadvantaged households
4. Early identification of children and young people whose learning and development may require targeted or specialist support
5. For all children to make good progress from their individual starting points

Aim 4 Outcomes:

Children's early learning and development is expertly supported by a strong, skilled and knowledgeable early years and childcare system workforce

1. The wider workforce who support children and young people are confident in their role as facilitators of learning and development
2. A workforce that puts a clear focus on children and their families' needs
3. Internal Staff have access to appropriate continued professional development
4. External Staff have access to appropriate continued professional development

Aim 5 Outcomes:

Parents can access sufficient, high quality and fully inclusive childcare places that support early learning and Working Parents

1. There will be sufficient high quality and fully Inclusive childcare places for the community, that supports working parents and provides funded early learning places.
2. There is clear and accessible information advice and guidance for parents and they are aware of all childcare options available to them
3. The sector is supported to understand and meet the needs of community, including working parents
4. Parents feel confident in the childcare options available to them

Aim 6 Outcomes:

Families are enabled to be the best they can be

1. Parents are well informed about how to best help their child develop and motivated to make great choices
2. Parents feel confident in the childcare options available to them
3. All parents and carers are supported with information and resources to encourage their role as effective partners in their child's learning and development.
4. Families, Parents, Carers and young people are able to make proactive choices with respect to their child's or own needs.

Next steps and involvement

These slides have been intended to provide a high level overview of the development of the EYCC Strategy and the next steps will be the delivery

As a key partner, we are particularly interested in your views on: -

- School Readiness
- What you would like to be included in the Essex Early Years and Childcare Charter
- How you would like to be involved



Statutory Duties - appendix

Essex County Council provides leadership to the Early Years System and has specific legal responsibilities to do the following:

- Ensure there is sufficient childcare available in Essex
- Secure sufficient children's centres that are accessible to all families with young children, and targeted evidence-based interventions for those families in greatest need of support (Family Hubs in Essex)
- Provide information, advice, and assistance to families (which we do through our Families Information Service)
- Secure information, advice, guidance, and training for childcare providers
- Support improvement in the quality of childcare
- Ensure that all children have access to up to six terms of high-quality nursery provision, as reflected in the Early Years Foundation Stage Framework, from the term after their third birthday
- Ensure sufficient and high-quality childcare is available for all 2-year-olds eligible for 'Free Early Education Entitlement funding'
- Meet the childcare needs of families with children over the age of five through out of school care and provision for children and young people up to the age of 14 (or to 25 for children with disabilities)
- Safeguard and promote the welfare of all children throughout all aspects of the work of Early Years and Childcare with specific regard to ensuring that early years and childcare providers understand their responsibilities and are accountable for their practice
- Ensure that all providers delivering funded early education places meet the needs of children with Special Educational Needs and / or Disabilities in accordance with the SEND Code of Practice 2015
- Participate in the identification and planning for the needs of children with SEND, including coordinating joint commissioning arrangements across Education, Health and Social Care and in other legal duties related to Education, Health and Care Plans and Preparing for Adulthood



Partnership Strategy – refresh and relaunch

Philippa Holliday
Assistant Director, NE



Essex County Council

School Led Improvement Strategy (SLIS) Achieved to date:

A focus on collaboration,
with schools realising the
potential of partnership
working

37 partnerships of schools

Development of Partnership
Leads

SEP engagement with
partnerships and
strengthening relationships

Relationship with EDT/ISOS

Tools to support partnership
working
e.g., Leads Handbook and
Partnership Evaluation and
Development Tool

Peer review, initiated and
strengthened

Essex recognised nationally
as an example of the
positive impact of
partnership working

Local recognition of the
benefits of partnership
working through Ofsted
inspections

Conferences to disseminate
news and further research,
practices, learning and
partnership-to-partnership
sharing

Partnership support during
COVID19 response period

Maturing and Developing
Partnerships

Current Essex School Partnerships

West

Dunmow Excellence in Education Partnership (DEEP)			
Elsenham	Harlow Education Partnership	BMAT	Reach 2
Epping Forest	Saffron Walden	Learning Partnership Trust	
Epping MAT	Uttlesford	NETAT	

Mid

Colne Valley	Life Education Trust	Woodham Ferrers
Blackwater and Friends	Dengie	Seven Spires
Braintree and Villages	Notley	Eveleigh Link
Chelmsford Learning Partnership Trust	River Chelmer	Chelmsford District Tanglewood
Chelmsford Teaching School Partnership	Bridge Trust	The Witham Collaborative
Connected Learning	Vine Trust	

South

Basildon Excellence Partnership	Castle Point	Billericay
Wickford	Brentwood	Lee Chapel
South Essex Teaching Institute	Canvey	South Essex Academy Trust
The Likeminded Partnership	Brentwood Academies Trust	South-East Essex Academies Trust Brickfields Trust

North-East

Colchester Consortium	Mid-Tendring Education Partnership	Stour Education
Colchester – Priory Street	North-East Schools Partnership (NESP)	Tiptree & Stanway
Colne Cluster – East Tendring	Harwich Education Partnership	
Learning Connections	Constable Collaborative partnership (HEP)	
SIGMA	South Tendring Primary Partnership (STPP)	

Refreshed School Partnership Strategy

'Partnerships as Accelerators of School Improvement

“Local area partnerships are generating energy and commitment because they are making connections across schools and communities to improve schools and outcomes for young people. These partnerships have the potential to reduce the risk of fragmentation and dangers of isolationism in an increasingly diverse system. They can enhance the professional and social capital of teachers, and they can deepen motivation, learning and achievement.”

**Christine Gilbert – Optimism of
the Will**

VISION FOR REFRESHED STRATEGY

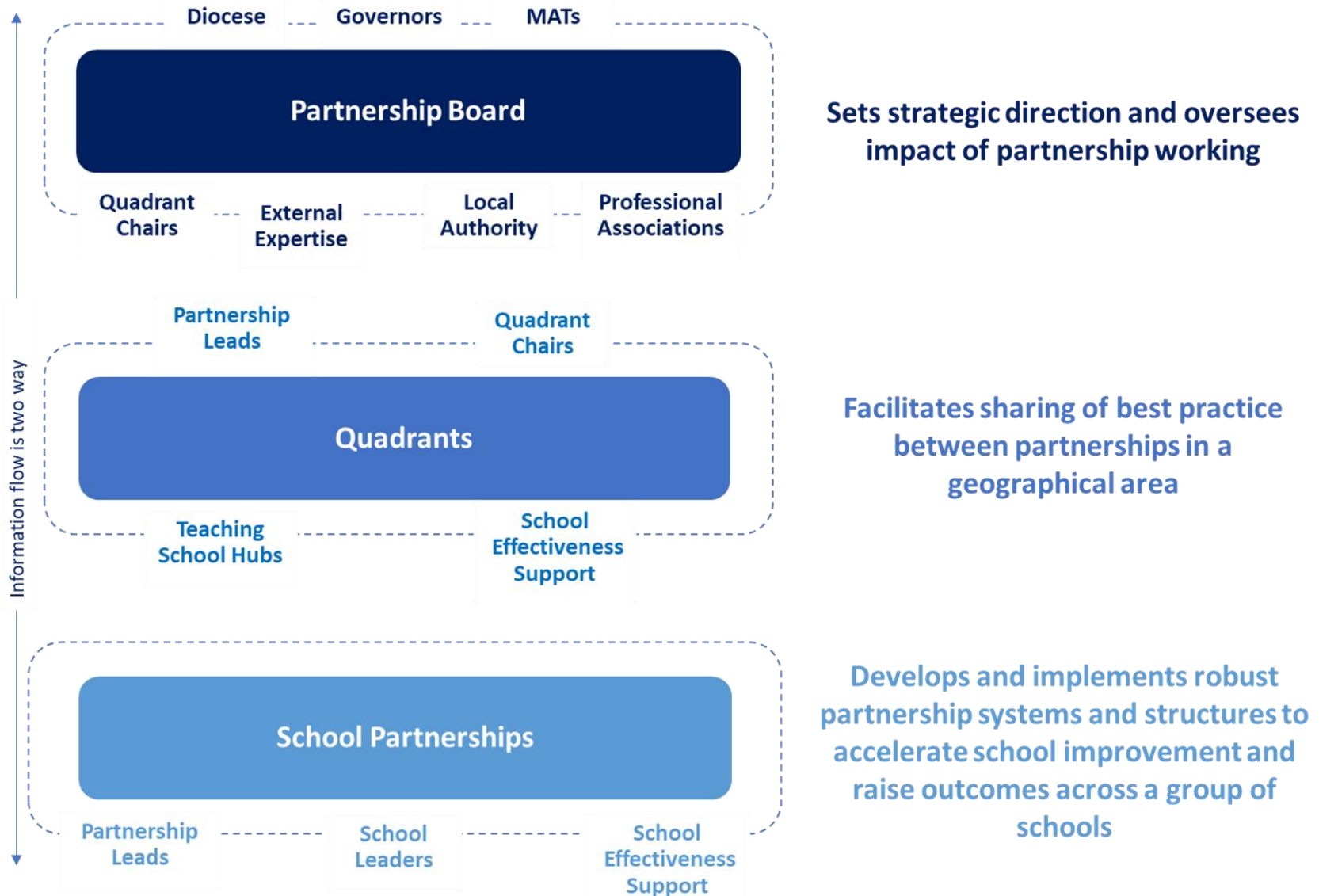
Refreshed School Partnership Strategy

We believe that every school in Essex should actively engage in a formal school partnership with a number of schools. Children and families of school communities will benefit from the strength of schools working in collaboration with each other rather than in isolation, particularly in these challenging times. Partnerships will also provide a key role in supporting leader wellbeing, which is essential at this time.

The type of partnership is less important than its ability to share practice and capacity, hold schools within the partnership to account in mutually reinforcing ways, and enable schools to access the support they need. The aim is to have a positive impact on school improvement and outcomes for children.

Within these partnerships, schools will work together to develop and share best practice, utilising a system of peer reviews and self-evaluation. System Leaders will play a key role in enabling schools in the partnership to improve and empower schools across Essex to own and develop their own future.

Essex Partnership System



Aims of the Strategy

Maturing the partnership system and structures into accelerators of school improvement

Peer Review

Partnership Evaluation Development Tool (PEDT)

Leadership Handbook

Culture, environment and ethos

Approach to engaging with the Teaching School Hubs at partnership and board level.

Partnership to partnership working

Wellbeing and support

Partnerships as drivers and enablers of education strategy

Trauma Perceptive Practice

SEND Strategy

Inclusion Framework

Disadvantage Strategy

COVID response and recovery

Early Years

Partnership Evaluation and Development Tool

Aims of the Tool:

- To enable partnerships to **evaluate** their collaboration
- To help establish a **dialogue** and way of working that builds challenge, support and trust
- To generate useful **information** that helps partnerships make best use of their resources and guides **improvement**
- For the tool to **be intuitive, flexible** and easy to use

Features

- A web-based application that enables school partnerships to better understand the **quality of their collaborations** and act on this information, with purpose, ease and rigour.
- Uses an enquiry-based approach based on a set of **diagnostic questions**, answered by every school in a partnership
- Generates a clear **dashboard report** and infographics that show areas of strength and risk in the partnership
- Based on **global evidence** about the characteristics of high impact collaborative working, formulated by education experts
- Has been **created and tested** with a range of school partnerships, including MATs, Federations, TSAs and larger local clusters.
- Is designed to **flex to the ambitions and needs of any partnership**, regardless of size, location or focus.
- Is easy to use on any online device, and generate **reports** that are easy to share and understand, across and beyond any partnership

For more information see website:

[Partnership Evaluation and Development Tool - Schools Partnership Program \(schoolspartnershipprogramme.com\)](http://schoolspartnershipprogramme.com)



The Essex
Education School
Partnership
Strategy has the
ambition to deliver:

- Improved outcomes for all children and young people.
- No ceiling on the outcomes of vulnerable learners.
- Successful education response to the COVID19 pandemic, including the re-engagement of all children and young people, and the well-being of all pupils and school staff.
- A county-wide partnership system in which every child can attend a school which is at least good and improving.
- A culture in which each Headteacher has aspirations for all the children in their partnership to achieve their highest outcomes.
- High quality teaching and learning through informal and formal continuing professional development at all levels and the collaborative development of new practice
- Successful recruitment and retention of high-quality staff
- School leaders' wellbeing is improved and sustained, and they feel supported
- Partnerships that take responsibility for their own improvement by using regular external challenge; promoting cohesion, confidence and skills through networking with colleagues
- Governing bodies and Trust boards with the skills, knowledge and understanding to accelerate school improvement through the promotion of partnership working.

Essex specific feedback on the benefits of partnership working

Wellbeing Support



- Mutual support from colleagues
- Can ask for advice and assistance
- Support for headteacher wellbeing
- Avoiding isolation
- Team support
- Informal support

Professional Learning and Development



- Professional development for Heads in a supportive environment
- Effective delivery of support and CPD
- Mentoring opportunities for new headteachers within similar context locality
- Potential opportunity for staff (all levels) CPD development through secondments
- Targeted groups e.g., for Subject Leads/Phase Leaders/DHTs

Driving school improvement



- Moderation of pupil progress - validating judgements and secure and confident
- Keeps the creative drive for improvement working
- Support for all areas of the school whether you are an NQT, SBM or SLT
- Finding the 'things' that teachers find improve their quality
- Critical friend and a supportive accountability system
- Opportunity to regularly reflect upon education provision and benchmark with similar context schools within similar locality
- Working with other schools that have a good understanding of the contextual issues

Opportunities to share to save cost, time and increase consistency



- Group purchase of shared services economically
- Collaboration between subject leaders. Sharing resources and ideas
- Sharing staff training
- Reducing workload
- Shared recruitment
- Sharing funding/bids
- Shared expertise - e.g., pooled funding and buy in finance/premises support
- Shared policies across groups/ schools e.g., attendance
- Time saving in terms of developing new policies/practices
- Consistency of approach across local area
- Share the costs of CPD
- Co-ordinate inset dates supports staff and families

The School Partnership Board has agreed a series of actions to achieve the broader outcomes of the new Essex Partnership Strategy:

- Set a clear Strategic Direction for partnership working in Essex
- Agree an annual set of priorities, which is informed by the work of the partnerships and quadrants and agreed by the board as county priorities
- Strengthen the focus on cross-phase working
- Enable partnerships to share best practice
- Enable partnerships to evaluate their impact, through models such as peer review
- Clarify the partnership system, the roles and responsibilities of each part and the resources available to support partnerships e.g., co-ordination and facilitation
- Review the membership and representation of the Board
- Take an active role in the promotion of partnership working
- Support development of focus groups to take forward specific actions and feedback to the board
- Continue development of tools and support for partnerships around school improvement
 - Peer review
 - Partnership evaluation development tool
 - Leadership handbook

Assessment and Moderation

Stephen Chynoweth

Head of Education & Early Years, NE



Essex County Council

Primary Statutory Assessment Traded Package

- Aim is to support schools to carry out primary assessments in summer 2022
- It includes a full programme of training covering all aspects of KS1 and KS2 assessment and moderation, administration of the phonic screening check and the multiplication tables check
- The package is for an annual subscription that allows up to 2 members of staff to attend 10 training sessions held throughout the year
- Schools not wishing to have the annual subscription can attend individual events
- All training sessions will be for one hour and will be held virtually

Primary Statutory Assessment Traded Package

The training sessions are:

- Termly Primary Statutory Assessment Briefings (Autumn 2, Spring 2 and Summer 1)
- Administering the phonic screening check
- Managing the statutory assessment process for KS1 and KS2
- Administering the multiplication tables check
- Understanding the KS1 Teacher Assessment Framework
- Understanding the KS2 Teacher Assessment Framework
- Assessment and moderation in Year 2 refresher course
- Assessment and moderation in Year 6 refresher course

Primary Statutory Assessment Traded Package

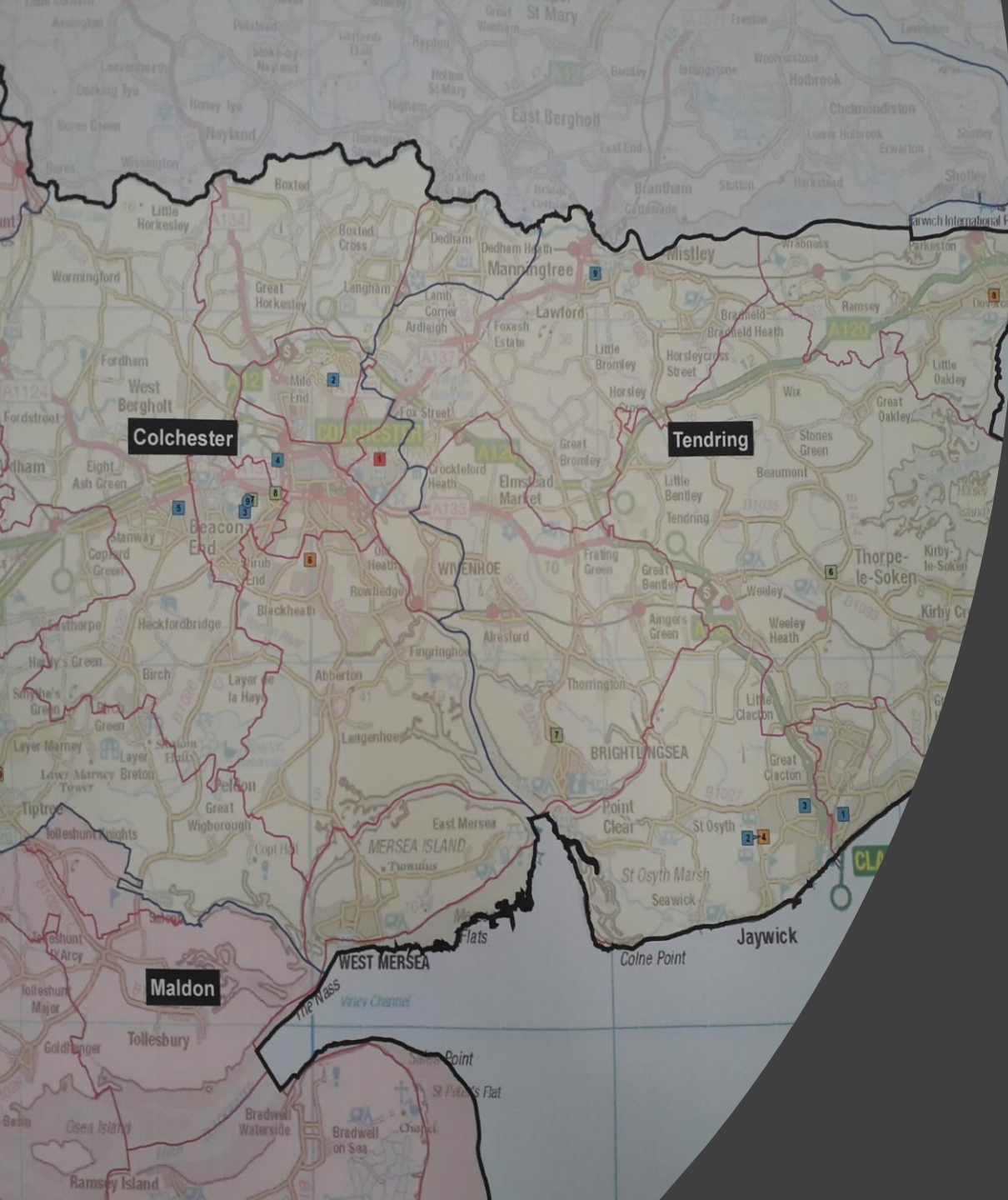
	Annual subscription for Sep 2021/22	Individual training events for non-subscribers
Essex LA maintained schools	£315	£55 per session for 2 members of staff
Essex Academies	£395	£65 per session for 2 members of staff
Outside Essex Schools and academies	£495	£75 per session for 2 members of staff

Primary Statutory Assessment Traded Package

The following training events are offered:

- Assessment and moderation in Year 2 – new teachers in year 2 and NQTs
- Assessment and moderation in Year 2 – experienced year 2 teachers
- Assessment and moderation in Year 6 – new teachers in year 6 and NQTs
- Assessment and moderation in Year 6 – experienced year 6 teachers

Subscribers from Essex LA maintained schools and academies	£40 first member of staff £10 each additional person
Non-subscribers from Essex LA maintained schools and academies	£60 first member of staff £15 each additional person
Subscribers from schools and academies not in Essex LA	£50 first member of staff £20 each additional person
Non-subscribers from schools and academies not in Essex LA	£70 first member of staff £25 each additional person



NE Quadrant LA update

Philippa Holliday

Assistant Director of Education

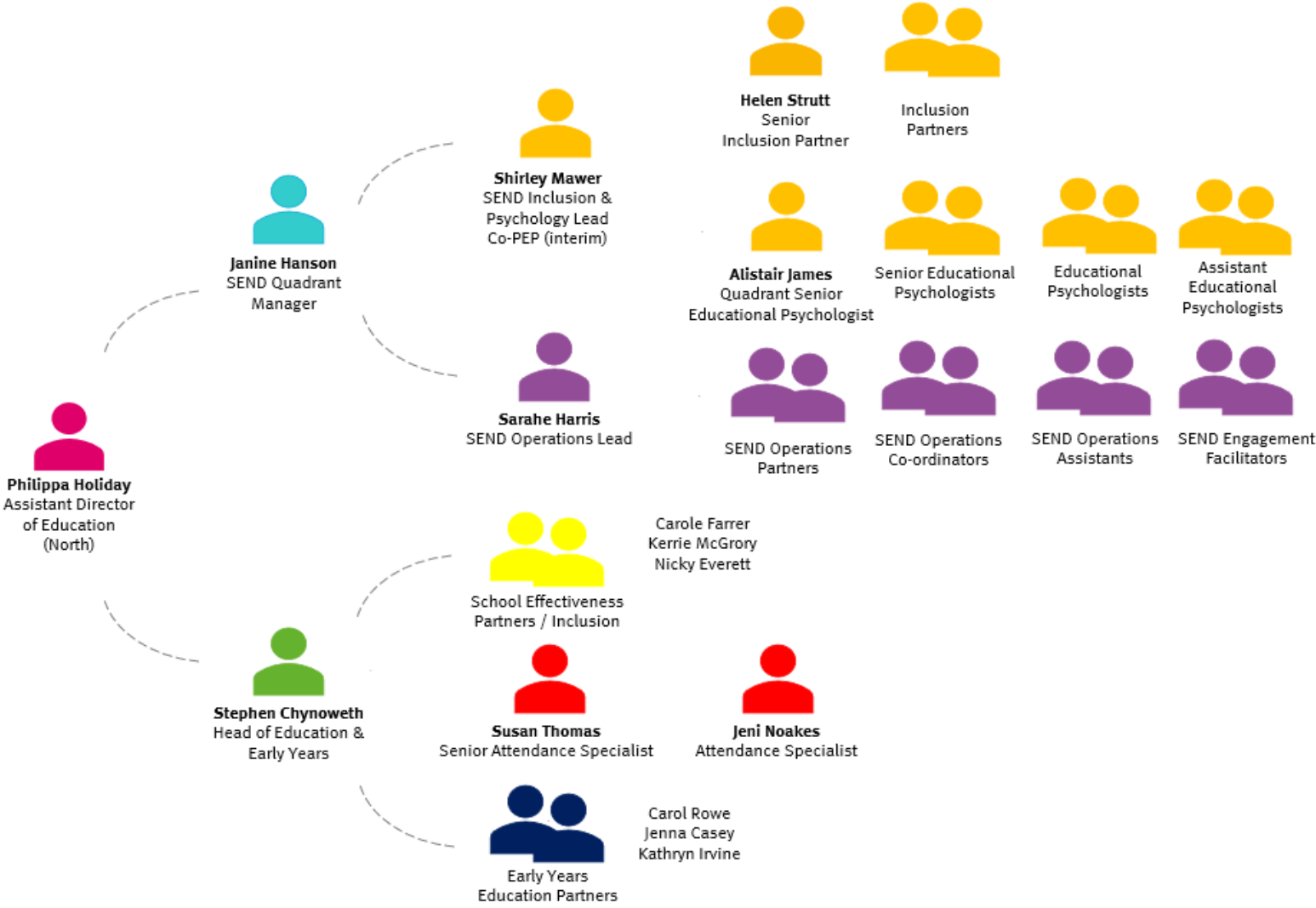
Janine Hanson

Quadrant Manager

Stephen Chynoweth

Head of Education & EY

NE Staff structure



NE Early Help Drop in Sessions

Every Tuesday Lunch Time 12.00pm – 1.00pm

For the link to join email lee.bailey@essex.gov.uk or [Click here to join the meeting](#)

As teams are spending less time together and dealing with the return of services, the North East Essex Children & Families Partnership would like to extend its programme of support to our partners working with children, young people and families.

This weekly drop-in offers peer support, signposting for anonymised cases and helps to answer general questions.

The weekly session will be facilitated by Lee Bailey, Lead for Partnership Delivery, who will be regularly supported by the following colleagues.

Please drop in as needed, everyone is welcome. The purpose is to support each other, discuss early help provision for children and families in North East Essex, signpost to support and answer general queries you might have.



Professional teams represented

Managers and Practitioners from the Children and Families Hub



Team Around the Family Support Officer

Senior Attendance Specialist



Family Solutions Worker



Health Liaison Officer



Voluntary Sector Representatives from Youth Service, CAVS and ECFWS and others



Microsoft Teams meeting

Join on your computer or mobile app

[Click here to join the meeting](#)

Colchester and Tendring Education Forums

Purpose

To provide a forum for representatives from North East Essex Schools to:

- Discuss and exchange local safeguarding & child protection information, policies, practice, procedures, concerns and practice development initiatives from ECC Children & Families and North East Essex Schools .
- To provide a forum to discuss and agree feedback on Education related Safeguarding and Children & Families queries or concerns and to work collaboratively to find resolutions to any potential conflict.

When?

- At least 1 x Colchester district meeting per term, aspire to once per month
- At least 1 x Tendring district meeting per term, aspire to once per month

Colchester and Tendring Education Forums

Responsibilities (as outlined in the Terms of Reference)

- Act as a consultation forum regarding local and national safeguarding & child protection guidance, policies, procedures and concerns.
- Provide a setting for a two-way exchange of information between ECC Children & Families and North East Essex Schools.
- Ensure appropriate dissemination of safeguarding & child protection information between ECC Children & Families and North East Essex Schools by providing quarterly feedback to representatives of the group/chair.
- Act as a bridge between practice and the operational executive (and ESCB).
- Provide participating practitioners the opportunity to discuss practice specific issues enabling practitioners to feedback appropriate issues from their organisation and profession. Practitioners will be invited where appropriate and through discussion with the group
- Enable discussions to take place to consider the best means for addressing any issues in relation to safeguarding & child protection, including working together with other agencies and across Education.
- Feed any wider workforce development issues outside of ECC Children & Families and North East Essex Schools through local Stay Safe Boards for action.

Colchester and Tendring Education Forums

To be added to the distribution list to be included on the meeting attendee list for future meetings.



Email: Lee Bailey, Lead for Partnership Delivery,
Children & Families Lee.Bailey@essex.gov.uk



SEND Strategy - NE current actions

SEND Operations / Inclusion & Psychology

- working with the Central Strategy Team to implement and embed the revised policies and practices as a result of the Joint Written Statement of Action (JWSOA). Includes working with health, social care and other partners, including schools to improve panel representation (EHCNA requests and Local Resource Panel) and improved QA processes to ensure quality of EHCPs.
- Commitment to improved communication and support for schools where there is a 'direction to take' - where a school is named on Part I of EHCP. Further information will be coming to schools.

SEND Operations

- New temporary staff will be employed to focus on statutory timescales including EHCNAs, response to Annual Reviews, EHCP amendments.

Inclusion & Psychology

- New interim role – Quadrant Senior EP - Alistair James appointed. Will line manage NE EPs, attend key panels and support CPD of I&P staff.
- Continued commitment to SEND Training Offer including NE specific training focus.
- Engagement Facilitators working with parents of preschool children (with a Section 23 notification from health) when no setting identified to support confidence and early identification on needs.

Tending Strategic Education Board Twinning Offer

Communication Champions:

- Fully funded **Elklan Speech, Language and Communication Level 3 accredited training (3-5 years)** for EYFS teachers/TAs/EY Practitioners to become Communication Champions. EY settings will also receive £770 to cover backfill costs.
- A **highly successful externally accredited evidence-based course**, to equip staff with the knowledge of how to effectively develop communication skills of all children.
- Communication Champions form a **sustainable network of practitioners**, developing SLC expertise across Tending.

Communication Hub Schools:

- Funding for **6 x 'Good' or 'Outstanding' primaries with an EYFS** to achieve the **Elklan accredited Communication Friendly Setting (CFSe) Primary (5-11 yrs) Award**, becoming centres of excellence in speech, language and communication.
- Elklan training and accreditation is fully-funded. Hubs receive **£5,000 funding for initial hub set-up & resources** and **£3,000 to cover a TLR** for one teacher to undertake the role of **Communication Champion Hub Lead** – helping to develop a sustainable professional network of Communication Champions in their geographic cluster, to improve SLC outcomes.

Learning Behaviour Leads:

- **Capacity funding (£2,825) for 20 x TAs** to be released (half a day per week) to undertake the role of Learning Behaviour Lead. TAs access funded **EEF training** and 1:1 guidance from an **Evidence Lead in Education**.
- Learning Behaviour Leads **form a sustainable professional network**, sharing learning and effective strategies to support pupils to develop positive learning behaviours, leading to improvements in **pupil attendance and engagement** across Tending.
- Schools also access EEF training on strengthening strategic deployment of TAs, intended for the **SENDCo and an SLT member**.
- **High quality professional development of TAs**, who are trained to deliver structured interventions to targeted pupils – EEF findings indicate this offers a cost-effective approach to improving learner outcomes.

Emotional Literacy Support Assistants:

- Fully funded training for **48 x TAs** to access **Emotional Literacy Support Assistant (ELSA) training** from educational psychologists, enabling them to **develop and deliver emotional literacy support programmes**, to improve pupils' **emotional resilience** and **self-regulation**.
- **Clinical supervision** and support is provided from **educational psychologists** for the remainder of the academic year.
- Having an ELSA enables schools to **increase their capacity to support the emotional needs of their pupils**, by **planning and delivering individualised support programmes**. Pupils who have their emotional needs addressed are better able to effectively engage with learning.

Research School Network offer

RSN programme offer utilising EEF Improving Literacy Recommendations

	Modules 1 & 2	Modules 3 & 4	Modules 5 & 6	Modules 7 & 8
EY/KS1	1. The foundations of literacy 2. Language acquisition in the early years	3. Early development in speech and language 4. Excellent Oracy practice in EY/KS1	5. A balanced Reading diet in EY/KS1 6. Developing Reading fluency	7. SSP as a cornerstone of early literacy 8. Promoting fluent transcription
KS2/3	1. The foundations of literacy 2. Approaches to explicit vocabulary instruction	3. AccountableTalk in practice 4. Tackling deficits in spoken English and Oracy	5. A balanced Reading diet in KS2/3 6. Developing Reading fluency	7. Effective communication across the curriculum 8. Supporting struggling students
KS4	1. The foundations of literacy 2. Approaches to explicit vocabulary instruction	3. AccountableTalk in practice 4. Oracy as a vehicle for excellent outcomes across the curriculum	5. A balanced Reading diet in KS4 6. Active engagement with complex texts	7. Disciplinary literacy in a KS4 context 8. Supporting struggling students

- remote delivery with school based gap activity
- each session is 2 hours in duration and covers two modules, scheduling as one session per half term: Spring 1, Spring 2, Summer 1 and Summer 2
- an alternative structure, for a group of schools who would prefer to consolidate the modules may be to group elements in to three full days: Oracy / Reading / Writing – subject to confirmation/logistics



TESB School Partnership representation

Organisations	School Partnerships & MATs
<ul style="list-style-type: none">• Department of Education• Tendring District Council• Teach First• Alpha Teaching Hub• Essex Social Care• Essex & Suffolk NHS Health• Enable East	<ul style="list-style-type: none">• Mid Tendring Education Partnership• Learning Connections Partnership• South Tendring Primary Partnership• Harwich Education Partnership• Learning Pathways Trust• Stour Education Partnership• Colne Cluster (East Tendring)• Sigma Trust• Academies Enterprise Trust• Learning Pathways Trust

TESB Leadership representation

Leaders and schools represented on the Tendring Education Strategic Board

- Sally Morris – Manningtree High School
- Sue Bardetti – Holland Haven Primary School
- Tracey Caffull – Frinton-on-Sea Primary School & Great Bentley Primary School
- David Lees – Clacton Coastal Academy
- Gavin Bradley – White Hall Academy
- Hilary Cook – Highfields Primary School
- James Newell – Wix & Wrabness Primary School
- Jen Grotier – Shorefields School
- Julie O'Mara – Chase Lane Primary School & Nursery
- Kate Finch – Harwich & Dovercourt High School
- Chris Herron (Assistant Headteacher) – Harwich & Dovercourt High School
- Moira Breeze - St Clare's Catholic Primary School
- Nicky Patrick – Spring Meadow Primary School

A map of Essex, England, showing various school catchment areas. Several areas are highlighted with black boxes and labels: Colchester, Maldon, West Mersea, Tending, Clacton-on-Sea, and Harwich. The map also shows major roads, rivers, and coastal features.

Thank you.

Philippa Holliday
Assistant Director
of Education, NE

Wishing you all
continued success for
2021-2022.

“Excellence, Equity, Inclusion.”