

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

North East	Wednesday 13 November 2019
South	Thursday 14 November 2019
West	Wednesday 20 November 2019
Mid	Thursday 21 November 2019

Action

1. WELCOME, THANK YOU AND NOTICES

- a) Clare Kershaw, Director for Education, sent her apologies as she was unable to attend the termly meetings. The Assistant Directors and the Area Chairs, welcomed those present, extending a particular **welcome** to the new (or new in post) headteachers in each area, who are:

North East

Dave Ashley	Rolph CE Primary
Sue Bridgman	Montgomery Infants
Rebecca Halls	Unity Primary Academy
Vicky Higgins	Frobisher Primary
Mark Millbourne	Prettygate Infants and Juniors
Sam Moseley	All Saints Primary, Harwich
Fiona Reid	Mistley Norman Primary
Nikki Sirett	Alton Park Juniors
Lucy Williams	Unity Primary Academy
Tania Wright	Mersea Island School

South

Jen Burdett	Great Wakering Primary (Head of School)
Russell Davies	Doddinghurst Juniors (Interim Head of School)
Maggie Elfenich	Grange Primary
Kelly Hamilton	Fairhouse Primary
Simon Holliday	Castledon School (since April)
Gill Marrion	Kelvedon Hatch Primary (Interim)
Catherine Morris	St Helen's Catholic Infant School (Acting)
Lisa Patient	Noak Bridge Primary (Acting)
Rachel Robinson	Merrylands Primary
Bradley Saunders	Stambridge and Waterman Primary Academies
Gemma Smith	St Margaret's Academy, Bowers Gifford
Gemma Thurston	Kents Hill Infants Academy

West

Nikki Batt	Moreton CE Primary
Elizabeth Bradshaw	Waltham Holy Cross Primary (Acting)
Tara Bristow	Alderton Infants (Acting)
Casey Cox	St James CE Primary
Amy Dowling	Chigwell Row Infants (Acting)
Jodie Evans	High Ongar Primary
Jonathan Furness	St John's CE Primary
Matt Hawley	Debden Primary
Chris Jarman	St Mary's CE Primary Saffron Walden
Tina Kearney	Oak View Special School
Simon Rance	Ashdon Primary

Michael Ross	St John Fisher catholic Primary
Rebecca Sigston	Ivy Chimneys Primary
Gina Bailey	William Martin Infants and Juniors (Executive headteacher)

Mid

Rebecca Black	St Andrew's Juniors, Hatfield Peverel
Dida Burrell	White Court School
Lisa Dale	Howbridge Juniors
Xanthe Glynn	Southminster Primary
Clare James	Maylandsea Primary (Head of School)
Emma Johnstone	Powers Hall Academy (Acting)
Sarah Meares	Terling Primary (Acting)
Stephanie Newland	St Margaret's Toppesfield
Karen Riddlestone	Richard de Clare Primary
Rowen Prigg	St Michael's Juniors, Chelmsford
Lesley Roche	Our Lady Immaculate Catholic Primary
Sally Sykes	Finchingfield CE Primary
Eileen Thorn	Maldon Primary (from October)
Lea Tyler	Maldon Primary (Acting until half term)
Justin Wrench	Great Bradfords Juniors
Lyndsey Wood	St Cedd's CE Primary

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

South

Terry Flitman	Wickford Primary
Liz Mulcahy	Felmore Primary

West

Erica Barnett	Waltham Holy Cross Primary
Matt Woolard	Hereward Primary

Mid

Linda Taylor	Ridgewell and Belchamp Primaries
Sarah Donnelly	Richard de Clare Primary
Lisa Feldman	Finchingfield Primary

2. LOCAL AUTHORITY UPDATE

Nicola Woolf (North East, West and Mid Meetings)

Lisa Fergus (South meeting)

Catherine Hutley (Mid meeting)

Philippa Holliday, Assistant Director for North East, sent her apologies for the North East meeting.

a) 2019 pupil outcomes

Headteachers were congratulated on the pupil outcomes at July 2019. The attainment data remains strong, but there will need to be a focus on progress data. Children with EHC Plans have performed well, but those on SEN Support do less well.

Essex schools continue to perform well in Ofsted inspections:

In 2019,

90.1% of primary schools were good or outstanding (87.5% in England),

84.4 % of secondary schools were good or outstanding (75.9% in England),
 85 % of special schools were good or outstanding (91.6% in England),
 89.1 % of all Essex schools were good or outstanding (86% in England).

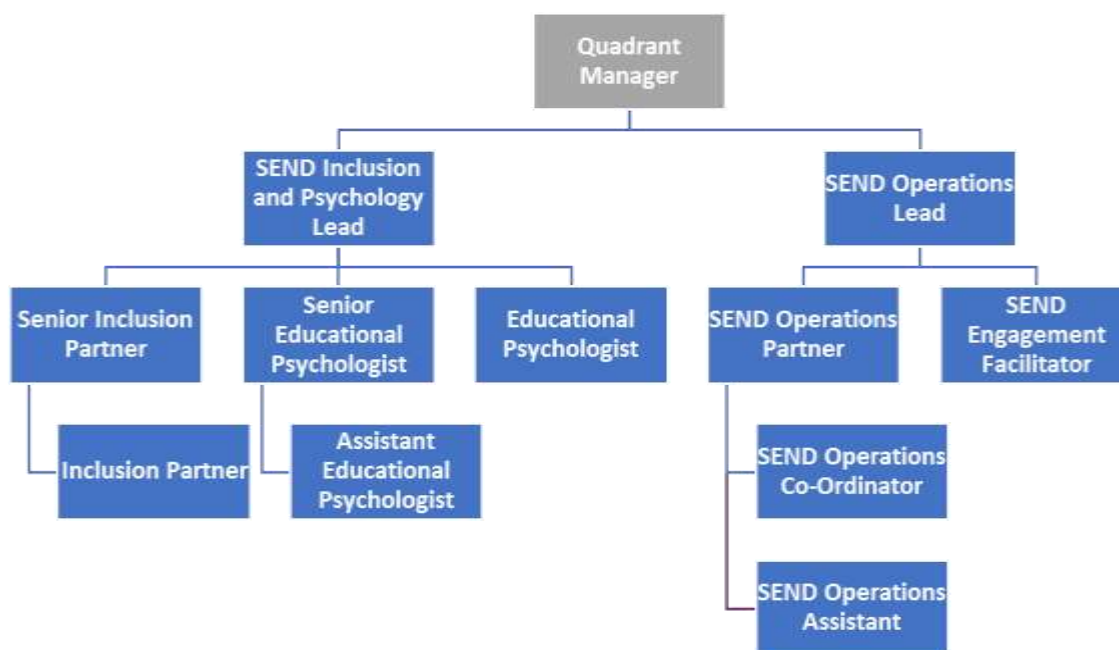
b) 2019 / 2020 Priorities

SEND redesign

The SEND redesign is not being undertaken in isolation, the wider SEND transformation includes:

- The embedding and strengthening of the school led SEND system including sign up to an inclusion statement, development of the minimum offer, the construction of an outcomes framework and the introduction of SEND peer review. Steve Whitfield has co-produced a Trauma Perceptive Practice programme (see below)
- Co-production of a new SEND strategy-and the creation of a SEND specific preparing for adulthood strategy
- The completion of the strategic review of Essex’s High Needs Block
- The launch of an Appreciative Inquiry into the Annual Review process
- A SEND pupil place planning mechanism leading to the first Ten Year Plan for SEND;
- Essex’s capital programme for SEND with the development of special school expansions

The SEND workforce is being re-organised within a quadrant structure.



The SEND Operations team will administer the statutory processes, including EHCPs and one-planning. SEND Engagement Facilitators are being appointed within each quadrant; part of their role will be to work with parents and families.

There are two new and different roles in the structure: the Inclusion Partner (IP), and the SEND Engagement Facilitator. Every school will have a named IP and EP (Educational Psychologist) as well as a SEP (School Effectiveness Partner), supporting the SEND population in the school.

The LA is continuing to recruit to the teams, including appointing to the new roles.

The ambition is to create a system whereby support and resources are available without the need for an EHCP for children and young people for whom this would be appropriate

County wide teams will include:

- HI, VI, PNI, MSI Sensory Teams remain as they are currently but will be centralised
- New strategic posts for Autism, SEMH and Language and Communication. It was stressed that the aim was to strengthen capacity and understanding in these areas.
- EWMHS co-ordinator roles created, investing in emotional wellbeing and mental health. Part of their role will be to map and co-ordinate the existing provision in Essex, which is extensive but not all listed in a centralised way.
- New targeted employment team created, to strengthen the transition to adulthood.

c) Local Authority SEND inspection

The publication of the report has been delayed by the period of purdah running up to the general election. The review identified three key outcomes, all of which were identified in the LA's self-evaluation summary which Ofsted said highlighted that the LA knew its strengths and areas for development:

- EHCP process was not consistent across the county
- Inconsistency of therapies and joint commissioning across the county
- High number of children/young people identified as having MLDs.

The issue of engagement from and with health was raised during the inspection.

d) Trauma Perceptive Practice training programme

The vision in Essex is for all schools to access Trauma Perceptive Practice (TPP). It will be the Essex approach to understanding behaviour and supporting emotional wellbeing. It will become the core offer to schools at the universal level of support.

Trauma Perceptive Practice:

1. is a universal approach and an ongoing process

It is not simply a targeted intervention for "trauma children".

2. is also about the journey through the following



TPP is based on the following core values that over time become evident throughout a school community:

- Compassion and kindness (instead of blame and shame)
- Hope (instead of hopelessness)
- Connection and belonging (instead of disconnection).

3. builds on strengths

Schools already do things well and TPP can supplement current initiatives.

TPP also supports the implementation of statutory and valuable initiatives, such as the new compulsory PSHE curriculum (September 2020) and Essex Healthy Schools Award.

Essex is currently training the first new cohort of trainers from within the educational psychology service and within the quadrant inclusion partners' team.

If you are a school that would like to be part of TPP, Essex are looking for the next cohort of schools to begin the journey. The offer of training has been extended to more schools (including a geographical cluster for example as secondary with feeder primaries) or trusts in each quadrant to work with, starting in the spring term of 2020.

There is a level of commitment necessary in order to be considered:

- the school must be prepared to have this as the whole school approach led by the headteacher.
- the school must have a person who is passionate about this work and committed to their own professional development; this person will ultimately become a TPP trainer for the school and then for the Essex school led model of school to school support.
- the Headteacher must be fully involved in the approach from the outset; Elements 1 and 2 of the approach are only attended by the headteachers. An additional member of the senior leadership team, such as Governor or SENCo, can also attend alongside the headteacher if desired.
- understand that there are a further 15-18 hours of training for Elements 3-9 to have as a whole school. This can be done over 3 or 4 terms as Inset days or Twilight sessions

Advantages

You will have the opportunity for a member of your staff to become a TPP trainer as part of their CPD. This person will be supported by the wider TPP group and be invited to updates. This person will be given the opportunity to train other schools alongside colleagues

Opportunity to work with others on your school/setting development plans and to embed ideas from the training into your policies and practice, supported by ongoing consultation.

The training is free providing the commitment is there.

You will have connectivity to the wider Essex community of the special schools and the enhanced provisions for children with social, emotional, and mental health needs, who all are committed and passionate about TPP.

The first phase of the TPP training will be offered on a 'first come first serve' basis at this stage. Further information will be available before the end of this term for how to book your place for your school, trust or cluster.

e) **Children Missing Education and Elective Home Education**

Councillor Ray Gooding is leading a cross-party working group in Essex County Council, which aims to lobby central government on the issue of CME and EHE. Education representatives include the Chair and Professional Officer of EPHA. The group has agreed to put forward motions in three key areas:

- to make it mandatory for parents to register to home education their child/ren;
- the development of clear criteria to assess someone's suitability to home educate;
- to expand the duties and resource local authorities to enable them to monitor and support home educators.

f) School Improvement and School Led Improvement System

The Project Board is working on the further engagement of secondary schools and MATs within the school led improvement system, to ensure that it is a system for all Essex schools. Nicola Woolf will be delivering training on collaborative leadership for school improvement. Further training for School Improvement Champions will also be offered in the spring term.

Other areas that are being considered are the impact and maturity of partnerships, and the impact of Peer Review on outcomes.

g) School Place Planning

There is a need to continue to provide a focus on ensuring there are sufficient school places in Essex to meet the growth in the pupil population.

In September 2019 there were an additional 3,200 new places across Essex at a cost of £60M.

3 secondary schools opened:

- Sir Frederick Gibberd
- Paxman Academy
- Beaulieu Park School

New Special school provision –Lexden Springs, Glenwood

h) School funding proposals

Yannick Stupples-Whyley, Senior Finance Business Partner, attended the four meetings to explain school funding for the 2020/21 financial year.

The Prime Minister announced on 30th August a **£7.1 billion** increase in funding by 2022/23 which is:

- **£2.6 billion** in 2020/21
- **£2.2 billion** in 2021/22
- **£2.3 billion** in 2022/23

This will take the Schools Budget from **£45.8 billion** to **£52 billion** in 2022/23. The Schools Budget covers the Schools Block, High Needs Block, Early Years Block and Central School Services Block.

The Government has stated that the minimum per pupil level will increase to **£3,750** for primary schools, **£5,000** for secondary schools, **£4,800** for KS3 only schools and **£5,300** for KS4 only schools. Subject to consultation with the DfE, the minimum per pupil level is compulsory in 2020/21. This is not to be confused with the Aged Weighted Pupil Unit (AWPU). The minimum per pupil level is calculated on all pupil-led and school-led funding and AWPU is one element of pupil-led funding. Pupil-led funding factors are AWPU, deprivation, prior attainment and English as an additional language. School-led funding is the lump sum.

The Government has determined that the minimum funding guarantee must be set between 0.5% and 1.84%.

The Government expects all Local Authorities to move towards the National Funding Formula.

The indicative Schools Block allocation is **£896.1m**, an increase of **£40.3m**. The indicative delegation to schools is **£889m** an increase of **£44.6m**. The indicative

delegation to schools is **£4.3m** higher than the increase in the indicative allocation as the 0.5% transfer from the Schools Block to the High Needs Block in 2019/20 was a one-off and therefore remains within the Schools Block in 2020/21.

The Authority is not requesting to transfer any funding from the Schools Block in 2020/21.

The Primary Unit of funding will be £4,054.95, based on the October 2019 census.

The Local Authority consultation proposed the following:

- Reducing the lump sum allocation to decrease the gap between the Essex lump sum of **£150,000** per school and the proposed National Funding Formula lump sum of **£114,400** per school
- Allocating the reduction in lump sum through Aged Weighted Pupil Unit (AWPU) for each key stage of education¹. This means that the funding generated through the proposed reduction to the lump sum will be distributed to all schools at the same AWPU uplift for each key stage.
or
Allocating the reduction in lump sum through prior attainment. This means that funding generated through the proposed reduction in lump sum will be targeted at pupils with low prior attainment.
- Moving the primary / secondary funding differential from 1:1.31 to 1:1.30 to decrease the gap between the Essex funding differential currently set at 1.1.31 and the proposed National Funding Formula differential of 1.1.27.
- Setting the minimum funding guarantee (MFG) at 1%. This will guarantee every school will receive as a minimum a 1% increase on each schools guaranteed per pupil amount.

In response to questions at the meetings, Yannick explained that the LA believed that this was the fairest way of dividing the funding for Essex school. It was argued that there is still insufficient money in the education system, and the LA confirmed that it continues to lobby central Government.

The main concern expressed at the meetings was around the funding of small schools, noting that the reduction in lump sum affects them disproportionately, and a redistribution through AWPU will not compensate small schools for this loss of funding.

It was noted that there were 93 responses to the consultation. In the past, it was noted that Schools Forum have assumed that if a school did not respond to a consultation it was therefore broadly in favour. Primary headteachers at the meetings asked their representatives to make it clear that this was not necessarily the case; it was argued that the consultation questions were complex, some (many) headteachers did not fully understand the issues, due to a lack of information, and the consultation time frame had been particularly short (due to the late announcement of funding by the Government).

The consultation responses will be discussed by the Finance Review Group and then by Schools Forum on 27th November.

3. OFSTED INSPECTION FRAMEWORK – LESSONS LEARNED FROM ESSEX SCHOOLS

The presentation was led by the following LA officers:

Stephen Chynoweth – North East meeting

Maz Norman – South meeting

Alison Fiala – West and Mid meetings

At the time the presentation was written, there had been around 20 inspections in Essex under the new framework. So far:

- 35% of schools had improved their grading;
- 26% were downgraded;
- 39% had retained their previous grading.

The general feedback from those who had taken part in inspections was that the process was more or less as expected, or a bit more difficult than expected. The presentation looked at the key aspects of inspection.

The preparatory phone call

In most cases, full **90 minutes** but some experience of it being split into two calls.

Focuses on:

- The school's **context**, and the **progress** it has made since the previous inspection, incl. specific progress made on areas for improvement identified at previous inspection
- The headteacher's assessment of the **school's current strengths and weaknesses**, as expected from framework, incl. the sequencing of the curriculum and how well the children are provided for.
- Deep dives decided in this conversation -vehicles for Quality of Education judgement. In at least two deep dives **SEND** will be integral-does the planning provide access to curriculum intent? **SEND** and **PPG pupils** core to the inspection.

Key documents to have to hand include:

- Schools development plan
School evaluation summary/form
- Curriculum policy/map/outline/vision/statement of intent
- Staffing structure
- Timetables/school calendar

Other documents suggested by headteachers who have had inspections:

- ISDR
Ofsted handbooks
Keeping Children Safe in Education
- SEN and Pupil Premium register
- End of summer term data
- Report from last Peer Review

It was emphasised by all that the Lead Inspector will have scrutinised the school website, in particular the curriculum information. This is the first "showcase" for a school's approach to the curriculum and should include a wealth of detail.

LA hints and tips about the phonecall

1. Ensure key notes/ Headline documents are prepared for the call
2. Have note taker in the room during call.
3. Ensure good quality speaker phone to enable other SLT members to be present

4. Take care over which areas to identify as strong/ 'developing' (rather than weak)
5. The inspector will drill down into specifics quickly -tell them what you are actually doing and avoid vague ambition. Scaffold comments against Intent, Implementation and/ or Impact
6. Know the specifics of the context e.g. the number of PPG, etc
7. Be ready to discuss (influence) and agree the subjects for the deep dive. Plan to cover for middle leaders esp. small schools
8. Prepare to discuss:
 - a) sequencing across the curriculum
 - b) how well disadvantaged, most able and SEND are benefitting from the curriculum
 - c) the range and impact of professional development in improving subject and pedagogical knowledge especially for non-specialists.

Other hints and tips from headteachers

- Have your website up on screen so that you can refer to it.
- The phone call is the main part of inspection for the headteacher – the remainder of the inspection will focus on senior leaders, subject leaders, children, teachers, governors and book scrutiny – validating the approach and information gathered in the phone call.
- The discussion about quality of education and the curriculum strengths and areas for development can influence the inspection and the choice of deep dives.
- The work carried out in the afternoon/evening following the phone call is critical – talking to subject leaders, discussing lessons with staff, making sure they are confident about progression and the place in the curriculum;
- May be a heavy focus on progress since the last inspection.

Personal Development

SMSC and Fundamental British Values will be considered in this judgement. Is there a focus on sharing commonalities across the school community?

- How does the school work to develop pupils' character?
- How does the school promote an inclusive environment?
- Focus upon sources of evidence that are outlined in the grade descriptors e.g. careers advice.
- Primary & Secondary-readiness for next phase of education (and employment)
- Increased emphasis on protected characteristics and making sure there is equal access to all opportunities.
- This area can provide good evidence of the school's implementation of its curriculum intent.

LA hints and tips on personal development

1. Pupil voice has been integral to all inspections so far incl. Inspectors interviewing a group of selected pupils by themselves –you may not be asked, but have a list of representative children ready for interview
2. Is behaviour, conduct and pupil language use consistent and appropriate throughout school e.g. in playground/ extra-curricular clubs etc.
3. How effective is the link between extra-curricular provision and curriculum intent & provision?
4. How effective is in-class questioning in developing pupils' reasoning and skills of reflection?
5. Deep dive example -RE lesson –is the curriculum meeting the needs of children in Britain?
6. Character/ SMSC and Fundamental British Values will be considered in this judgement.

Quality of education

Many examples of triangulating evidence seen throughout school with curriculum intent, implementation and impact

- A focus upon structure of the different phases of the curriculum
- Middle leaders' understanding of intent, implementation and impact of respective curricular area including provision for PPG/ SEND etc. as well as quality assurance, monitoring and effective intervention
- Some inspection examples of viewing extra-curricular provision as an extension of curriculum intent and design

LA hints and tips on personal development

1. Consider the **consistency** and **cohesion** of curriculum intent, through effective implementation and impact upon pupil outcomes
2. **Work scrutiny** through class visits (not lesson observations) –key evidence of pupils learning over time; can **previous concepts be explained**? Is there evidence of **effective differentiation, progress**, effective use of **assessment for learning**?
3. Consider **pace** and **precision** of in-class provision
4. Is there evidence of the development of **higher order questioning and thinking** from class visits?
5. Take care over which areas to identify as strong/ 'developing' (rather than weak)
6. How does the curriculum build upon **knowledge and skill acquisition**? Is it effectively assessed?
7. How are **extra-curricular activities** structured? How are they linked to overall school curriculum intent? How **accessible** after extracurricular activities to all pupils? SEND? Disadvantaged?

Deep dives

- Clear triangulation strategy e.g. Reading –EY lead and literacy lead interviewed separately, and then together.
- Subject leader interview focused on intent, rationale, implementation, sequencing, progress and impact through assessment –for ALL subjects. How assessment informs the teaching of the curriculum and the impact of professional development
- Clear expectation for teachers to have accurate knowledge of learning pre and post lessons –'where have they come from and where are they going?'
- In primary schools, inspectors will always carry out a deep dive in reading and deep dives in one or more foundation subjects
- In secondary schools, the deep dives will typically focus on a sample of four to six subjects, looking at a wide variety of pupils in different year groups across that sample

LA hints and tips on deep dives

1. Undertake deep dives either using peer review, or School Effectiveness Partners to test:
 - a) Curriculum Intent
 - b) Curriculum implementation
 - c) Curriculum impact
2. Anticipate which subject/s may be included in addition to Reading. Likely to be mathematics but a foundation subject will be looked at also e.g. MfL, Computing, Music etc.
3. Take care over which areas to identify as 'weak' –better to use term 'in development'
4. Consider which middle leaders will require cover, during deep dive, and what this will look like
5. Middle and Seniors need to be prepared to discuss:
 - a) sequencing across the curriculum
 - b) how well the disadvantaged, most able and SEND are benefitting from the

curriculum

c) the range and impact of professional development in improving subject and pedagogical knowledge especially for non-specialists.

d) Quality and effectiveness of provision throughout different phases of the school

Behaviour and attitudes

- Is this a place where children can learn? What is the culture?
- To what extent is bullying managed? Does everyone understand what bullying is?
- How are specific children's needs met e.g. ASD, SEMH?
- Does professional development improve staff confidence in managing behaviour effectively?
- Exclusions and attendance focus—all types of exclusion looked at, including internal.
- Is there consistent and fair application of policy across the system?
- A focus upon management of low level disruptive behaviour.
- Inspectors will speak to staff most vulnerable to poor behaviour e.g. NQTs

LA hints and tips on behaviour and attitudes

1. Reflect upon the incidents of low-level disruptive behaviour throughout the school as well as evidenced case studies of examples of more challenging behaviours
2. Does the school have a clear understanding of identified issues and effective school/ multi-agency intervention to successfully address said issues
3. Inappropriate use of homophobic/ racist/ discriminatory language use by pupils picked up in inspections and opened up as a new line of enquiry
4. Is behaviour, and are attitudes, consistent throughout different phases of the school?

Leadership and management

- Safeguarding non-negotiable
- Governance recognition of safeguarding and their responsibility towards its effectiveness
- Middle leadership for curriculum an essential part of the inspection including interviews and deep dives
- A focus upon management of teacher workload
- Quality assurance and effectiveness of monitoring and intervention
- Attendance and focus upon exclusions/ off-rolling/ coding etc.

LA hints and tips on leadership and management

1. What is systemic about the school as a result of the leadership?
2. Focus on vision, integrity/moral fibre of leadership and the impact on staff, pupils and the community.
3. SEND and PPG core –Heads and curriculum leads must be able to 'own' SEND and PPG intent, implementation and ambition.
4. Inspectors will be interested in the conclusions drawn and actions taken from any internal assessment information, but they will not look at any internal data

Verbal feedback and written report

- Most verbal feedbacks have been between 35mins and 1 hour
- Verbal feedback detail far more detailed and richer than report
- Verbal feedback contains more developmental points than written report
- School Effectiveness Partner invited to verbal feedback, by school, as LA representative
- Recognition of appropriate improvement priorities by leadership & management
- Clerk to Governors/ designated staff member may attend verbal feedback to take notes

LA hints and tips on Verbal feedback and written report

1. Have at least one scribe for verbal feedback
2. Do not be afraid to ask for clarification, either about a recommendation and/ or any possible development enrichments provided that will not be in the final report
3. If possible, allocate aspects of the final feedback to respective senior leaders to record in detail e.g. Quality of Education to enhance active listening detailed feedback capture
4. Ensure representation from all appropriate partners in school provision i.e. SLT, Governing Body, LA, Diocese [if applicable], Trust [if applicable]

Consistently common Key Focus areas/ threads

- Safeguarding
- SEND pupils
- Disadvantaged pupils
- Reading
- Systemic provision
- Progress
- Cultural capital
- Impact of distributed leadership, at all levels
- Triangulation of evidence

One headteacher said that she had been quizzed about the links to the National Curriculum and subject leaders need to be able to articulate this.

There was a varied experience in how children were listened to for reading, for example:

inspector listening to selected children (often lowest ability or children who had not achieved phonics test), or listening to a group, or observing a child reading to another adult (and listening to that staff members' feedback to the child.)

Elmstead Primary's experience of inspection:

Ian' MacDonald's feedback

3 key points:

- Preparation
- Flexibility
- Communication

Ian's fifth inspection – a different type of inspection

Phone call – focus on headteacher

1 hour 45 mins – had ready: SDP, SEF, Curriculum Intent Statement, ISDR, end of summer TT data, SEN & PP register, paperwork from our last peer review, KCSiE, Ofsted handbooks.

Deputy took notes during the phone call – on loudspeaker.

Discussed actions since last inspection.

Quality of Education – strengths, areas for developments with subjects. Decide what you want deep dives to be in, to direct the conversation.

Had obviously looked at website – curriculum maps and termly overviews – *make sure you are clear about this*

Behaviour in school; personal development, inside and outside curriculum.

Subject leaders were needed for the lesson visits – arrange cover.

In this inspection, when hearing readers, wanted adult to read with children while he

observed.

Inspection – most of focus on team

Deputy and subject leaders played a key part. Deputy was subject leader – deep dive included 30 minute conversation discussing the vision of the subject, intent for the curriculum, rationale behind the scheme. She stressed the need for a subject leader to know the books from EY through to Year 6.

Safeguarding and SCR – talked through two cases (one resolved, one current)

5 pinch points (as opposed to triangulation)

- Headteacher/SLT
- Subject leaders
- Children
- Teachers
- Book scrutiny

Evaluations following the meeting suggested that headteachers valued this presentation, and particularly found it helpful to hear from other heads about their experience. Care must (as always) be taken not to spread alarm!

4. EDUCATIONAL PSYCHOLOGIST TEAM SECONDED TO EWMHS

Jane Tyndale-Biscoe – North East meeting

Natasha Colley – South meeting

Kate Barnett – Mid meeting

EWMHS EP role

Five EPs are seconded, one day per week, to each of the EWMHS hubs:

- • Kate Barnett (Mid)
- • Laura Barton (Castlepoint & Rochford, South)
- • Natasha Colley (Basildon & Brentwood, South)
- • Jane Tyndale-Biscoe (North East)
- • Sophia Wareham (West)

Aim: To enable schools to further support the emotional wellbeing and mental health of children, young people and adults.

Focus: Support EWMHS to enable/empower school staff and whole school systems.

Key areas of work:

Training (including follow up workshops to embed practice) – map existing materials, develop and deliver countywide strategy for schools training

Telephone helpline for schools – run from SPA office, alongside SPA team

Systemic support and project work (to be developed with EWMHS managers)

Telephone helpline for all schools

Thursdays (term time only) between 12pm and 4.30pm

For any member of school staff with concerns about the emotional well-being/mental health of pupils they work with.

Not for discussing individual children/young people but an opportunity

for confidential consultation/problem-solving in on any EWMH theme/issue.

Book your consultation by emailing EWMHSSchoolsadviceline@essex.gov.uk

Training for all schools

EWMHS EPs are presenting on two topics per term for school staff.

Each topic has two sessions (a training session and a follow-up workshop). The same sessions are offered across each of the five EWMHS areas.

Autumn term 2019 topics:

- • Supporting C&YP with Stress and Anxiety
- • Emotional Wellbeing in C&YP with ASD

Please see the flyer (circulated at the meeting) for more details and dates - this has already been shared with all headteachers via Education Essex at the beginning of term. However, in many cases this was not picked up by schools and it was agreed that the communication needs to be improved – perhaps a dedicated webpage about the EP team offer.

Autumn term 2019 (currently underway)

- Supporting CYP with Stress and Anxiety
- ASD and emotional wellbeing

(Two part sessions: 1st session for information and 2nd session is a workshop to embed and plan support based on what they have learned from session 1)

Spring term 2020 (information to come soon)

- Repeater sessions from Autumn term?
- Needs analysis topics so far...
 - School attendance difficulties
 - Anger
 - Low mood

Summer Term 2020

- ??

The team asked for feedback on:

- Ideas you have for emotional wellbeing or mental health topics which you feel would be particularly helpful to have training/support on.
- Different ways in which school staff could access resources/training materials e.g. webinar (voice over PP) / podcast / video clips
- What kinds of materials/activities do you think it would be helpful for school staff to have access to?
- Ideas for how good practice could be shared across school communities and how info from training sessions can be embedded into school systems

5. MENTAL HEALTH SUPPORT FOR SCHOOLS – THE LINK PROGRAMME

Clare Burrell, head of ECC Strategic Commissioning for children and families, attended the South and Mid meetings to introduce the Link programme, accompanied by: Alfred Bandakpara-Taylor, Senior Commissioning Manager Mental Health & LD Commissioning, Basildon and Brentwood Clinical Commissioning Group (South) and

Debalina Gupta, Primary Care Commissioning Manager, Mid Essex Clinical Commissioning Group. (Mid)

They explained that **Link** is one of several central government initiatives relating to transformation plans which include:

- Teaching about mental wellbeing (2020)
- Mental health Support Teams working with schools and colleges (2023)
- Training for senior designated mental health leads in schools (2025)

Funded by the DfE supported by NHS England, **Link** is led by Anna Freud National Centre for Children and Families

Roll out over next four years to all schools and colleges in England

Coordinated by local Clinical Commissioning Groups (CCGs) supported by Local Authorities, **Link** brings together schools/colleges with their mental health services to improve the local system of support for children and young people.

Aim is to ensure so that children and young people can get the help they need, when they need it.

Working together on system confidence to deliver early intervention for children and young people experiencing emotional health and wellbeing issues.

Each school/college to nominate a senior emotional health and wellbeing lead for 2 x day long workshops, approximately 6-8 weeks apart

School leaders, local EMWHS senior service leads, CCGs and LA Colleagues with early help leads e.g. Team Around the Family Officers

Roll out February 2020 to December 2020

Delivered within CCG Areas in groups of schools

South Essex dates	1st session	2nd session
Basildon and Brentwood Workshops		
Basildon Town	Wed 11 March 2020	Wed 22 April 2020
Brentwood	Friday 27 March 2020	Friday 22 May 2020
Billericay and Wickford	Friday 06 March 2020	Friday 24 April 2020
Castle Point and Rochford Workshops		

Castle Point	Wed 29 April 2020	Wed 10 June 2020
Rochford	Wed 06 May 2020	Tuesday 23 June 2020

Mid Essex dates	1st session	2nd session
Maldon	Friday 15 May 2020	Friday 03 July 2020
Chelmsford 1	Friday 22 May 2020	Friday 26 June 2020
Chelmsford 2	Wednesday 16 September 2020	Friday 06 November 2020
Braintree 1	Wed 23 September 2020	Wed 04 November 2020
Braintree 2	Friday 25 September 2020	Friday 06 November 2020

It is very important the same people attend both workshops in the same cohort

Further details and information, including venues, will be circulated before the end of term, via the EPHA Professional Officer.

At the Mid meeting one of the headteachers fed back her concerns that schools are effective at offering Tier 1 intervention and support to children and families, but continue to have great difficulty accessing support at Tier 3 and above.

For more information

<https://www.annafreud.org/what-we-do/schools-in-mind/our-work-with-schools/the-link-programme>

6. THE COUNTRY TRUST

Sally Hetherington-Aherne (North East and West) and Sharon Roberts (South and Mid) attended the meetings to give headteachers information about the Country Trust.

Country Trust is a national education charity, which aims to bring food, farming and the countryside alive for the children least able to access it.

The charity focuses on primary schools with a greater than average percentage of children from low income families and therefore eligible for Free School Meals – the national average is 24.3% using the Ever6 measure.

They offer free opportunities, including
 Farm Discovery – One day visits
 Food Discovery – a year working with a school
 Countryside Discovery – Residential

The evaluations show a high level of satisfaction with the farm visits:

Quality:

- Over 99% of teachers agree that their pupils have a better understanding of how and where their food is produced as a result of the visit.
- Over 99.7% of teachers agree that being on a farm is not an experience their

pupils would normally have. Nearly a quarter of the teachers chose to highlight the visit as a rare experience in the children's lives.

- 96% were given the opportunity to tailor their visit to their chosen area of the curriculum
- Over 99.5% of teachers agree that their pupils gained confidence in being outdoors and in the countryside during their visit.
- After their visit, 99.7% of teachers felt more confident in using the countryside as a learning resource to enhance their teaching.
- 99.6% of teachers and leaders rated the visit as 'very good or 'excellent' for organisation and delivery and 98.5% rated the same in terms of health & safety

For free Country Trust Essex farm visits please contact:

Sharon Roberts - Essex Farm Discovery coordinator:

sroberts@countrytrust.org.uk

Visit us on:

www.countrytrust.org.uk

Office address:

The Country Trust, Moulsham Mill, Parkway, Chelmsford, Essex CM27PX

Tel: 01245 608363

7. NATIONAL YOUNG CARERS IN SCHOOLS AWARDS

David Mirzai (North East and West) and Charlotte Bird (South and Mid) were welcomed to the EPHA meetings.

David and Charlotte are the two dedicated School Development Co-ordinators in the Essex Young Carers Service and their role is to promote the national Young Carers in Schools Award, accredited by The Carers Trust and The Children's Society. They explained that there are estimated to be about 800,000 young carers nationally, and probably about 22,000 in Essex. These young people are not just caring for relatives with physical disabilities, but also those with mental health and emotional wellbeing issues, as well as supporting those who do not speak English as their first language.

There are three levels to the award, Bronze, Silver and Gold. The aim is to have the majority of schools to the Bronze level in the next three years. The award itself benefits both young people and staff within school. It helps raise awareness, improves wellbeing and confidence, improves attendance and has a positive impact in the achievement for Young Carers. The School Development Co-ordinators are able to meet with schools and support them through the process of achieving the award free of charge. Once a school has pledged to achieve the award the team are able to hold school assemblies and offer staff training.

David and Charlotte explained that most schools will have relatively little work to do to achieve the Bronze Award, which will include designating two Young Carers' leads in the school, creating a noticeboard for staff and pupils, and involving governors and parents. The team can support a school with this work including providing template letters and ideas to help the school achieve the Award.

Contact details:

David Mirzai

Schools Development Co-ordinator – Young Carers

Youth Service, Essex County Council

T: 033301 30927

M: 07740901706

E: david.mirzai@essex.gov.uk

W: <https://youth.essex.gov.uk>

Charlotte Bird

charlotte.bird@essex.gov.uk

8. LEADING FOR STAFF WELLBEING

Mark Solomons, founder of Welbee, and Melissa Eades, headteacher at Sunnymede Infants, were welcomed to the meeting.

Mark Solomons explained that he has been working with school leadership teams to improve staff wellbeing and results since 2009. Applying years of knowledge and research into workplace cultures, Welbee is built to increase staff retention, reduce staff absences and cover, improve staff engagement and significantly cut costs for schools.

He reminded heads of a number of recent news articles and reports that note that teachers in England have the lowest job satisfaction of those in all English-speaking countries. The NfER (National Foundation for Education Research) reports that: *Teachers endure greater job-related stress than other professionals.*

He asked the question: Why improve staff wellbeing? And argues that there are a number of key reasons:

- Moral Purpose
- Legally – a formal risk assessment of staff well-being is a legal requirement.
- Outcomes – a study in 2007 links staff wellbeing with improved outcomes for pupils.
- Financially
- Retention, recruitment & absence

The new Ofsted framework focuses on workload and staff wellbeing. The inspection criteria consider whether:

- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload.
- Leaders protect their staff from bullying and harassment.

He noted that the DfE often cites working hours as a key reason for job dissatisfaction although research undertaken by the University College London Institute of Education has found that working hours are largely unchanged over the last 25 years and suggests that

"These findings suggest that workload may have been given undue emphasis in the debate on teacher retention.

"Policymakers might therefore be better off focusing on other, better evidenced approaches to improving retention, such as increasing teacher pay, improving school leadership and improving working conditions."

Mark explained that experience has shown that schools want (in relation to staff wellbeing) to

- Know where to start
- What to focus on
- Simple and easy to use

The Health and Safety Executive website has useful information and tools. It sets out six causes relating to management standards – what has the biggest impact on wellbeing at work:

1. **Demands** (workload, working hours, deadlines, student behaviour...).
2. **Control** (the say staff have over what and how they work).
3. **Support** (from school, resources, line managers, senior leaders and colleagues).
4. **Relationships** (how they get on with colleagues and how this is managed).
5. **Role** (staff know of what is expected of them and how this fits with their department objectives and aims of the school)
6. **Change** (and how it is managed).

“The thing that is causing people to get ill at work and adversely affect their quality of working life is line managers who are not socially and interpersonally skilled. They don’t have the soft skills that are needed.”

Professor Sir Cary Cooper

Goldsmiths, University of London has developed a competency tool of leadership behaviours.

Area	Behaviour / Competency
Respectful and responsible: Managing emotions and having integrity	Integrity Being respectful and honest with staff
	Managing emotions Behaving consistently and calmly around the team
	Considerate approach Being thoughtful in managing others and delegating
Managing and communicating existing and future work	Proactive work management Monitoring and reviewing existing work, allowing future prioritisation and planning
	Problem solving Dealing with problems promptly, rationally and responsibly
	Participative/empowering Listening to, meeting and consulting with the team, providing direction, autonomy and development opportunities to individuals
Managing the individual within the team	Personally accessible Available to talk to personally
	Sociable Relaxed approach, such as socialising and using appropriate humour
	Empathetic engagement Seeking to understand everyone in the team in terms of their health and satisfaction, motivation, point of view and life outside work
Reasoning/Managing difficult situations	Managing conflict Dealing with conflicts decisively, promptly and objectively
	Use of school and external resources Seeking advice when necessary from other leaders, experts and specialists
	Taking responsibility for resolving issues Having a supportive and responsible approach to issues and incidents in the team

Mark stressed the importance of the school’s culture, using the analogy of a house.



Where should schools start?

Recommendations for school leaders:

Regularly monitor the job satisfaction and engagement of teaching staff, for example, through staff surveys, and take appropriate action to keep staff motivated.

*Identify workload issues and intervene to **increase support** and **reduce workload pressures** where issues are identified, including effective use of **line management** to support teachers to reduce their unnecessary workload.*

Why measure?

- To establish the gap between current performance and where you want to be
- To engage staff
- To focus on specific outcomes
- To create actions as part of your school plan
- To measure impact and agree future action

The wellbeing indicator tool is based on the HSE indicator tool. This considers

1. Demands
2. Control
3. Support
4. Relationships
5. Role
6. Change

Welbee's tool offers

Anonymous surveys
Anonymous staff responses empower honest feedback

Alleviate stress
Built to UK health and safety standards

Benchmarking
Compare staff wellbeing to school & cross-industry averages

Identify Strengths
Highlight and share what is going well with your staff

Report & capture
Compare report results to track improvement

Identify priorities
Focus only on the areas that have impact

Automated results.

Mark's current offer to Essex schools is:

Up to 200 pupils	201 - 500 pupils	501 - 1000 pupils	1001 - 1500 pupils	1501+ pupils
£125	£175	£225	£250	£300

This includes

- Administration and running your survey
- Advise on staff participation
- You just need to give your staff members a link
- Full reporting of results, available online through your dashboard
- Filters and benchmarks
- Your strengths and areas for focus
- Priority actions
- A presentation of results that you can use to feedback to staff
- A call to review results and help with setting your plans

He offers a no risk guarantee – your money back if you are not happy with the results of the survey.

Contact Mark at

marksolomons@wellbeingaccelerator.co.uk

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

9. HR UPDATE

Nicki Harris, was welcomed to the meetings. She gave the following updates around personnel issues:

Teachers' Pay

The only change within the School Teachers' Pay and Conditions Document is to pay – 2.75% on minimum and max of all pay ranges and allowances.

As usual, the only obligation is to ensure that all those on the minimum of any range or allowance are on the new minimum amounts, above that the Governing Body has discretion if and by how much to increase.

Government funding available for the 0.75% (DfE has said that schools can afford and have budgeted for 2%)

Pay Policy – only change is to insert the new pay rates

Schools may have also seen various Government announcements about “billions of extra money” for schools to cover pay and pension costs for the next 3 years – but that starts in April 2020 so still have to meet the 2% for Sept 19 -March 2020. Also we don't know what pay increases/changes will be in future years so how much will be met by the extra funding

Indications are that next year will see a bigger review of TPCD – including some terms – not just pay. Crystal ball gazing but rumours:

Safeguarding (salary protection)– employers calling for reduction in 3 years safeguarding

Government want to see increase in minimum of Main Pay Range to £30,000 by 2022 – this will have a knock on effect on the rest of the pay range and we believe may mean that Main Pay Range and Upper Pay Range will be merged....

Back to pay scales (with points)...! This will increase costs as will mean where schools have not been applying maximum national increases over the last few years they will have to move back in line with national scale points and values.

Term Time Working

Brazel v Harpur. The decision came during August 2019 and was not good news.

The case concerns a music teacher who was paid by the hour. She worked irregular 'as and when' hours for 32 weeks of the year.

As is general practice in schools, she was paid the agreed rate plus a supplementary amount of 12.07% for holiday pay. The 12.07% is based on 5.6 (the statutory minimum

holiday pay under the Working Time Regulations) divided by 46.4 (the working weeks in a year minus statutory holiday) multiplied by 100.

In this particular case, the employer paid the holiday pay at the end of each term at the rate of one third of 12.07% on the hours worked each term. We add the 12.07% to the hourly rate which produces the same effect.

Brazel argued that the correct methodology is as set out in the Employment Rights Act i.e. the employer should take the average earnings in the 12 weeks prior to the calculation date (excluding any weeks where no hours are worked) and multiply this by 5.6. This would amount, in this particular case to 17.5% of earnings (5.6 weeks holiday, divided by 32 working weeks).

On this basis, the percentage of holiday pay to worked hours is significantly higher than that which a full time (all year) worker would receive and could lead to a bizarre situation where someone works one week a year and could claim 5.6 weeks leave.

Despite this, the Employment Appeal Tribunal and the Court of Appeal both accepted this argument, finding that there was no basis in law for pro-rating holiday pay on the basis of working weeks (although there is of course for part-time hours). Nor, they concluded was there any provision in law which protected full-time workers from less favourable treatment compared to part-time workers. Only the other way round.

The implications look like:

As a Court of Appeal judgment, the decision is binding and opens up all employers to similar claims. However we are still awaiting confirmation of whether it will be appealed to the Supreme Court.

If it is not appealed or the decision is upheld by the Supreme Court, it will mean that all term time workers will have to receive a minimum of 5.6 weeks annual leave (some currently receive less as entitlement is pro-rated for weeks worked). We talked earlier about pro-rata entitlement to pay for PHs – the 5.6 weeks statutory leave includes PHs so looks likely this will not be pro-rated following the judgement.

We will need to look particularly at Invigilators and any other workers who work a very limited number of weeks of the year and could, under this judgment accrue a full time leave entitlement.

The methodology and calculation of holiday pay for casual/hourly paid workers might need to be changed.

The general legal opinion is that there will be further cases on this issue as the judgment is controversial. In the meantime we are seeking clarification from the LGA to prepare guidance on the way forward. Our advice is not to act until we have issued advice.

Contracts

Changes in the law from 6 April 2020 requiring Written Particulars (employment contracts) to be issued from day 1 of employment, not within 8 weeks as is currently the law. Most schools/academies do their own contracts already and this hopefully will not be too problematic, but you will need to consider processes to ensure you have all the information you need to issue from (or before) day 1.

The other point is the new requirement to issue a letter of appointment to casual/relief staff (not agency supply – only those directly employed). This has been advisory in the past but will be a requirement from 6 April 2019. Model letters are contained in the contracts packs.

Some Community /VC schools are still getting their contracts produced by Essex Payroll and this will not be possible going forward. They cannot meet the deadlines required and budget cuts mean the service will be ceasing by December 2019.

We did an email to all of these schools and are running/have run some free training sessions

Employment Law Changes on the horizon

Obviously the political situation is pretty unstable but after years of limited changes in

employment law, we have a whole raft potentially coming up. In December 2018 the Good Work Plan was published, setting out the government's vision for the future of the labour market. Even if an alternate Government is elected, employment rights are likely to be high on agenda.

The Government has published consultations covering:

Measures to strengthen protection from workplace sexual harassment (consultation ends Oct 19)

Mandatory duty on employers to prevent sexual harassment in the workplace

Strengthen the law on harassment by third parties (e.g. parents)

Introduce a statutory code of practice

Consider what protection should be afforded to volunteers and trainees

Measures to reduce ill health related job losses (including reforms of SSP) (consultation ends Oct 19)

Encourage early intervention by employers for those with long term health conditions (not just those with recognised disability)

Extend SSP to those earning below current limits and support phased returns

Improve OH

New right to request workplace adjustments (currently only covers those with disability)

Proposals to improve family-friendly leave and pay to support families (consultations close October/November 19)

Neonatal leave (for those whose baby requires neonatal care) – to be added on end of maternity leave, and possibly paternity leave

Requiring large employers (250+ staff) to publish family friendly and flexible working policies

Overhaul of family friendly leave and pay NB paternity leave to encourage more fathers to take more leave

In addition

Parental Bereavement leave will come in April 2020. Parents or carers will be entitled to at least two weeks' leave following the loss of a child under the age of 18 or a stillbirth after 24 weeks of pregnancy. Paid if 26 weeks service, unpaid if not.

Extension of redundancy protection: There are proposals to extend redundancy protection following maternity and other family related leave – currently employees on maternity leave have to be offered any suitable employment in redundancy. Proposal is to extend this protection from point of employer being notified of the pregnancy to 6 months after return from maternity (and adoption/shared parental leave). Also propose to give longer to make claims related to pregnancy and maternity (from 3 months to 6 months).

DfE Policy schedule

Nicki noted the publication of an updated Statutory Policy schedule from the DfE (last one is dated September 2014). This introduces a number of new statutory policies, including one for Newly Qualified Teachers. Nicki noted that this seems unnecessary (as does the requirement for a School Exclusions Policy) as schools have to follow national guidance on NQTs probation periods. However, she has been in touch with the NQT team and will produce an induction policy relating to NQTs.

Additional policies include the need to have one for Exclusions, which is likely to be within the school's Behaviour Policy.

Schools also need to have a policy for children unable to access education due to health needs. It was noted that the Education Access team has recently published a suitable policy, which can be found on the Essex Schools Infolink

https://schools.essex.gov.uk/pupils/Education_Access/Pages/Medical-Anxious-School-Refusers-Pregnancy.aspx

The fourth “new” statutory policy is around the use of biometric data. Nicki confirmed that a school needs to have a statement and this is likely to be within their Data Protection Policy.

10. DATES AND TIMES OF FUTURE MEETINGS

Area Heads Meetings

Spring term 2020

N-EAST	Wednesday 4 March	Colchester Football Stadium
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	Colchester Football 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 20 March 2020 Stock Brook Country Club, Nr. Billericay

Deputy/Assistant Headteachers' Conference

Friday 2 October 2020 Weston Homes Community Stadium

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